Ardsley High School
Program Planning Guide



2025-2026

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INTRODUCTION

At Ardsley High School we are committed to providing an exceptional academic experience that prepares our students for success in both their higher education and future careers. This Program Planning Guide is designed to showcase the diverse array of rigorous and enriching courses available to our students. Each course has been thoughtfully developed to foster intellectual curiosity, build critical thinking skills, and promote personal growth.

As students and families examine the Program Planning Guide for the 2025-2026 school year, please consider a well rounded and balanced program of study. Choices should be based on graduation requirements, the number of courses that can be reasonably scheduled within the school day, academic interests, and the importance of including a lunch period in a students schedule. When choosing elective courses, please select more than one course, as interest and numbers of students enrolled will determine if the course is offered.

GRADUATION REQUIREMENTS

A student will be awarded a Regents endorsed diploma upon the successful completion of 22 credits and the course work and testing requirements identified in the chart below. After completing the necessary core units, students may select courses in any area to reach the required 22 units of credit.

Ardsley High School Graduation Requirements

REQUIRED SUBJECTS	NUMBER OF CREDITS
English	4 Credits
Social Studies	4 Credits
Mathematics	3 Credits
Science	3 Credits*
World Language	1 Credit**
Health	.5 Credit
Art and/or Music	1 Credit
Elective	3.5 Credits
Physical Education	2 Credits***
TOTAL CREDITS: 22	

* One of the science courses must be a Living Setting course (Biology) and another must be a Physical Setting course (Earth Science, Chemistry, Physics).

** Students identified with having a language-based disability may be exempt from the second language requirement if the exemption is stated on the student's I.E.P.

***All students must take Physical Education each year.

NYS Regents Diploma Requirements

Total Units of Credits	22
Units in Core Credits	18.5
Examinations	5

Algebra I
English Language Arts
1 Regents Science Exam: Life Science Biology, Earth and Space Sciences, Physical Setting/Chemistry, or Physical Setting Physics
Global History and Geography II
US History and Government

Promotion Requirements

1. Grade 10 (sophomores) - Those students who have satisfactorily completed a minimum of 4.5 credits.
2. Grade 11 (juniors) - Those students who have satisfactorily completed a minimum of 9 credits.
3. Grade 12 (seniors) - Those students who have satisfactorily completed a minimum of 14.25 credits.

Minimum Credit Requirements

All students must maintain a course load of 5 credits plus Physical Education.

New York State Required Testing

The New York State Education Department requires that all students pass Regents examinations in English, mathematics, science, and social studies in order to receive a high school diploma. The requirement is supplementary to Ardsley High School's graduation requirements.

The New York State Department of Education has established that a minimum score on an approved alternative assessment may be substituted for a Regents examination score once a student successfully completes course study. Alternative tests and scores are listed below.

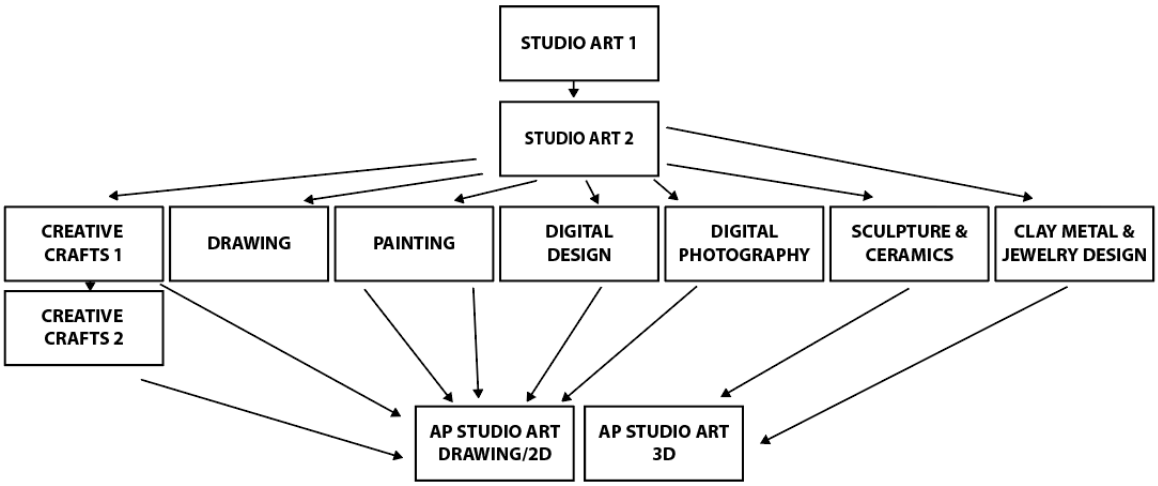
REGENTS	APPROVED COURSE	REQUIRED SCORE
ELA	AP English Language and Composition	3 or higher
Math	AP Calculus AB	3 or higher
Social Studies	AP World	3 or higher
Social Studies	AP US History	3 or higher
Science	AP Biology	3 or higher

Senior Externship

The Senior Externship is a required experience for every student completing their senior year. Designed to give students the ability to explore a full-time experience, seniors will end their coursework in the second or third week of May and begin their four week externship, ending the second or third week of June. Seniors will be expected to complete 100 hours in an area of career exploration, community service, or personal interest. A site supervisor will monitor the student's work while away from Ardsley High School. An Ardsley High School faculty member will mentor each student during their four week experience. The Senior Externship is a Pass/Fail course for no credit. The course will be listed on the final transcript.

Students attending the Career and Technical Program at Southern Westchester BOCES will complete hours in their respective fields of study through BOCES during the externship period. Their programs of study are still in session until the program graduation date in June.

THE ARTS



VISUAL ARTS FOUNDATION COURSES

Studio Art 1 **½ credit / 9-12**

This course fulfills ½ credit of the art/music requirement and is the first half of the foundational course for the visual arts program. It is designed to introduce students to the basic skills necessary for an appreciation of the visual arts. Through assigned projects, students will explore various forms of self-expression. The course covers four key disciplines: Art Production, Art Criticism, Art History, and Aesthetics (Art Appreciation and Philosophy). Students will gain essential knowledge for creating works of art across multiple media. This course is perfect for beginners, offering an introductory experience for those taking art for the first time.

Studio Art 2 **½ credit / 9-12**

This course is the second half of Studio Art 1 and fulfills ½ credit of the art/music requirement. It continues the development of the fundamental skills necessary for an appreciation of the visual arts. Through assigned projects, students will further explore various possibilities for self-expression. The visual arts will be examined through four key disciplines: Art Production, Art Criticism, Art History, and Aesthetics (Art Appreciation and Philosophy). Students will gain essential knowledge for creating works of art across multiple media, building on the skills learned in the first half of the course.

VISUAL ARTS ELECTIVES

Creative Crafts 1 **½ credit / 10-12**

This elective course is for students interested in exploring the creative possibilities of various materials with an emphasis given to good design and quality craftsmanship. Students will learn about the techniques of a craft, its history, and the safety factors. Students will develop the ability to execute designs by using appropriate tools, materials and techniques for each craft introduced. This studio class includes but is not limited to jewelry-making, ceramics, weaving, soft sculpture, printmaking, and book art.

Creative Crafts 2 **½ credit / 10-12**

This course is the second half of Creative Crafts and focuses on exploring different materials while emphasizing good design and quality craftsmanship. Students will learn various craft techniques, their history, and safety practices. They will develop skills in using the right tools and materials for each craft. The course includes, but is not limited to, jewelry-making, ceramics, weaving, soft sculpture, printmaking, and book art.

Digital Art and Design **½ credit / 10-12**

This elective course introduces students to computer-generated art using Adobe Creative Suite, focusing on Illustrator, Photoshop, and InDesign. Students will explore design principles, experiment with typography, create digitally manipulated images, and develop effective layouts for communication. The course emphasizes creativity and technical skills, helping students create visually compelling and functional designs.

Drawing **½ credit / 10-12**

This elective course introduces the basics of drawing, focusing on materials, techniques, and creativity. Students will experiment with various drawing tools, including charcoal, graphite, and ink, on different surfaces. Projects will cover linear perspective, observational drawing, and portraiture. The course encourages exploration of shading, mark-making, and other essential drawing skills.

Painting **½ credit / 10-12**

This course is an elective course. This course introduces the fundamentals of painting. An emphasis will be made on color mixing and composition. Students will have an opportunity to experiment and practice skills and techniques associated with the following wet and dry materials: tempera, gouache, watercolor, acrylic paint, and oil and chalk pastel.

Ceramics and Sculpture **½ credit / 10-12**

This course is an elective course. This course covers hand-building and wheel-throwing techniques used for pottery and sculpture. Coil, pinch, and slab rolling hand-building methods as well as throwing will be explored with an emphasis on composition, form, texture, structure, function and historical development. Students will polish skills and develop a personal style while producing both utilitarian pieces (such as bowls, teapots, and mugs) and nonfunctional, sculptural forms. Decoration and glazing are also included. Sculptural projects will explore various media such as paper fiber, plaster, and found objects. Students will learn both the additive and subtractive sculptural techniques, including carving, modeling, and casting.

Clay Metal & Jewelry Design **½ credit / 10-12**

This course is an elective course. Students will create small scale sculptural works in clay metal and other materials to make wearable/functional art. Students will learn about the development of clay metal techniques while examining the historical backgrounds of jewelry design from history. They will learn fabrication techniques, understand how to layout designs, create them, and how to communicate their ideas through their works of art.

Digital Photography **½ credit / 10-12**

This course is an elective course. This course emphasizes photography as an art form. Students will learn to use the camera as well as the computer programs Lightroom Classic and Photoshop. The school has a limited number of digital cameras for students to borrow. A smart phone's camera can be used for some of this course.

Advanced Placement Studio Art (Drawing or 2-D Art and Design or 3-D Art and Design) 1 credit / 11-12

This course is an elective course for serious art students who would like to submit an art portfolio in the areas of drawing, 2D or 3D design to the College Board for AP credit. Students will complete a series of summer projects and approximately 15 art pieces during the school year that will be submitted to the College Board by early May. Prior enrollment in an art elective is required, along with a portfolio of five quality art pieces, and a writing/drawing sample are required for registration.

Prerequisites

- Prior enrollment in an art elective is required.
- A portfolio of five quality art pieces and a writing/drawing sample must be submitted as part of the registration process.

Advanced Placement Studio Art - Admission Criteria

To be eligible for enrollment in the AP Studio Art course, students must meet the following requirements:

1. Complete Studio Art I (or equivalent) with a grade of B or better.
2. Complete Studio Art II (or equivalent) with a grade of B or better.
3. Complete one additional art elective with a grade of B or better before registering for the course. The AP Portfolio will be evaluated based on the prerequisite courses taken.
4. Submit a writing sample.
5. Submit a portfolio of five completed art pieces that reflect the student's highest quality work.
6. Receive a recommendation from the Art Department.

Theatre Arts I **½ credit/ 9-11**

Students are introduced to the fundamentals of theatre with a primary focus on acting. Students will cultivate their acting skills through improvisational work and character analysis Additionally, students will have the opportunity to practice other aspects of theater including playwriting, directing, physical comedy, and various films. All are welcome, and no experience is required.

Theatre Arts II **½ credit / 10-12**

Students extend their study of theatre through more advanced approaches to improvisation work and character analysis. Participants in this course will learn techniques from theatre experts such as Sanford Meisner, Constantin Stanislovsky, and Uta Hagen. Theatre II involves practice with stage acting, as well other aspects of theatre such as playwriting, stage makeup, stage combat, improvisation, character analysis, musical theater. As the year progresses, students will pursue an area of independent study,and conduct workshops for other students. The prerequisite for this course is Theatre I or a demonstration of basic knowledge about theatre. Students may be asked to participate in a brief interview with the instructor in order to enroll in the advanced course.

MUSIC

Music Theory I **½ credit / 9-12**

This course deals with the basic fundamentals of music. It is open to all students but requires the ability to read simple notes and rhythms. Scale and chord construction, ear training, sight singing, melodic and rhythmic dictation, and simple part writing are covered. The course is necessary for a three or five unit sequence in music. This course is taught concurrently with AP Music Theory and will meet every day for one semester.

AP Music Theory

Prerequisite: Students must take a diagnostic exam and be approved by the instructor **1 credit / 10-12**

This course is for the student who is ready for an advanced level study of music theory. It will give the motivated student a comprehensive understanding of music and its structures. Topics of study will include, review of fundamentals, compositional techniques, historical perspectives of select composers, ear training; sight singing; form, structure and analysis. Study of these topics, along with class projects and assignments, will lead the student toward the acquisition of skills which are integral to the music experience, including, development of critical thinking, improved musicianship, greater aesthetic awareness, problem solving, and decision making. This course is taught concurrently with Music Theory I and will meet every day for one year.

Jazz Improvisation **½ credit / 10-12**

This course is open to all musicians who wish to pursue the study of Jazz music. Students must own their own instrument and be able to play at the NYSSMA grade 4/5 level. The course will cover the basic fundamentals and concepts of Jazz Theory and Jazz Improvisation. Chords and scales, along with their application to standard jazz repertoire will be studied and performed. This course is a hands-on course, and the student will be expected to have his instrument at all classes. Depending on the make-up of the class, playing will be done with the members of the class and/or play-a-long recordings. In addition to playing, the music of different periods of Jazz will be studied via articles and recordings.

Digital Music **½ credit / 10-12**

This course explores the creation of music using Digital Audio Workstations (DAWs) like GarageBand, Logic, FL Studio and others. Students in the class are not required to perform, but will instead produce their own music in a variety of modern styles. Topics covered will include, but are not limited to: fundamentals of music, creating podcasts, publishing podcasts, and music for different applications. Prior knowledge of music is not necessary, but may be helpful.

Chorus **½ credit / 9-12**

The chorus is a vocal ensemble open to all students, grades 9-12.
Students experience singing in various styles, learn the language of music and learn vocal technique. Participation in all school concerts is required for all Chorus students. Choral participation helps students learn to perform and cooperate as a group.

Select Chorus **½ credit / 9-12**

The Select Chorus, an advanced performance group, rehearses 9th period one day a week and Friday mornings

before school. Select Chorus is open by audition and instructor approval. Music performed includes not only traditional vocal literature, but Broadway and popular styles as well. The Select Chorus performs at all school concerts, special community events, and on tour in Europe and the United States. Sectionals (pull-out small group instruction during the school day) are also required. An end of year field trip is frequently part of the concert calendar. All students, including seniors, are expected to attend this performance.

Chamber Orchestra
Prerequisite: Successful audition and instructor approval **½ credit / 9-12**

Chamber Orchestra, an advanced string orchestra, meets twice a week. Classes take place Wednesdays 9th period, and Fridays from 7:55 am – 8:45 am. Students are accepted by audition only each spring for the following school year. Music studied is from the standard repertoire, as well as modern music and pop songs. There are opportunities to play solos too. This group provides an opportunity to dig deeper into musical shaping and applying appropriate stylistic performance practices, according to each specific piece. Each year a few performances are given during the school day. All students are also required to attend sectionals for small groups. Small group instruction occurs during the school day. An end of year field trip is frequently part of the concert calendar and will require a monetary contribution to attend. Attendance for these concerts is expected for all members of the orchestra program, including seniors.

Orchestra
Prerequisite: Successful completion of (at least) 8th Grade Band at AMS and/or a screening and instructor approval.

½ credit / 9-12

This course is open to all students grades 9-12 who play stringed instruments. Music studied is from the standard repertoire, as well as modern music and pop songs. Students have the opportunity to grow artistically with more challenging and varied musical choices. Students are required to attend sectionals for small groups. An end of year field trip is frequently part of the concert calendar and will require a monetary contribution to attend. Attendance for these concerts is expected for all members of the orchestra program, including seniors.

Concert Band
Prerequisite: Successful completion of (at least 8th Grade Band at AMS and/or a screening and instructor approval.

½ credit / 9-12

The Ardsley High School Band is comprised of student musicians who are committed to participating in all phases of the Band program. The program strives to develop improved musicianship from both the group and the individual, as well as discipline, leadership, and cooperation. Requirements for this class include participation in the Pep Band and attendance at all rehearsals, dress rehearsals, concerts, graduation, and annual field trips to performance assessment festivals. Sectionals (pull-out instruction in place of regularly scheduled class periods assigned on a rotating basis) are a required part of this class as well. All students must attend a minimum amount set by the teacher. An end of year field trip is frequently part of the concert calendar and will require a monetary contribution to attend. All students, including seniors are expected to attend this performance.

Wind Ensemble
Prerequisite: Successful audition and instructor approval **½ credit / 10-12**

The Wind Ensemble provides motivated students with the opportunity to play and perform standard band literature with an advanced group. Students are accepted by audition each Spring for the following school year. Ninth graders will only be permitted to audition under special circumstances and with permission from the conductor. Students must be committed to all aspects of the Wind Ensemble program. Requirements for this class include participation in the Pep Band and attendance at all rehearsals, dress rehearsals, concerts, graduation, and annual field trips to performance assessment festivals. Sectionals (pull-out instruction in place of regularly scheduled class periods assigned on a rotating basis) are a required part of this class as well. All students must attend a minimum amount set by the teacher. Rehearsals are Mondays from 2:15-2:52 and Fridays from 7:55-8:45 AM. An end of year field trip is frequently part of the concert calendar and will require a monetary contribution to attend. All students, including seniors, are expected to attend this performance.

Jazz Ensemble
Prerequisite: Successful audition and instructor approval. Auditions held in the Fall **½ credit / 9-12**

The Jazz Ensemble provides motivated students with the opportunity for creative exploration in jazz and popular music. Students are accepted by audition each Fall for the current school year. Jazz style and improvisation will be covered. The standard "big band" format is used which allows one player per part as follows: Alto I, Alto II, Tenor I, Tenor II, Bari Sax, Trumpet I, Trumpet II, Trumpet III, Trumpet IV, Trombone I, Trombone II, Trombone III, Trombone IV, Guitar, Piano/Keyboard, Bass, Drum Set / Percussion. All wind and percussion players must be members of the high school band. Requirements for this class include attendance at all rehearsals, dress rehearsals, concerts, and annual field trips to performance assessment festivals. Rehearsals are Thursdays 4:00-5:30 PM. An end of year field trip is frequently part of the concert calendar and will require a monetary contribution to attend. All students, including seniors, are expected to attend this performance.

Note: Participation in Intermediate All County, Area All-State, All County Jazz Band, All-State, All-Eastern, and the National Honors Ensemble is contingent upon membership in the corresponding musical performing group.

Guitar **½ credit / 9-12**

Guitar class is a two-year introductory class in learning to play guitar. Students who are beginners or have a little experience are welcome to join. The class covers many of the most basic chords. In addition, left and right hand technique and songs are studied. Basic ear training and theory are also touched upon throughout the year. Students are encouraged to purchase a guitar for practicing at home although instruments are provided during class time.

COOPERATIVE EDUCATION

Youth Employment Service (YES)

Though no credits are earned toward graduation, the YES program provides students with opportunities to learn, and earn money after school hours. Many kinds of jobs are filled by our students such as: yard work, baby-sitting, catering, office work, cashiering, selling, waiting on tables or busing, housecleaning, window washing, and many others.

Work Study **1-2 credits / 9-12**

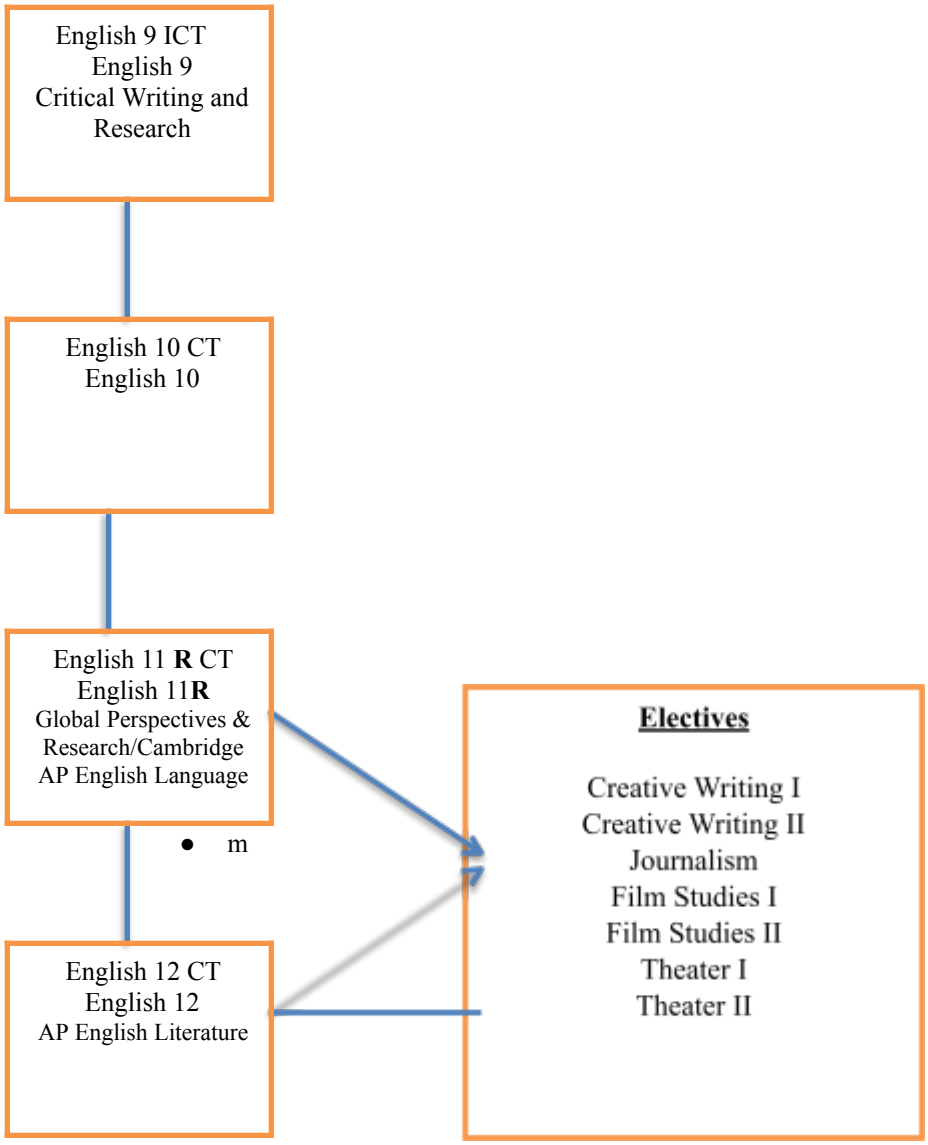
Ardsley High School students may earn up to two units of credit through a supervised work/study experience. The program involves three hundred hours of on-the-job involvement plus related in-school individual and small group seminars dealing with topics related to job application, interviewing, work habits and employee/employer rights and responsibilities. A student may submit six hundred hours to receive the maximum of two credits.

Internship

A student may earn up to one credit by participating in an internship experience. This supervised program might take the form of a career internship or some kind of volunteer experience. For every sixty hours of the internship a student earns a quarter credit to a maximum of one credit during the high school years. Students involved in this program keep logs, write reaction papers, and meet with the internship coordinator on a regular basis.

The intent of both these programs is to provide transition experiences which bridge the world of school and the larger world in a properly organized and supervised fashion as a formal part of our high school program.

ENGLISH



(R) indicates that the course ends in a Regents Exam

ENGLISH

Critical Writing and Research **½ credit / 9**

Critical Writing and Research is an interdisciplinary writing course that introduces freshman students to the fundamentals of constructing arguments and conducting research to support their claims. It assists their writing in all subjects and meets the district goals of 21st century skills. Using an online text and focusing on independent research, students analyze written texts (editorials, articles, etc.) and visual texts (editorial cartoons, advertisements, documentaries) in order to better understand the ways in which arguments can be crafted. They then adopt these techniques in their own writing. In addition, students learn to develop a research question and gather information to support their research. They learn to analyze resources for credibility and use these resources to properly support a claim. Finally, students study methods of presenting information and are responsible for delivering presentations based on independent research. The course acts as a foundation for the critical thinking and writing involved in all of the students' upper level high school courses.

Core text: *They Say; I Say: The Moves that Matter in Academic Writing.*

English 9 **1 credit / 9**

The English 9 Regents program serves as a foundation for curriculum that is taught throughout a student's four-year English sequence. The curriculum contains thematically related units comprised of varied literary genres that are designed to develop students' abilities to read, write, listen, and speak for information, literary response, and critical evaluation. Units are thematically connected to develop control of written expression, analyze elements of literature, and establish active listening and reading skills. Within this curriculum, skills that will be emphasized include:

(1) reading for meaning;
(2) establishing active listening and note-taking skills;
(3) developing an understanding of literary elements;
(4) communicating clearly and effectively; and
(5) recognizing the relevance of literature to develop a sense of identity. Ongoing activities and assessments have been adapted to the Common Core State Standards. The units in the curriculum will be thematically connected by the issues and concerns of identity and the factors that influence identity. Through close reading and analysis, students will explore characters' struggles and further understand how their own identities are shaped.

In addition to the core texts listed below, students also read a prescribed number of books each quarter for the independent reading program.

Core Texts: *The Odyssey, To Kill a Mockingbird, Lord of the Flies, Romeo and Juliet, The Art of Racing in the Rain, Julius Caesar, Miss Peregrine's School for Peculiar Children, The House on Mango Street,* and *Darius the Great is Not Okay.*

Literacy Course **½ credit / 9/10**

The literacy course supports incoming freshmen or rising sophomores who have literacy needs that cannot be met by current course offerings. This course allows for unit creation focused on vocabulary, comprehension, and writing skills through high interest and explicit lessons. Foundational literacy skills needing remediation are bolstered by additional focus on phonetics & decoding.

- Phonics and word study (phonemic awareness, six basic syllable types in English, spelling rules, common Latin roots, prefixes, and suffixes), vocabulary study, and high frequency words
- Instructional plans provide explicit, sequential, and cumulative instruction that engages multiple learning modalities with multisensory instruction, repetition, and immediate , specific feedback.

The course supports students' academic progress across all content areas. The curriculum will help students improve skills related to vocabulary, comprehension, and writing. The small class size allows for meaningful, ongoing formative feedback. A baseline assessment is administered at the beginning of the school year and a post-assessment is administered at the end of the school year to determine student progress in the course. NWEA Maps data will also be reviewed along with any educational evaluations that are included in a student's records.

English 10 **1 credit / 10**

English 10 Regents contains thematically related units composed of varied literary genres that are designed to develop students' abilities to read, write, listen, and speak for information, literary response, and critical evaluation. Units are thematically connected to develop the higher level critical thinking skills of analysis, evaluation and synthesis. Through close reading of novels, plays, poetry and essays, students will develop control of written expression, analyze elements of writing style, and become familiar with various rhetorical modes. Skills that will be emphasized include

(1) reading for multiple levels of meaning;
(2) improving writing fluidity and clarity;
(3) developing an awareness of style in reading and writing;
(4) communicating effectively to an audience through a variety of rhetorical modes and developing control of oral expression;
(5) recognizing the relevance of literature to personal situations, with a focus on choice and individual growth; and
(6) using poetry to increase appreciation and control of language. The units in the curriculum will be thematically connected by the issues and concerns of making choices in one's life, and the need to create a framework from which to make these choices. Through close reading of various texts, students will identify characters' struggles and further establish their own decision-making skills. In addition to the core texts listed below, students also read a prescribed number of books each quarter for the independent reading program.

Core Units: *Antigone, Macbeth, Brighton Beach Memoirs, Black Boy, Poetry Slam, The Book Thief, Of Mice and Men, Kite Runner, Bodega Dreams, Black Cake, The Glass Castle,* and *1984*

English 11 **1 credit / 11**

The eleventh grade curriculum is designed to help students become more independent in their thinking and to move to higher levels of analysis. These goals are correlated in the English 11 and Social Studies 11 curricula. In order to

complete an individualized term paper, students will read several works by an American author. The English Regents program and Social Studies Regents program are integrated, so that American literature units will be coordinated with themes taught in American history. Students will examine different perspectives as they study themes such as: A) the individual's relation to society, B) the American experience and the American Dream, C) necessity for societal structure to prevent chaos, the desire to be close to nature or to build an industrialized and technological society. Core works in American literature will be the central readings. These will be supplemented by additional works to meet the needs of the students. Students will read literature in several genres and will base their writings on the literature and personal experience. In addition to the core texts listed below, students also read a prescribed number of books each quarter for the independent reading program.

Core Texts: *One Flew Over the Cuckoo's Nest, The Great Gatsby, The Crucible, Catcher in the Rye, Fences, Death of a Salesman, Tortilla Curtain, A Raisin in the Sun, Bartleby the Scrivener, Where the Crawdads Sing,* and *Educated*

English 12 **1 credit / 12**

English 12 is designed to prepare students for the academic rigor of college and to help them meet the emotional and intellectual demands of adulthood. The writing program is closely aligned with the college experience. Close attention is also given to teaching students to participate in the "academic conversation" through a variety of modes: expository, persuasive, and analytical modes. Students will also write a research paper, a culmination of four years spent developing research skills on various humanities assignments. The research paper unit will give students an opportunity to produce college-level research writing. The approach to writing is intended to develop more independent, self-aware writers. The literature component will enable students to read with increasing complexity and sophistication. Through a survey of classic and contemporary works of literature, students will explore important philosophical trends that have influenced the shape and development of society over the past two hundred years. Concepts such as Existentialism and Postmodernism are woven into the curriculum throughout the year, enabling students to explore how an individual forms a meaningful set of values based on the choices one makes.

In addition to the core texts listed below, students also read a prescribed number of books each quarter for the independent reading program.

Core Texts: *Hamlet, The Things They Carried, The Metamorphosis, Frankenstein, August: Osage County, Into The Wild, Tuesdays With Morrie, Long Day's Journey Into Night, Between the World and Me,* and *Unwind*

Global Perspectives and Research/Cambridge English **2 credits/11-12**

This course is designed to engage students in global issues, critical thinking skills, and independent research. The curriculum is built around a series of topics organized by five broad themes: ethics, economics, environment, technology, and politics and culture. The goal is to liberate learning and develop successful university students by equipping them with the ability to focus in-depth on a subject of international importance, to undertake prolonged independent and self-directed learning, and to think critically and creatively. The final project is an independent research project of between 4,500 and 5,000 words based upon a topic chosen by the student and mentored by the course instructor. Designed as a two-year course, Global Perspectives and Research will begin in September of the junior year and will be completed at the end of the senior year. Based on the writing and research requirements of the course, it may replace English 11 and English 12. The course will be open to students of all ability levels, but will require students who are highly motivated and interested in engaging in this type of learning opportunity. Students enrolled in Global Perspectives will take the ELA Regents exam required by NYS for graduation at the end of their 11th-grade year.

Advanced Placement English – Language and Composition **1 credit / 11**

The Advanced Placement course in English Language and Composition will enable the student to read complex texts with understanding and to write prose of sufficient richness and depth for communicating effectively with mature

readers. It will enhance the ability of the student to become a skilled reader of various types of prose and to become a skilled writer who composes for a variety of purposes. The focus of the program will be an intensive use of the writing process designed to make the student a more self-aware writer. In addition, there will be a close examination of textual material to strengthen reading comprehension. Writing will proceed through several stages of drafts with revision aided by the teacher and peers. The concentration on how writers use language will enhance the student's ability to write with sophistication and maturity. Students admitted to the program will have demonstrated an understanding of and a proficiency in the use of Standard English grammar. The course is open to qualified juniors who meet the criteria for Advanced Placement courses in English.

Advanced Placement English – Literature and Composition **1 credit / 12**

Advanced Placement English in Literature and Composition is a college level course that focuses on the development of interpretive skills as students learn to write and read with increasing complexity and sophistication. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Much of the writing involves extended discourse in which students can develop an argument or present an analysis at length. Additionally, some writing assignments encourage students to write effectively under time constraints. The students study prose and poetry selections originally written in English, from the sixteenth century to contemporary times, as well as some works in translation. Diversity, in gender, race and ethnicity is represented and students take time to understand a work's complexity to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. Sustained emphasis is placed on close, in- depth analysis of literature and on achieving an understanding of an author's themes, and of the devices being used to articulate, develop, and embellish those themes.

Core Texts: *The Secret History, The Picture of Dorian Gray, Hamlet, Beloved, The Metamorphosis, The Things They Carried, Frankenstein, Never Let Me Go, The Road* and selected poetry

Electives

Theatre Arts I **½ credit/ 9-11**

Students are introduced to the fundamentals of theatre with a primary focus on acting. Students will cultivate their acting skills through improvisational work and character analysis Additionally, students will have the opportunity to practice other aspects of theater including playwriting, directing, physical comedy, and various films. All are welcome, and no experience is required.

Theatre Arts II **½ credit / 10-12**

Students extend their study of theatre through more advanced approaches to improvisation work and character analysis. Participants in this course will learn techniques from theatre experts such as Sanford Meisner, Constantin Stanislovsky, and Uta Hagen. Theatre II involves practice with stage acting, as well other aspects of theatre such as playwriting, stage makeup, stage combat, improvisation, character analysis, musical theater. As the year progresses, students will pursue an area of independent study,and conduct workshops for other students. The prerequisite for this course is Theatre I or a demonstration of basic knowledge about theatre. Students may be asked to participate in a brief interview with the instructor in order to enroll in the advanced course.

Film Studies I - The Art and Language of Film **½ credit / 11-12**

In this course, students will develop proficiency in analyzing the cinematic methods that comprise the art of filmmaking. Initially, students develop an extensive film vocabulary to help them examine the various components of filmmaking and the choices a director can make in developing a story in visual and aural terms—how do artistic choices shape a film's meaning? How does a director integrate the elements of mise-en-scène within the film frame? In addition to becoming conversant in the form and construction of films, the course's second goal is to explore and examine a range of movies from film history, including works of such masters as Orson Wells, Akira Kurosawa, and Alfred Hitchcock. Study of such masterworks and related readings will deepen the students' appreciation of film as an art form. Ultimately, the course is intended to produce educated, literate students of film, who may wish to study the medium further and/or prepare to become filmmakers. Analytical writing projects and presentations about films and related concepts will be at the center of student learning and assessment.

Film Studies II - Form and Theory **½ credit / 11- 12**

With an emphasis on how to develop informed perspectives on the formal and cultural dynamics of film, this advanced course, rooted in film theory, will broaden students' understanding of conceptual issues in film criticism, such as auteurism and genre conventions. We will also seek to understand the role cinema plays in the relationship between individuals and their conceptions of culture. Later in the semester, the course will move into increasingly scholarly terrain, investigating such topics as semiotics, psychoanalysis, and feminism among others. In addition to film analysis, students will read and examine major texts in the history of film theory. Attention will be given to some of the seminal movements in cinema history, such as the French New Wave. The goal is to prepare students to conduct serious scholarship around film as a medium and art form. Students will apply research skills in the study of film for the final assessment— an extended essay incorporating secondary sources in the support and advancement of an original thesis.

Prerequisite: Film Studies 1: The Art and Language of Film

Creative Writing **½ credit / 10-12**

This elective offers students the opportunity to create their own fiction, poetry and screen plays. Students will be responsible for generating two short stories, an anthology of poetry, and a screenplay. They will learn about the process of submitting their work for sale and publication. The emphasis of the course will be on writing for an audience. Readings from representative genres will be required.

Creative Writing I **½ credit / 10-12**

This is a semester-long course for students who have successfully completed Creative Writing and want to continue writing "for others" and expanding their range. Advanced crafting techniques in image and metaphor, voice, point of view, characterization, structure and shape, rhythm, story, narration, and revision will be studied and practiced. Students will work independently in genres of their choosing. Class time will be devoted mainly to work-shopping manuscripts which will be submitted for publication. Students who have not taken Creative Writing may take this Advanced Seminar only with the permission of the instructor.

Journalism **½ credit / 10-12**

This course is open to students in grades 10-12 who have an interest in examining controversial and crucial events in the school, the community, the nation, and the world. The members of the class will discuss issues and learn how to present them powerfully to an audience of readers. We will explore issues such as freedom of the press, history, law, and ethics as they pertain to news publication, and censorship. Students will learn interviewing skills and strategies and writing techniques employed in news stories, sports articles, features, and editorials. Members of this class will significantly, but not exclusively, contribute to the production of the school newspaper. This will be a unique opportunity for students to learn all aspects of newspaper production, such as computer layout and design, choosing photographs that enhance a story, and vital editing techniques. Students will have the option of scheduling this

course as a half- year or full-year course.

English as a New Language (ENL) **1 credit / 9-12**

This program serves students whose first language is other than English. The program helps students to develop English language skills that will enable them to fully participate in all the course offerings at Ardsley High School. Beginning students will be helped to understand simple sentences and may communicate using phrases and fragments. Students will receive practice in listening, speaking, reading and writing. Intermediate students will be assisted to comprehend and produce language based on familiar content in the regular classroom. Listening and speaking activities continue, but there is greater emphasis on developing reading and writing skills.
Evaluation of students is based on class participation, completion of assignments and demonstrated progress in speaking, listening, reading and writing. Ultimately, students take examinations to "place out" of the program.

Advanced Placement English Admissions Recommendation Factors

AP English Language and Composition is open to qualified juniors who meet the criteria for Advanced Placement English classes.

Advanced Placement English Literature and Composition is open to qualified seniors who meet the criteria for Advanced Placement English classes.

Guidelines

- Students are required to total at least 12 points from the following criteria to gain admission to the course.
- To be eligible for probationary admission, students must achieve a minimum of 6 points and complete the English department's follow-up writing assessment.

Prior English Coursework:
A 5 points
A- 3 points
B+ 1 point

AP Admissions Exam (scale 1 to 5):
Excellent 5 points
Good 3 points
Average 2 points
Poor 1 point

Engagement / Participation
Exemplary 3 points
Proficient 2 points
Emerging 1 point
Insufficient 0 points

Department recommendation:

Yes 3 points
With reservation 1 point (mandatory follow-up writing assessment)
No 0 points

Beginning in the 2025-2026 school year, Ardsley HIgh School will transition away from Cambridge English as an honors option in 11th and 12th grade. We will begin offering AP Seminar and AP Research. The timeline below shows how we will introduce AP Seminar, AP Research and open a pathway to the AP Capstone Diploma.

2025-2026

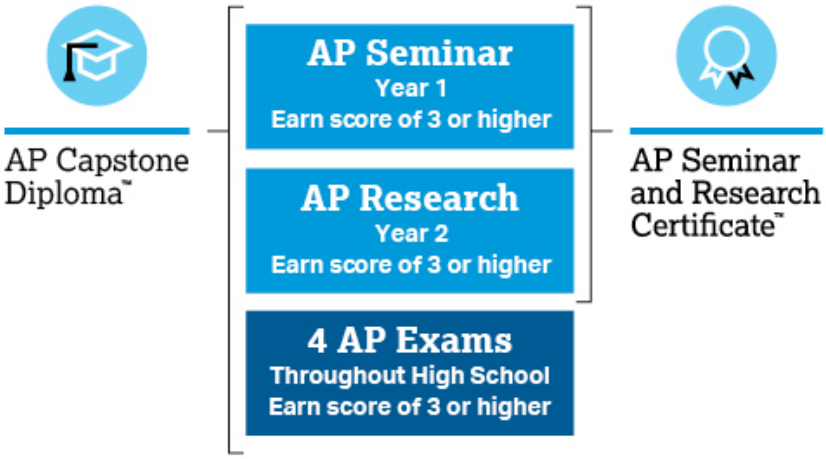
- This will be the **last year** Ardsley High School will offer Cambridge English to 11th Graders.

2026 - 2027

- Ardsley High School will **no longer offer** Cambridge English to 11th Graders.
- We will continue to offer Cambridge English to 12th Graders.
- We will offer **AP Seminar** for qualified 11th graders, in place of their English 11 class.

2027-2028

- We will no longer be offering Cambridge English to any Ardsley High School Student
- We will offer **AP Seminar** to qualified 11th graders.
- We will offer **AP Research** to any 12th graders who have completed the **AP Seminar class** in 11th grade.
- We will offer an **AP Seminar and Research Certificate** and a *pathway* to an **AP Capstone Diploma** to any Senior who has fulfilled the requirements listed below.



HEALTH & PHYSICAL EDUCATION

Health **½ credit / 10-12**

Health Education is a half-credit course for students entering the tenth grade, and is a New York State requirement for graduation. This course is designed to provide students an understanding of health concepts and skills and apply them in making decisions to improve, sustain and promote physical, emotional/mental and social health. The health education skills specifically enable students to enhance personal, family and community health and safety. Self and relationship management are over- arching skills through which the skills of stress management, communication, planning and goal- setting, advocacy and decision-making are carried out. Ultimately students are provided with multiple opportunities to construct their own knowledge and skills and personally apply them to their own relevant health situations.

Physical Education **½ credit / 9-12**

New York State Education Law and Ardsley Union Free School District mandates four years of physical education as a condition of graduation. One half (½) credit is received for each of the four years completed.

We now have combined grade classes with students from 9^{th} – 12^{th} grade mixed in each class.

Classes are co-educational and elective. Students can choose from a number of options within a given unit. Team sports (with the emphasis on technique, strategy, and rules) encourage vigorous activity; individual sports (with the emphasis on lifetime leisure skills) encourage a variety of activities. A balance between team and individual sports can be seen in the following sampling of units: volleyball, badminton, football, ultimate Frisbee, team handball, floor hockey, pickleball, self-defense, dance, yoga and Pilates.

The Fitness Center is an important part of the physical education program. Students have the option to elect out of any unit and take fitness courses throughout the school year. Individualized fitness takes place in our fitness center during each team or individual sport unit. All students are encouraged to improve their fitness levels over the course of their four years of high school.

Senior Exemption

The following are criteria for senior exemption:

- Complete and earn a total of 200 points on the Physical Fitness Challenge. Students are tested in their junior year.
- Have no more than 1.5 study halls on their school schedule.
- Participate as a player in a varsity sport during the times of exemption. Managers, scorekeepers, and statisticians are not eligible. If an athlete quits, or becomes unable to continue on the team, they must return to physical education immediately.
- The exemptions start when students return the signed exemption form to their Physical Education teacher. Each sport season requires a new signed exemption form, (i.e.: fall, winter, spring).

MATHEMATICS

The following sequences are the pathways that most students are expected to follow. Students may supplement these pathways with electives that they find interest in, including statistics, or computer science.

Pathways for students who took Algebra I during the 2023-2024 school year and after.

The following sequences are the pathways that most students are expected to follow. Students may supplement these pathways with electives that they find interest in, including statistics, or computer science.

Grade-Level	**Students take the NYS Next Generation Algebra Regents Exam in 9th grade**
8th	Math 8 NYS Next Generation 8th grade curriculum
9th	Algebra I
10th	Geometry
11th	Algebra II or Algebra II Topics
12th	PreCalculus or Statistics Choice of elective in pure or applied math

Accelerated	**Students take the NYS Next Generation Algebra Regents Exam in 8th grade**
8th	Algebra I
9th	Geometry
10th	Algebra II
11th	PreCalculus

12th	Calculus
Accelerated	**Students take the NYS Next Generation Algebra Regents in 8th grade Honors**
8th	Algebra I Honors
9th	Geometry Honors
10th	Algebra II Honors
11th	PreCalculus Honors
12th	AP Calculus AB or BC
Extended	**Students in the Extended Sequence take NYS Next Generation Algebra over two years and take the Regents Exam in January of 10th grade**
8th	Math 8 NYS Next Generation 8th grade curriculum
9th	Algebra 1A CT First half of NYS Next Generation Algebra
10th	Algebra 1B CT Second half of NYS Next Generation Algebra
11th	Geometry Topics Selected Geometry, Algebra II, and SAT/ACT Topics
12th	PreCalculus or Statistics Choice of elective in pure or applied math

MATHEMATICS

Honors and Advanced Placement Recommendation Factors

What are the recommendation factors for placement into honors-level classes?

Students currently enrolled in a regular-level course need to maintain an A or A+ average for the first three quarters or as a final course grade in order to qualify for placement into an honors-level course. Students coming from Algebra I need a departmental recommendation for the subsequent honors course.

Students currently enrolled in an honors-level course need to maintain a minimum of a B- average for the first three quarters or as a final course grade in order to continue the honors-level sequence the following year.

What are the recommendation factors for entrance into Advanced Placement classes?

AP Statistics

Students who are presently in Geometry/Trig or PreCalculus need a minimum of an A average for the first three quarters or as a final course grade.

Students who are presently in Geometry/Trig Honors or PreCalculus Honors need a minimum of a B- average for the first three quarters or as a final course grade.

AP Calculus AB

Students who are presently in PreCalculus need a minimum of an A average for the first three quarters or as a final course grade.

Students who are presently in PreCalculus Honors need a minimum of a C average for the first three quarters or as a final course grade.

AP Calculus BC

Students who are presently in PreCalculus Honors need a minimum of a B average for the first three quarters or as a final course grade.

Mathematics Courses

REGENTS LEVEL

Algebra I **1 credit / 9**

Algebra I is offered to students who have successfully completed Math 8. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of mathematical relationships. Students will take the Next Generation Algebra I Regents examination in June.

Geometry **1 credit / 9-10**

Geometry is offered to students who have successfully completed Algebra I. The fundamental purpose of the course is to formalize and extend students' geometric experiences. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students will take the Next Generation Geometry Regents examination in June.

Geometry Honors **1 credit / 9-11**

Geometry Honors covers the same topics as Geometry, but does so in greater depth and with an increased emphasis on independent critical thinking. Students will take the Next Generation Geometry Regents examination in June.

Geometry Topics **1 credit / 10-11**

Geometry Topics is offered to students who have successfully completed Algebra 1B or Algebra I. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students will take a local final examination in June.

Algebra II **1 credit / 10-11**

Algebra II is offered to students who have successfully completed Geometry and is the next course in the NYS Next Generation curriculum. Students will take the Next Generation Regents exam in June. Topics include a study of functions, trigonometry, logarithmic and exponential functions, and probability and statistics.

Algebra II Honors **1 credit / 10-11**

Algebra II Honors covers the same topics as Algebra II, but does so in greater depth and with an increased emphasis on independent critical thinking. Students will take the Next Generation Geometry Regents examination in June.

Algebra II Topics **1 credit / 10-11**

Algebra II Topics is offered to students who have successfully completed Geometry Topics or Geometry. Students will take a local final examination in June.

REGENTS-EXTENDED LEVEL

Algebra 1A **1 credit / 9**

This course is for students currently enrolled in Math 8 in middle school. This course is the first course of a two-year sequence covering Next Generation Algebra I topics in an extended format. Students will take a local final examination in June.

Algebra 1B **1 credit / 9-10**

This course is the second course of a two-year sequence covering Next Generation Algebra I topics in an extended format. The Next Generation Algebra I Regents exam will be administered in January.

JUNIOR/SENIOR LEVEL

Statistics **1 credit / 11-12**

This course is designed to introduce students to the study of statistics. Topics include data collection and analysis, measures of dispersion, regression models, probability distributions, and an introduction to inferential statistics.

Pre-Calculus **1 credit / 11-12**

This course is intended to provide the mathematical background needed for calculus. It is offered to those students who have successfully completed Geometry/Trigonometry or Geometry Topics. Topics include functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometry, sequence and series, limits, and an introduction to differential calculus.

Pre-Calculus Honors **1 credit / 11-12**

This honors course is intended to provide the mathematical background needed for calculus. Topics include functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, trigonometry, sequence and series, limits and continuity, and derivatives.

ADVANCED PLACEMENT LEVEL

Advanced Placement Calculus AB **1 credit / 11-12**

This is a traditional course in differential and integral calculus. This course prepares students for the Advanced Placement Calculus AB Exam.

Advanced Placement Calculus BC **1 credit / 11-12**

This is a traditional course in differential and integral calculus. This course prepares students for the Advanced Placement Calculus BC Exam. Course enrollment is limited to students successfully completing Pre-Calculus Honors and meeting the additional recommendation factors listed in the Mathematics Honors Program section following the math course listings.

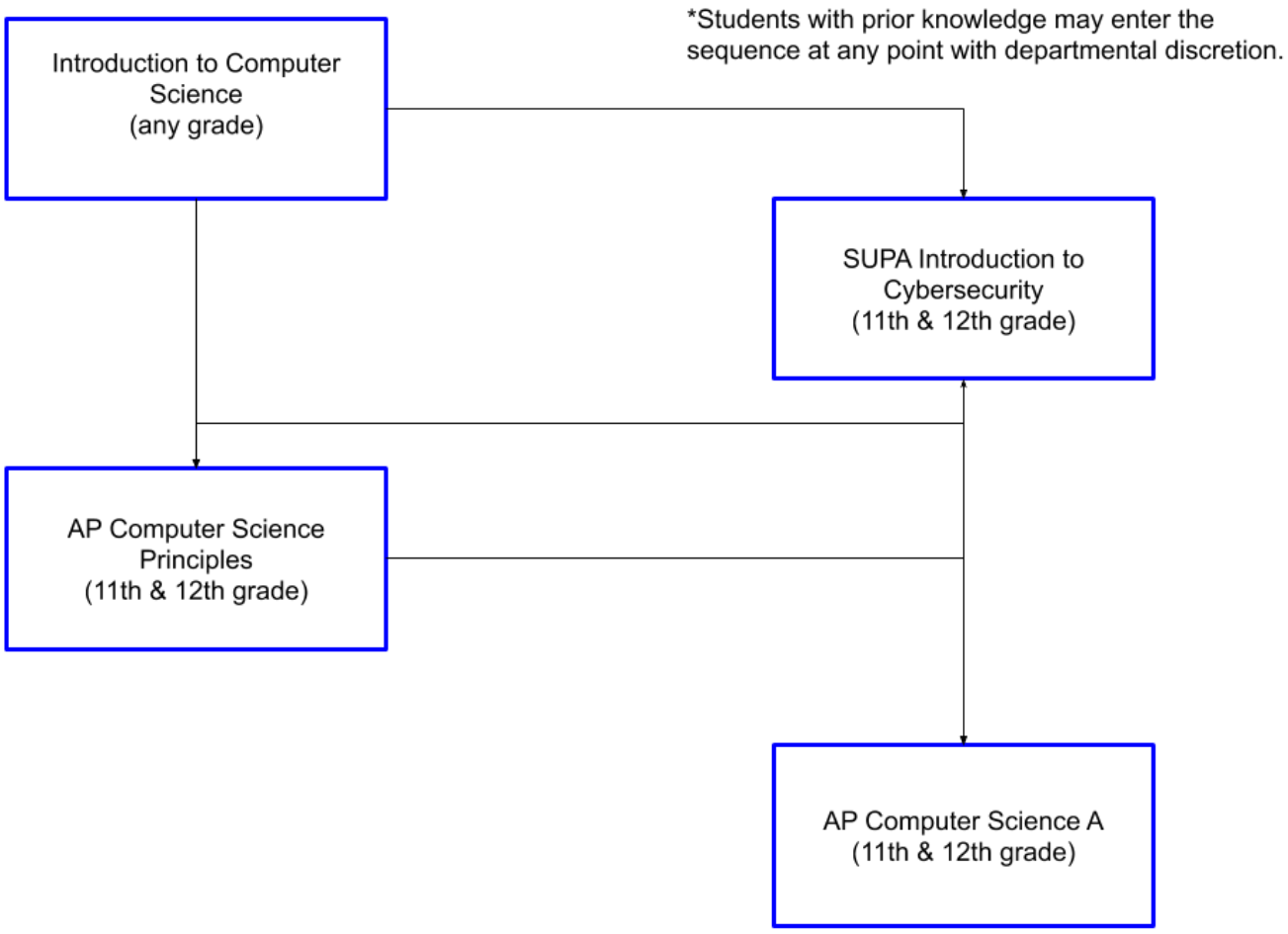
Calculus **1 credit / 11-12**

This is a traditional course in differential and integral calculus. The course is designed to prepare students for further studies of calculus at the college level. It is less rigorous than the AP Calculus courses and does not require a student to take the AP exam at its conclusion. Successful completion of a Pre-Calculus course is required to enroll.

Advanced Placement Statistics **1 credit / 11-12**

Advanced Placement Statistics is designed to provide an extensive study of the theory of statistics including; data collection and analysis, measures of dispersion, probability distributions, confidence intervals, hypothesis testing, and regression models. The graphing calculator will be used extensively in this course as both a computational and graphical analysis tool. Students enrolled in AP Statistics will be required to take the Advanced Placement Statistics Exam.

COMPUTER SCIENCE



COMPUTER SCIENCE

Introduction to Computer Science **½ credit / 9-12**

This introductory course in computer science is aimed at preparing students in the foundational skills of computer science. It will prepare students to take future courses in computer science, and will more broadly prepare students to be good digital citizens in a 21st century technology-driven global economy. Topics include introduction to computing and web development with HTML/CSS and an introduction to object-oriented programming through JavaScript. Further topics such as physical computing and cybersecurity will be explored based on time and student interest.

SUPA Introduction to Cybersecurity **1 credit / 11-12**

This course presents fundamental concepts of security, network organization and operation. It will introduce mechanisms and the history of software, hardware, and OS security. Students will differentiate between physical, organizational and personal security. By the end of the course, students will be able to understand how a network functions, monitor a network's functions and performance, control a network's configuration, determine what security is and how it relates to a network, detect and respond to an attack on a network, determine if a network is vulnerable to an attack, identify the threats to a network, prevent harm to a network, and analyze the impact of the protection. Students will have the option to earn three college credits through Syracuse University upon completion of this course.

ADVANCED PLACEMENT LEVEL

Advanced Placement Computer Science Principles **1 credit / 11-12**

AP Computer Science Principles is a college level course that offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. As a broad course less focused on strict programming than the AP Computer Science A course, students will learn about the broad impacts of computing in our society and will leave prepared for more programming oriented courses in the future.

Advanced Placement Computer Science A **1 credit / 11-12**

AP Computer Science A is equivalent to a first-semester, college level course in computer programming. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is comparable to many CS1 courses in colleges and universities. Students should have completed AP Computer Science Principles, or have a prior background in Java, to enroll in this course.

Recommendation Factors

General Placement

Students with little to no prior knowledge of computer science are encouraged to enroll in Introduction to Computer Science as their first course in computer science. Students with little to no prior knowledge of computer science, but who are prepared for college-level rigor, are encouraged to enroll in a SUPA course as their first course in computer science. Students who have explored block-based or foundational programming languages in the past and are prepared for AP-level rigor may use AP Computer Science Principles as their first course in computer science. For any computer science course, documented success in mathematics coursework is desirable. Students with prior programming experience are encouraged to speak with their counselor and computer science teacher to find the best starting place for them.

For a student with little experience in programming, it is expected that they take AP Computer Science Principles at Ardsley High School prior to taking AP Computer Science A or seek departmental approval for an alternative pathway option. Students who are well-prepared for general college level rigor with minimal programming experience may enroll in AP Computer Science Principles.

Computer Science Advanced Placement Criteria

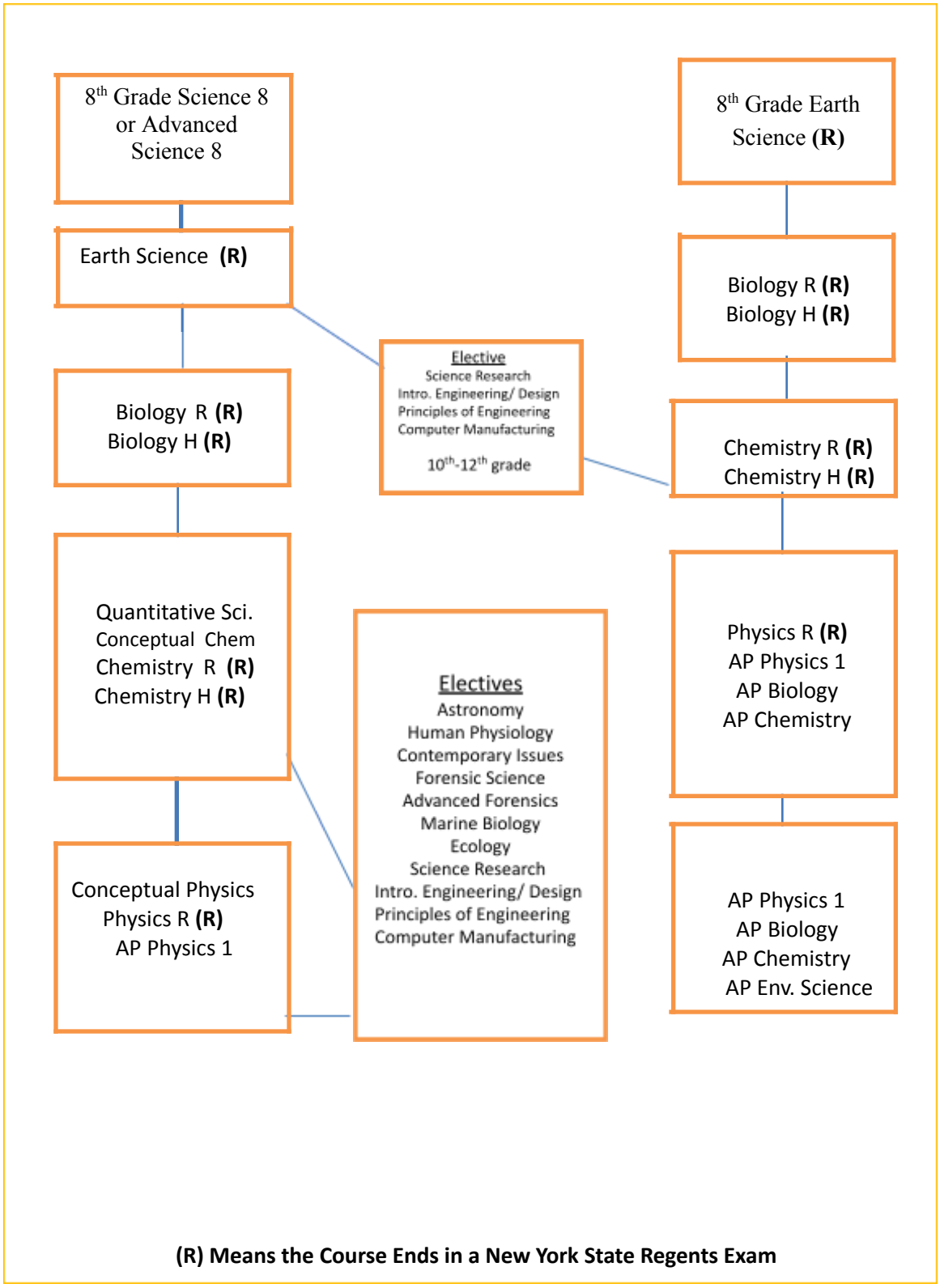
AP Computer Science A

Students should have earned a B- or above in AP Computer Science Principles to qualify to enroll in AP Computer Science A, or should have documented experience in Java alongside departmental approval for an exception. As the most rigorous and challenging course in the computer science program, it is expected that this course is taken by students in their senior year as the final course in the sequence of computer science courses.

AP Computer Science Principles

Students should have earned a B- or above in an Algebra 2-level or above mathematics course to enroll in AP Computer Science Principles.

SCIENCE



(R) Means the Course Ends in a New York State Regents Exam

SCIENCE

Earth Science **1 credit / 9**

The Earth and Space Science course involves the study of the forces that have molded the earth and the universe. The geology of the earth, the chemistry and identification of minerals, the interpretation of topographic maps, the physics of stars and planets, and various topics in meteorology, oceanography and paleontology are integral topics students will explore in this course. Laboratory skills include observation, measurement, classification, prediction, data organization, and analysis. Students will sit for the Physical Setting: Earth and Space Sciences Regents exam. Required of 9th graders who have completed Science 8 or Advanced Science 8.

Biology **1 credit / 9-10**

The Life Science Biology curriculum follows the New York State Board of Regents Life Science Biology syllabus. Students are offered an introduction to the world of living things from both a microscopic and macroscopic perspective. Students will compare both the plant and the animal kingdoms from their simplest to their most complex forms and delve into their interrelationships and factors affecting their development. Topics also included are the basic biochemical aspects of life, genetics and evolution. Over 30 hours of laboratory experiences are provided. The student will sit for the Life Science Biology exam.

Prerequisite: Completion of Earth Science and Space

Biology Honors **1 credit / 9-10**

This enriched program introduces ninth graders to basic concepts in biology, biochemistry, anatomy and the physiology of cells and organisms. In addition it gives students the laboratory experience to prepare them to do independent projects in their future scientific endeavors. This course fulfills the requirement of the New York State Regents syllabus.

Prerequisite: Must meet local criteria, have the recommendation of the science department, and have successfully completed Earth Science and Space and Algebra 1.

Regents Chemistry **1 credit / 10-11**

This Chemistry course stresses the major concepts covered in the NYS Physical Setting: Chemistry curriculum. Basic ideas and laboratory skills are developed through a series of related investigations. This is a survey course in inorganic chemistry with a brief introduction to organic chemistry. Topics may include, but are not limited to, atomic and molecular structure, the periodic table, models of the gas, liquid and solid phases, acid/base chemistry, stoichiometry, oxidation-reduction, thermodynamics, kinetics/equilibrium and nuclear chemistry. Students will sit for the Physical Setting: Chemistry exam.

Prerequisite: Successful mastery of Earth Science or Earth and Space Science, Biology and Algebra 1

Conceptual Chemistry **1 credit / 10-11**

This Chemistry course stresses the major concepts covered in the NYS Physical Setting: Chemistry curriculum but does not have an additional lab period and does not sit for the Regents. Instead, this course ends in a local final. Basic ideas and laboratory skills are developed through a series of related investigations. This is a survey course in inorganic chemistry with a brief introduction to organic chemistry. Topics may include, but not limited to, atomic and molecular structure, the periodic table, models of the gas, liquid and solid phases, acid/base chemistry, stoichiometry, oxidation-reduction, thermodynamics, kinetics/equilibrium and nuclear chemistry.

Prerequisite: Successful completion of Earth Science or Earth and Space Science, Biology, and Algebra 1

Chemistry Honors **1 credit / 10-11**

Students will engage in a heavily quantitative problem-solving approach. Strong math skills are required. This course presents a more detailed treatment of the subjects described in Chemistry Regents. A greater emphasis will be placed on the experimental evidence from which the laws are derived.

Prerequisite: Must meet local criteria, have the recommendation of the science department, and have successfully completed Earth Science or Earth and Space Science, Biology, Algebra 1 and Algebra 2 or Geometry/Trig.

Introduction to Quantitative Science **1 credit / 11-12**

This program is offered to select students to fulfill their chemistry and physics requirements. The first semester seeks to provide students with a basic understanding of key topics in chemistry. The second semester of conceptual physics can be described as a course in the study of "how things work". This course will help the student to understand the "rules" governing motion, forces, and energy. All course work is supported by relevant project and laboratory experiences.

Prerequisite: Completion of Earth Science and Biology.

Conceptual Physics **1 credit 11-12**

This course is a survey of the classical and modern laws that describe the behavior of matter and energy but does not have an additional lab period and does not sit for the Regents exam. Instead this course ends in a local final. The classical laws of mechanics (motion, forces, energy transformations) and electromagnetism (waves, electricity, magnetism) are examined and modified to allow introduction of newer quantum physics (standard model, photoelectric effect). Many of the laws derived will be demonstrated and verified through laboratory experiences.

Prerequisite: Completion of Earth Science, Biology, Chemistry, Algebra I and an additional Math course.

Physics **1 credit / 11-12**

This course is a survey of the classical and modern laws that describe the behavior of matter and energy. The classical laws of mechanics (motion, forces, energy transformations) and electromagnetism (waves, electricity, magnetism) are examined and modified to allow introduction of newer quantum physics (standard model, photoelectric effect). Many of the laws derived will be demonstrated and verified through laboratory experiences. Juniors will sit for the Physical Setting: Physics exam.

Prerequisite: Successful completion of Earth Science, Biology, Chemistry, Algebra 1 and Algebra 2.

AP Physics 1 **1 credit / 11-12**

This is an algebra based introductory college level physics course. Students will cultivate their understanding of physics through inquiry based lab investigations and significant problem solving as they explore topics such as: Newtonian Mechanics (including rotational motion), work, energy, power, mechanical oscillations , rotational dynamics and fluid dynamics. Only those students who are truly self-directed, can work independently and enjoy mathematical problem solving should consider this course. Students will be taught to use scientific questioning and argumentation, "justify" their mathematical reasoning in preparation for the AP exam in May. Students enrolled in the course are required to sit for the AP Physics 1 exam.

Prerequisite: See AP Science Criteria.

Advanced Placement Biology **1 credit / 11-12**

This biology course is an advanced course for students who desire further training in biology in preparation for careers in the field of biology and for students who wish to take the Advanced Placement Examination in Biology, which is administered at the end of this course. Laboratory projects are included in the scheduling of this program. Students are also taught the process of scientific writing in preparation for the AP exam. Students enrolled in this course are required to sit for the AP Biology exam.

Prerequisite: See AP Science criteria.

Advanced Placement Chemistry **1 credit / 11-12**

This advanced placement course is the equivalent of 2 semesters of introductory college level chemistry, including the laboratory portion. The course, which is heavily based on the mathematical relationships in chemistry, will include in greater depth all topics included in the first year course, as well as some new topics. There is a special emphasis on reaction chemistry, stoichiometry problems, thermodynamics and equilibrium applications. The college-level course includes a full laboratory program for which the student must write appropriate scientific abstracts. Students are

required to sit for the AP Chemistry exam.

Prerequisite: See AP Science criteria.

Advanced Placement Environmental Science **1 credit / 11-12**

AP Environmental Science examines the complex relationships between organisms and the environment in which they live. The course combines aspects of biology, Earth science and chemistry to analyze environmental trends and data. Topics include: global warming, ozone depletion, geology, ecosystems, human population, agriculture, and energy. This is a college level science course. Students are required to sit for the AP Environmental Science exam.

Prerequisite: See AP Science criteria.

ELECTIVES

Independent Science Research **½ credit per year / 10-12**

This course is designed to give highly motivated and interested students an opportunity to perform independent science research in addition to the regular science sequence. Commit to 240 or more hours per school year (September to June) for their research work (this includes class time, assessment meetings, and all out of class time spent on the research). Summer research carries a commitment of a minimum 90 hours plus assessment time. The sophomore year will stress learning about research methods, choosing a topic, finding a mentor, doing a literature search, reading primary sources and developing a proposal. With successful completion of a research proposal, this course can develop into a three-year sequence, including summer/weekend research and the formulation of a written paper by senior year. Possible college credit may be granted through SUNY Albany. Note that this class meets every other day in the sophomore year and may delay the Health requirement until junior year.

Prerequisite: Successful completion of summer assignment and attendance at information session.

Astronomy **½ credit / 11-12**

Astronomy is an extension of the earth sciences designed for upperclassmen. The level of the course will be geared to the backgrounds and interests of the students. Material covered will include an update on the contents of the solar system, evolution of stars and galaxies, celestial mechanics (motion and position of celestial bodies), dark matter, and astronomical instruments, observations and measurements. The course will look at new ways to visualize the fabric of the universe. Students will develop skills in naked eye observations of celestial objects.

Prerequisite: Satisfactory completion of Earth Science, Biology, and Chemistry. Physics is also recommended.

Human Physiology **½ credit / 11-12**

This course provides students with the opportunity to focus on the study of Human Biology. The curriculum stresses human anatomy (structure and arrangement of the body and its parts), human physiology (biological functions) and pathology (diseases related to malfunctions within man).

Prerequisite: Satisfactory completion of Earth Science, Biology, and Chemistry. Physics is also recommended.

Contemporary Issues in Science **½ credit / 11-12**

In this course students will examine current topics in science. Topics may include, but are not limited to, genetic engineering, organ transplants, reproductive technologies, animals in scientific research and health care. Students will analyze and evaluate all points of view to determine their stand on the issue. Current reading materials will help students to think critically about a variety of scientific issues.

Prerequisite: Satisfactory completion of Earth Science, Biology, and Chemistry. Physics is also recommended.

Forensic Science **1 credit / 12**

Forensic Science is the branch of science that interprets or establishes the facts in civil or criminal law cases. In this course the students will be introduced to scientific criminal investigation. The course involves the application of biological and chemical methods to the analysis of physical evidence. Some of the laboratory experiences will focus on determining physical properties of matter, hair and fiber analysis, fingerprint classification, and DNA

fingerprinting.

Prerequisite: Senior standing. Satisfactory completion of Earth Science, Biology, Chemistry. Physics is also recommended.

Advanced Forensic Science **1 credit/ 12**

Advanced Forensic Science is a college level lecture/lab-based course that teaches the curriculum of the course offered at Syracuse University. Students pay a discounted fee to Syracuse University at the beginning of the academic year and upon successful completion of the course (i.e. grade C or better) receive an official Syracuse University transcript with four college credits. Students will simultaneously earn one high school science credit. The advanced course is more enriched in content compared to the basic Forensic Science course and puts greater strength on the science behind the techniques used to solve criminal and civil questions. Students are expected to produce weekly lab reports and summaries of relevant court cases (i.e. case briefs). Exams are multiple choice and problem- solving, essay questions drawn from labs, textbook readings and classroom discussions. The course has a cumulative midterm and final exam.

Prerequisite: Senior standing, satisfactory completion of Earth Science, Biology, Chemistry and Physics (or concurrent enrollment in Physics). Department recommendation also required.

Marine Biology **1/2 credit / 11-12**

This course is designed for students with an interest in marine biology and oceanography and will provide an excellent background for further study of the oceans and the organisms that inhabit it. Major concepts include the study of: the interrelationship of marine and terrestrial environments, the geology of the oceans, marine organisms, and the ecology of coral reefs. Students will learn about the physical structure and chemistry of the ocean, the diversity of ocean life, marine ecology, and the scope and impact of human interactions with the oceans. Laboratory activities reinforce concepts and principles presented. Laboratory activities, including the examination of marine specimens are utilized throughout this course to build upon student knowledge.

Prerequisite: Satisfactory completion of Earth Science, Biology, and Chemistry. Physics is also recommended.

Ecology **1/2 credit / 11-12**

This one semester course focuses on general ecological principles with an emphasis on human interdependence with the environment. Topics include the nature of the planet Earth, ecosystem dynamics, population/community dynamics, and a survey of biomes and aquatic ecosystems. Worldwide Environmental issues are presented to enable the student to develop an educated awareness. Laboratory experiments and field research are included in the curriculum. A locally composed final examination will be given.

Prerequisite: Satisfactory completion of Earth Science, Biology, and Chemistry. Physics is also recommended.

PLTW: Introduction to Engineering Design **1 credit / 10-12**

Introduction to Engineering Design (IED) is a high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open- ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Through both individual and collaborative team activities, projects, and problems, students will solve problems as they practice common engineering design and development protocols such as project management and peer review. Students will develop skill in technical representation and documentation of design solutions according to accepted technical standards, and they will use current 3D design and modeling software to represent and communicate solutions. In addition the development of computational methods that are commonly used in engineering problem solving, including statistical analysis and mathematical modeling, are emphasized. Ethical issues related to

professional practice and product development are also presented.

PLTW: Principles of Engineering **1 credit / 10-12**

Principles of Engineering (POE) is a foundation course of the high school engineering program. This survey course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation (robotics), and kinematics (New course).

Prerequisite/Co-requisite: Physics or Approval by the Instructor

Students entering IED or POE for the 1st time will be required to submit a 1 page letter to the science curriculum leader expressing their desire and interest in taking Engineering. Must be able to perform and work well in groups.

Please note that a Physics prerequisite for the electives may be fulfilled by taking Introduction to Quantitative Science, Conceptual Physics, Regents Physics, or AP Physics 1.

PLTW: Computer Integrated Manufacturing **1 credit / 12**

Computer Integrated Manufacturing (CIM) is an advanced course of the high school engineering program. Students learn about manufacturing processes, product design, robotics, and automation. Students develop their knowledge and skills of Computer Aided Design and Manufacturing to produce products using a Computer Numerical Controlled (CNC) mill. Students apply the knowledge and skills gained in this course as they collaborate to design, build, and program factory system models. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

Prerequisite/Co-requisite: Physics and at least one of the other PLTW Engineering classes (IED or POE) or Approval by the Instructor. Must be able to perform and work well in groups.

Please note that a Physics prerequisite for the electives may be fulfilled by taking Introduction to Quantitative Science, Conceptual Physics, Regents Physics, or AP Physics 1.

Honors and AP Science Placement Recommendation Factors

The minimum criteria for admission to the Honors Biology course:

Coming from Earth Science:

1. Average of A (93) for the first 3 marking periods.
2. Average of 87% on unit exams for the first 3 marking periods.
3. A grade of A- (90) for the first 3 marking periods in present math course. Or, a grade of B+ for the first 3 marking periods in the present honors-level math course.
4. Science department recommendation.

The minimum criteria for admission to the Honors Chemistry course:

Coming from Honors Biology:

1. Average of A- (90) for the first 3 marking periods coming from Honors Biology into Honors Chemistry.
2. A grade of 87 on the Honors Biology mid-term.

3. A grade of A- (90) for the first 3 marking periods in present math course. Or, a grade of B+ for the first 3 marking periods in the present honors-level math course.
4. Science department recommendation.

Coming from Regents Biology:

1. Average of A (93) for the first 3 marking periods.
2. A grade of 87 on a qualifying exam given at the end of the 3rd marking period.
3. A grade of A- (90) for the first 3 marking periods in present math course. Or, a grade of B+ for the first 3 marking periods in the present honors-level math course.
4. Science department recommendation.

Appeals for those who do not meet the Honors criteria can be made to the science department at the end of June. Factors considered will be performance in the fourth marking period, performance on final exams and academic maturity. Appeal into Honors Bio from Earth Science ONLY if Earth Science Regents exam is 92 or greater. Appeal into Honors Chemistry from Biology ONLY if Bio Regents exam is 92 or greater.

For those students that have met the criteria, the recommendation is contingent upon 4th marking period and final exam performance.

Advanced Placement Science Recommendation Factors

Course prerequisites: Successful completion of Earth Science, Biology, Chemistry, Algebra I, Algebra II, Geometry/Trigonometry, and completion or concurrent enrollment in Pre-Calculus.

Rising senior students must acquire a minimum of 24 points, while rising junior students must acquire a minimum of 20 points from the following categories in order to qualify for AP biology, AP Chemistry, AP Environmental Science, or AP Physics 1.

Final/Regents exams: Earth Science, Biology, Chemistry, Algebra I, Algebra II, Geometry/Trigonometry, and Pre-Calculus.

97-100 (A+) 4 points

93-96 (A) 3 points

90-92 (A-) 2 points

85-89 (B+) 1 point

Course Grades: Biology, Chemistry, Physics, Algebra I, Algebra II, Geometry/Trigonometry, Pre-Calculus, and Calculus (In cases where course grades are not available, semester grades will be used)

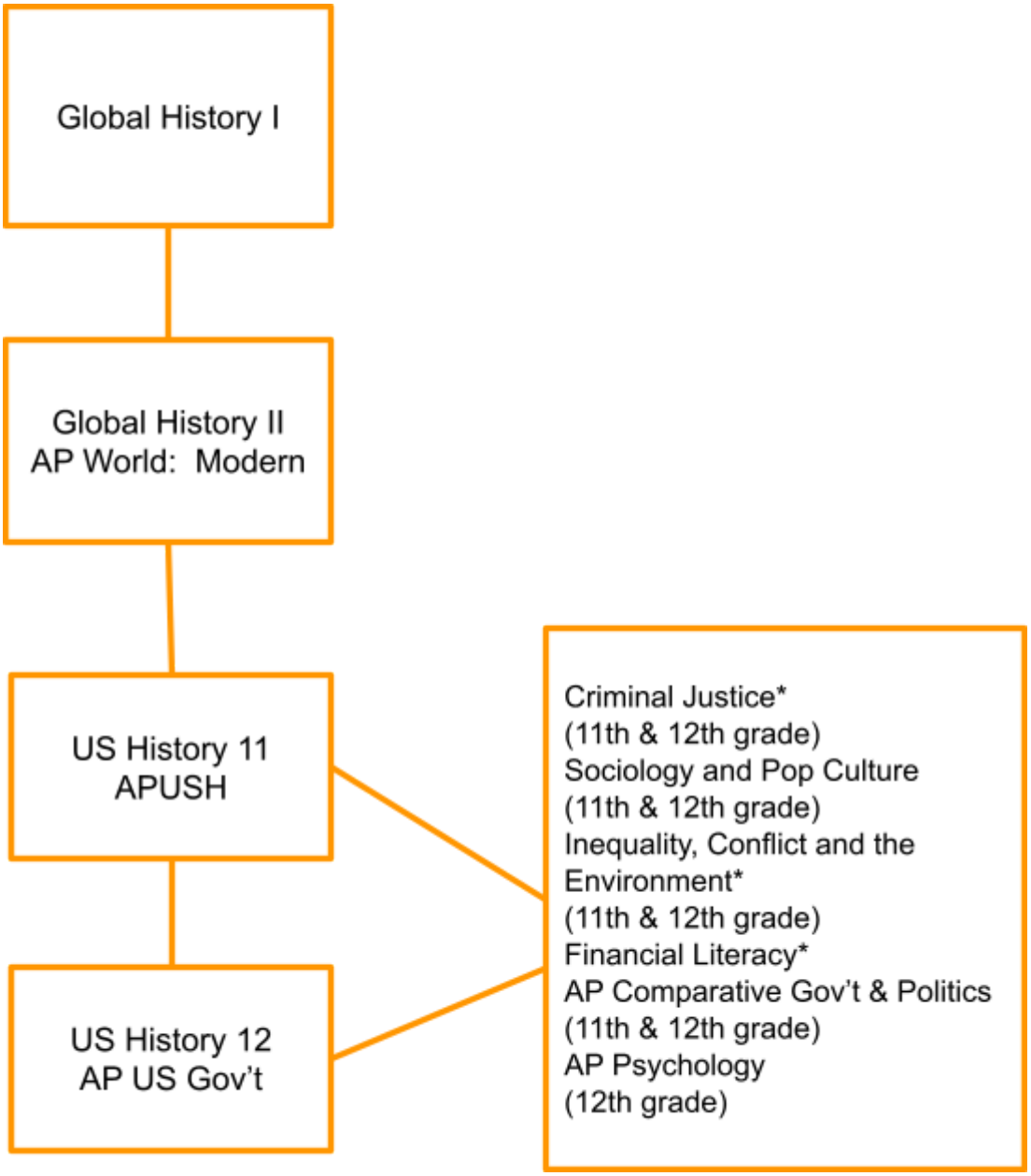
	Honors	Regents
A+	5 points	4 points
A	4 points	3 points
A-	3 points	2 points
B+	2 points	1 point

(In cases where Final/Regents grades are missing due to COVID-related cancellations, an additional 1-4 points will be added to Course Grade Points based on the Course Average. For example, if a student's Regents was cancelled and earned a Course Grade of B+ in an Honors course, the student would earn a total of 3 points for the Course Grade Criteria).

Incoming seniors who have completed Earth Science, Biology, Chemistry & Physics = 5 points

Science Department Recommendation = 6 points. Factors considered will include: student work ethic, laboratory skills, academic integrity, and motivation.

SOCIAL STUDIES



SOCIAL STUDIES

Global History and Geography I **1 credit Grade 9**

This is the first year of a two-year chronological, cross- cultural survey of history from the Paleolithic era to the year 1750 A.C.E. The course follows the curriculum written by the New York State Education Department. Students engage in a comparative study of the history, politics, economics, geography and cultures of different regions of the world. Social science techniques and concepts are emphasized to study the past and encourage critical thinking about the present and the future. The course also fosters the development of the writing and research skills necessary to discuss and explain global history. The purpose of this course is to analyze the connections between people and societies and to develop a sense of chronology that will provide students with a framework for organizing historical thought. There is a final at the end of ninth grade and a New York State Global History & Geography Regents examination at the end of tenth grade.

Global History and Geography II **1 credit Grade 10**

This is the second year of the two year chronological, cross- cultural survey of history beginning 1750 A.C.E. to the present day. The course follows the curriculum written by the New York State Education Department. Students engage in a comparative study of the history, politics, economics, geography and cultures of different regions of the world. Social science techniques and concepts are emphasized to study the past and encourage critical thinking about the present and the future. The course also fosters the development of the writing and research skills necessary to discuss and explain global history. The purpose of this course is to analyze the connections between people and societies and to develop a sense of chronology that will provide students with a framework for organizing historical thought. At the end of tenth grade, students will take the New York State Global History & Geography Regents examination. The Regents examination is the culmination of ninth grade skills and tenth grade skills and content in Global History & Geography.

AP World History: Modern **1 credit /10**

AP World History: Modern is an introductory college-level modern world history course that is intended for qualified and highly motivated sophomore students. Students will cultivate their understanding of world history from c. 1200 CE to the present through the development and use of the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing historical reasoning. Students will explore concepts like humans and the environment, cultural developments and interactions, power and governance, economic systems, and technology and innovation. This will include a comparative study of the nations and people of Africa, Asia, Europe and the Americas. Assignments will require considerable reading and writing, with a focus on analyzing primary and secondary sources, conducting research, and crafting and presenting historical arguments in a variety of mediums including argumentative essays.

US History and Government to 1945 **1 credit / 11**

U.S. History and Government is an intensive study of American history from the Columbian Era through 1945 and culminates in a local final exam. Major topics include the American people, government and politics, economics, foreign policy, and social studies skills. Skills emphasized include problem-solving, gathering and using primary and secondary source material, and critical thinking. Major writing assignments are required during the year, including both in-class essays and research based assignments.

Advanced Placement US History **1 credit / 11**

Advanced Placement U.S. History is a college-level course designed to provide students with an in-depth study of U.S. History and prepare students for the Advanced Placement examination in May. Class time will be spent

in seminar-style discussions, group work and lectures. The amount of work and the materials used are demanding, since the course includes a college text, secondary readings and frequent analysis of a variety of primary documents. The level of work is rigorous; it demands sophisticated writing, reading and note-taking skills. The weeks after the AP exam will be devoted to a final project. Moved

Modern American History, Government and Economics **1 credit / 12**

The first two quarters of senior year are devoted to the completion of the US History curriculum, covering American history since 1945 and will culminate in the US History and Government Regents exam in January. Within the study of modern American history, students will complete several research-based projects and essays. The third and fourth quarters will focus on economics, with units including basic concepts, economic theory, government and the economy, globalization and personal finance.

Advanced Placement US Government **1 credit / 12**

This course will be divided such that the first marking period will be the completion of the U.S. History curriculum. The second and third marking periods will be the Advanced Placement portion of the course, and the fourth marking period will finalize preparation for the examination. The AP portion of the course is intended to be the equivalent of the one-semester college introductory course in United States government and politics. Its six basic units are Constitutional underpinnings; political beliefs and behaviors; political parties, interest groups, and mass media; government institutions including Congress, the Presidency, bureaucracy, and the courts; public policy; and civil rights and civil liberties

ELECTIVES

Introduction to the Criminal Justice System — 1 credit / 11-12

Welcome to Criminal Justice! This one-year elective course provides an overview of the various elements of the American criminal justice system. Throughout the semester, we will examine the major components of the criminal justice system - law enforcement, courts and corrections - including historical and social perspectives; the roles and functions of various agencies; and the processes involved in the administration of justice. We will examine numerous controversial topics associated with our nation's criminal justice system that are debated about in the media, amongst our political representatives and at social gatherings.

This course is a dual-enrollment course, meaning that you will receive **one high school social studies credit** and potentially, **three college credits from SUNY Westchester.** Therefore, it is essential that you keep up with the work and follow the guidelines in the course syllabus to receive these credits upon passing the course for the year.

If you are thinking about pursuing a career in the criminal justice system (whether as a law enforcement officer, a lawyer, etc.) this course will provide a foundation for your future degree or career. We will have many visitors to the class who work in the different components of the system to paint a better picture of the career path.

Sociology and Popular Culture — ½ credit / 11-12

What do football games, Druski, Bob Ross, Noah Kahan, Sambas, and apple pie have in common? They are all part of popular culture. Popular culture is all around us, influencing how we think, how we feel, how we vote, how we live our lives in countless ways. The course will begin with an introduction to the study of sociology (the study of group psychology) and will use this as a lens to study recent American popular culture. Sociology introduces us to the study of culture, identity and methods of socialization. This course will use your own expertise and experiences with media, music, internet, race, class and gender as a talking point for exploring the various roles played by popular culture in our lives. Most assessments will be discussion and project-based.

Inequality, Conflict, and the Environment — ½ credit / 11-12

This course explores interactions between nature and society through the lenses of inequality and conflict over environmental resources. By framing environmental conflicts through the perspective of human geography, the class will explore the spatial implications of difference and inequality for debates over environmental resources. How does place matter in conflicts over environmental resources? Case studies relating to contemporary resource conflicts, drawn from different parts of the world, will provide contexts for understanding key debates in the relationship between nature and society, environmental justice, and political ecology. By the end of the class, students will have a working understanding of debates in between nature and society relations within human geography as well as an ability to understand key case studies from around the globe through the relationship between inequality, conflict, and space.

Advanced Placement Psychology — 1 credit / 11-12

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. It covers psychological facts, principles, and phenomena associated with each of the major subfields within psychology, including research methods, neuropsychology, perception, states of consciousness, cognition, personality and abnormal psychology. The course is intended to be the equivalent of a one semester college introductory course and culminates with a required AP exam.

Advanced Placement Comparative Government and Politics **1 credit / 11-12**

This course is designed to help students develop an understanding of some of the world's diverse political structures and practices. It encompasses the study of the general concepts used to interpret the political relationships and institutions found in virtually all national politics as well as specific countries. The required AP exam will cover Great Britain, China, the USSR/Russia, Iran, Mexico, and Nigeria. It is an excellent opportunity for in-depth study of comparative world history from 1945 to the present.

BUSINESS ELECTIVES

Introduction to Business **½ credit 9-11**

This course will expose students to business terminology, concepts, and current business issues. The intent is to help students build their business vocabulary, develop their critical thinking skills, and work on enhancing their business decision making skills. Students will explore trends in the world of business, basic economic concepts, business ethics and social responsibility, entrepreneurial concepts, basic marketing, accounting, finance, and banking. A core purpose of the course is for students to experience a broad overview of business-related concepts in order to determine future course selection within the Business department. Students have the opportunity to join DECA, the co-curricular business club, and participate in district, state, and national competitions.

Personal Financial Literacy **½ credit / 11-12**

Welcome to the most important class you'll ever take! Financial literacy answers every question you've ever had about money, but were afraid to ask. While literacy rates in the U.S. have continued to soar, a whopping 66% of Americans are financially illiterate! The number one reason why Americans fail at their own finances is a lack of basic education. This course will give you the tools for your own financial success. Explore the methods people use when making important decisions in savings and investing. Dive into the basics of business, investments, banking, credit, and debt. Listen to popular podcasts like *Planet Money* and *Freakonomics.* View popular programs like *Shark Tank* and the *Profit.* Above all, the focus is you! How much student debt is too much? Is Venmo safe? Join our class to find out!

This course is a dual-enrollment course, meaning that you will receive **a half credit of an elective credit** and potentially, **three college credits from SUNY Albany.** Therefore, it is essential that you keep up with the work and follow the guidelines in the course syllabus to receive these credits upon passing the course for the year.

Entrepreneurship **½ credit/ 10-12**

In this course, students will study the concepts and principles associated with starting one's own business. The course is designed to teach entrepreneurial skills, such as recognizing opportunity, feasibility analysis, market analysis, developing a business plan, and financial management. As the majority of companies within the United States are launched by entrepreneurs, this course will provide you with the groundwork necessary to begin implementing your business idea. Areas covered will include definition of entrepreneurship, analyzing your potential as an entrepreneur, analyzing the marketplace, determining ownership structure, understanding the legal environment, creating a marketing plan, determining your marketing mix (product, price, place, and promotion), managing sales and inventory, managing operations and staff, and financing your business. The course examines case studies and articles that provide a broader view on how businesses currently operate or trends on how they will likely operate in the future. Students will work on their critical thinking and presentation skills. Students enrolled in the Entrepreneurship course will have the opportunity to apply their skills in

DECA, the co-curricular business club, and participate in district, state, and national competitions.

Introduction to Marketing **½ credit 11/12**
Prerequisites: Introduction to Business or Personal Financial Literacy
This course provides a basic introduction to the scope and importance of marketing in the global economy. It is based on the marketing framework, including market segmentation, pricing, selling, and distribution of goods and services. These principles will shed light on how advertisers sell to consumers in the real world through marking tools and psychological techniques. These tools are taught through the creation of a portfolio. This procedure sets a foundation of marking knowledge necessary for competition in marketing and business related DECA competitions. Instructional strategies include computer based applications, simulated occupational experiences, projects with marketing functions, as well as writing a short advertising paper using key points from the different units.

Social Studies Advanced Placement Recommendation Factors

Note: All students accepted into social studies AP courses must maintain a minimum B+ average for Regents courses and a B average for current AP courses by the end of the school year. If a student's average falls below this requirement, that student must appeal for re-entry into the course.

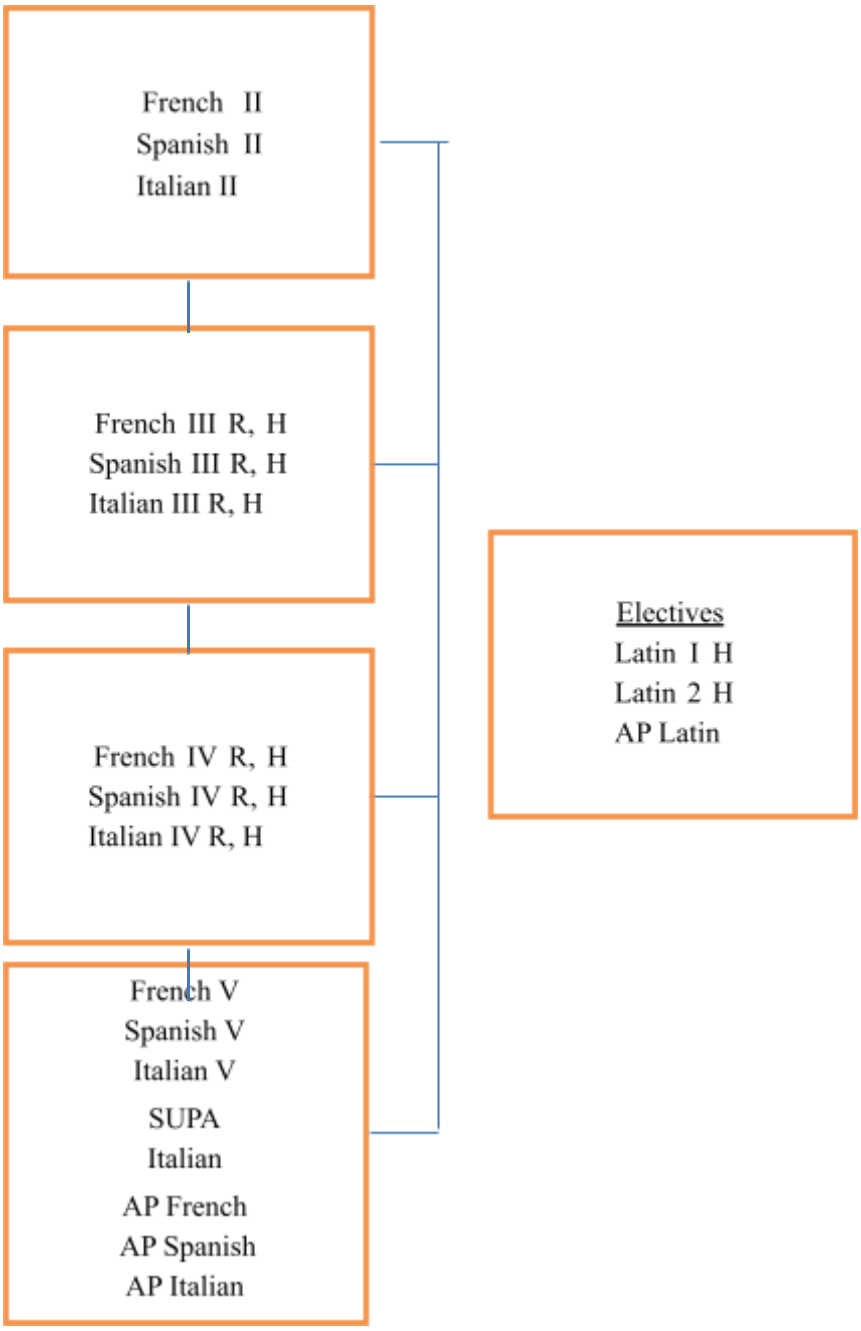
Entrance Criteria for AP World:Modern, AP United States History, AP Government, AP Psychology and AP Comparative Politics:

In order to be accepted into social studies AP courses, students must maintain a minimum B+ average for Regents courses and a B- mid-year average for current AP courses. Final approval for entry contingent upon maintaining these grade requirements.

Academic Integrity Clause

The department reserves the right to deny advanced placement courses to students who have had documented academic integrity violations.

WORLD LANGUAGES



WORLD LANGUAGES

FRENCH, ITALIAN, SPANISH

Language 1 **1 credit / 9-12**

This is an introductory course designed to present and develop the four basic skills of listening, speaking, reading and writing. Proficiency is attained through continuous oral student participation, short readings, structure drills, vocabulary expansion exercises, and guided writing. This course is available to students who have not yet met the initial proficiency requirements needed to earn a diploma and for those students who would like to begin a second world language.

Language 2 **1 credit / 9-12**

This level is a continuation of the integration and further development of the four basic skills with emphasis on the use of language. New grammatical structures and high-frequency vocabulary are introduced through context that is meaningful to the student. Greater proficiency is attained through oral student participation, authentic real-life situations and activities, lengthier readings, structure drills, vocabulary expansion exercises and guided writing.

Language 3 / 3 Honors **1 credit / 10-12**

Level 3 continues to stress communicative proficiency. Emphasis is placed on continued development of the four language skills (listening, speaking, reading and writing) and to expanding the student's ability to manipulate vocabulary, grammatical and verbal structures of greater sophistication. Cultural studies focus on understanding the people of the target culture. A comprehensive examination is administered as the final examination in this course which will earn New York State Regents credit.

Language 4 / 4 Honors **1 credit / 11-12**

This level involves the refinement of the linguistic structures of world language with a deeper knowledge of advanced grammar and syntax. This course has been created to follow a series of thematic units that embrace the components of whole language. It is designed to expand vocabulary; increase fluency in speaking, reading and writing; introduce students to major literary, philosophical and cultural aspects of culture and language. Grammar concepts are reviewed and literature is studied at this level. In addition, an emphasis is placed on culturally contemporary topics and authentic activities which follow for reinforcement.

Language 5 **1 credit / 11-12**

This course is designed to continue the expansion of vocabulary and the development of fluency that were emphasized in level 4. The course emphasizes the use of the language for active communication and seeks to develop language skills that can be applied to various activities and disciplines. Students will experience more advanced forms of literature and culture and will be required to demonstrate oral and written competence. Skills will be developed through film, cultural activities, and other media.

Advanced Placement Language **1 credit / 11-12**

Intended for those students who wish to develop their proficiency in language without special emphasis on literature, this is a college level course equivalent to a third-year college course in advanced conversation and composition. Oral skills, grammar and composition are stressed. The course emphasizes the use of language for active communication and seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines. The Advanced Placement Examination is administered at the end of this course.

LATIN

Latin I Honors **1 credit / 9-12**

The goal of the Latin program is to develop the student's ability to read and comprehend Latin. To support this goal,

both structure and vocabulary are introduced through a series of meaningful reading texts. The reading selections are centered on themes of Roman history, geography, and culture since understanding and mastery of the "classical tradition" and its impact on current events and contemporary literature are important components of the study of a classical language. In addition, the acquisition of word-building techniques, an increase in vocabulary development and analysis skills, and a deeper understanding of the linguistic structure of English are significant bi-products of the student's study of Latin and its derivatives. The cultural topics of Level I emphasize everyday-life activities, myths and legends, education, house and family, art and architecture, entertainment, dress and fashions, and social customs associated with all major life events (birth, coming-of-age, marriage, funerals, etc.). Grammar study includes nouns of all five declensions, the major cases and their uses, verbs of the regular four conjugations, selected irregular verbs, adjectives and agreement, pronouns, adverbs, and numerals.

Latin II Honors **1 credit / 10-12**

The cultural topics of Level II emphasize the history of Rome from its founding to the early days of the empire and the exploits and accomplishments of famous Roman heroes and statesmen. Grammar study extends to more complex linguistic structures such as indirect statement and question, the subjunctive mood, purpose and result clauses, and gerunds.

Latin III Honors/AP Latin **1 credit / 11-12**

The goal of Latin III is to prepare the student to read and comprehend Latin at the AP level. This is an upper level honors course designed to use the skills learned in levels one and two in the reading of various Roman authors. Listening, speaking, reading, and writing skills, with greater emphasis on the latter, will be demonstrated by means of the student's ability to read, translate, and comprehend classical Latin.

Modern World Language Honors Program

There are honors sections for Levels 3 and 4, in French, Spanish and Italian. Levels 3H and 4H cover an accelerated curriculum in greater depth. Students will be expected to grasp the finer points of grammar and syntax and will be exposed to a greater variety of readings and vocabulary. Students will also be required to complete more writing assignments. The expectation is that students will be able to produce language on demand in writing or speaking. Honors students need to be comfortable with taking risks and immersing themselves in the language in order to prepare for the AP course.

SUNY Affiliated Language Courses (French and Latin)

AP French, French 5 and Latin 3 will be offering a SUNY Albany-affiliated language course. Students enrolled in French 5 are now eligible to enroll in the SUNY French 221 course. Students enrolled in AP French can now enroll in the SUNY French 222 course. Students enrolled in AP Latin can also choose to enroll in the SUNY Latin course.

All SUNY courses will allow language students to earn four college credits upon the completion of the course at the end of the year, provided that the student passes the course with a 65%. The cost for the course is $150 for four college credits. If the student withdraws from the course at any time, there is no refund. Students enrolled in the SUNY course will earn a college transcript for that course from SUNY Albany.

Syracuse University Project Advance (SUPA) - Italian 5 & Spanish 5

The Italian and Spanish programs will be offering Syracuse University affiliated language courses to students in Level 5 classes. Students are now eligible to enroll in Italian 201 or Spanish 201.
SUPA language courses will allow language students to earn four college credits upon the completion of the course at the end of the year, provided that the student passes the course with a 65%. The cost for the course is approximately $112 per credit. If the student withdraws from the course at any time, there is no refund. Students enrolled in the SUPA course will earn a college transcript for that course from Syracuse University.
Please note the following:
50% of the students in each class must be enrolled in SUPA in order for the option to be available.
This option is not available for AP Spanish students.

This option is currently available for AP Italian students.

World Language Placement Recommendation Factors

Honors program:

1. A minimum course grade of A- (90) at the end of level 2.
2. To remain in the Honors program from 3H into 4H a student must maintain a B average.

Latin

Latin is an accelerated program where the students will complete three years of study in two. The criteria for admission into Latin 1 are that the student must have a 90 average in both their modern language class and their English class. Students take Latin in addition to a modern language (Spanish, Italian or French).

Modern World Language Advanced Placement Criteria

Students enrolled in level 4 Honors who have an average of a B are automatically granted entry into the AP course based on their quarter 1 and quarter 2 progress report grades.

Students enrolled in level 4 Honors with an average of B- or lower must pass the AP entrance exam with a score of 3 out of 5 to be eligible to enroll in the AP course.

All students enrolled in level 4 must pass the AP entrance exam with a score of 3 out of 5 to be eligible to enroll in the AP course.

Latin Advanced Placement Recommendation Factors

Students will be required to total a minimum of 15 points from the following criteria:
Latin I final grade and Latin 2 mid-year grade: (calculated separately):

A+	5 points
A	4 points
A-	3 points
B+	2 points
B	1 point

Diagnostic Test (includes writing, speaking, listening, and reading) 0 -5 points
Department recommendation: 0 -5 points

NYS Seal of Biliteracy (NYSSB)

The NYSSB recognizes high school graduates who have attained a high level of proficiency in English and one or more world languages. The intent of the NYSSB is to encourage the study of languages, to identify high school graduates with language and biliteracy skills for employers, to provide universities with additional information about applicants seeking admission and placement, to prepare students with twenty-first century skills, to recognize the value of language instruction, and to affirm the value of diversity in a multilingual society, (NYSSB). Ardsley High School is proud to offer the opportunity for students to earn the Seal of Biliteracy during their Junior or Senior year. The NYSSB takes the form of a Seal on the student's diploma and a medallion worn at graduation.

Criteria for Demonstrating Proficiency in English and a World Language.

- Students wishing to receive the New York State (NYS) Seal of Biliteracy must complete all requirements for graduating with a NYS Regents diploma.
- In addition to the above minimum requirement, students wishing to receive a NYS Seal of Biliteracy must earn **three** (3) points in each of the two (2) areas listed below (**English** and **another World Language**):

Criteria for demonstrating Proficiency in **ENGLISH** (3 points)			Criteria for demonstrating Proficiency in **WORLD LANGUAGE** (3 points)	
☐ 1a. Present a **culminating project or scholarly essay to a panel (during ELA class)** that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee to a panel of reviewers with proficiency in English.	**2**		☐ 2a. Present a **culminating project or scholarly essay to a panel** that meets the criteria for speaking, listening, reading, and writing established by the district's NYS Seal of Biliteracy Committee and that is aligned to the NYS Checkpoint C Learning Standards to a panel of reviewers with proficiency in the target language.	**2**
☐ 1b. Complete all 11th and the first three quarters of 12th grade **ELA courses** with an <u>average of 85 or higher</u>.	1		☐ 2b. Complete a **Checkpoint C level World Language cours**e (all of **Level 4** and the first three quarters of **Level 5**) with a grade of <u>85 or higher</u> for both the coursework and final assessment consistent with Checkpoint C standards.	1
☐ 1c. <u>Score 75 or higher</u> on the **NYS Comprehensive English Regents Examination** or <u>score 80 or higher</u> on the **NYS Regents Examination in English Language Arts (Common Core)**. ***<u>or</u>*** ☐ 1c. English Language Learners (ELLs) <u>score 75 or above</u> on **two Regents exams** other than English, without translation.	1		☐ 2c. Provide transcripts from a school teaching in an official language in a foreign, non-English speaking country that shows at least 3 years of instruction in Grade 7 or beyond, with an equivalent grade average of B or higher.	1
☐ 1d. ELLs earn an overall score of **290** or better on the **New York State English as a Second Language Achievement Test (NYSESLAT)** during 9th-12th grade.	1		☐ 2d. For students enrolled in a **Bilingual Education program**, <u>complete all required Home Language Arts (HLA) coursework</u> and the **district HLA exam** with an **85 or higher** or a comparable score using another scoring system set by the district and approved by the Commissioner.	1
☐ 1e. Achieve the following **scores** on the **examinations** listed below: ○ <u>3 or higher</u> on an **AP English Language** or **English Literature examination - <u>for students taking the ELA AP exam **prior** to senior year</u>** ***<u>or</u>*** ○ <u>80 or higher</u> on the Test of English as a Foreign Language (**TOEFL**), for ENL learners.	1		2e. Achieve the following scores on the examinations listed below: <u>I-5 or above</u> on the **ACTFL Assessment of Performance toward Proficiency in Languages** (**AAPPL**) <u>OR</u> <u>I-4 or above</u> on the **ACTFL Latin Interpretative Reading Assessment** <u>OR</u> a proficient level on **another accredited other Checkpoint C World Language assessment** (See your teacher about other accredited assessments.	1

As a Junior, if there is **any chance** you might be eligible to earn the Seal of Biliteracy as a senior, it is a smart idea to begin to collect your points in ELA during your junior year. This will greatly reduce your responsibilities during your senior year and increase the likelihood that you will earn the Seal early enough senior year that you might be able to include it on your college applications. This all depends on when you satisfy your WL requirements.

Culminating **Project** and **Presentation** in **English**

All evidence in the culminating project and presentation must satisfy the requirements of at least Intermediate High proficiency level as described in the district NYSSB Rubrics (based on the ACTFL Proficiency Guidelines).

1a. Present a **culminating project or scholarly essay to a panel in English (2 points).**

*The **culminating project** includes presentational writing or a scholarly essay based on Interpretive Listening & Reading tasks at least Intermediate High proficiency. It may include evidence or work from 11th or 12 grade ELA courses.*

Completed & submitted by current ELA teacher:	Submitted by AHS senior:
☐ Interpretive **listening** ability (based on teacher evaluation based on NYSSBL proficiency **rubric**) ☐ Interpretive **reading** ability (based on teacher evaluation based on NYSSBL proficiency **rubric**) ☐ Presentational **writing** ability (based on teacher evaluation based on NYSSBL proficiency **rubric**)	☐ 1 **presentational writing task** or **scholarly essay** in English
*All these items should be completed and put in each student's Seal of Biliteracy Candidacy folder **BEFORE** the subsequent culminating project panel presentation and conversation.	

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*The **culminating project panel conversation** includes an polished, but not memorized, oral presentation of a project or scholarly essay in English and a spontaneous conversation in English with panel members. The presentation and conversation can be completed during 11th or 12th grade.*

Prepared & Performed by AHS senior:	Completed & submitted by 2 person ELA panel:
☐ One brief project or scholarly essay **presentation** will be done in English in front of a 2-person panel. ☐ One brief **conversation** will take place	☐ **Presentational speaking ability** evaluation (based on ratings of 2 or more proficient adult ELA speakers based on NYSSBL proficiency **rubric**)

with the panel in English right after the project or scholarly essay presentation.	☐ **Interpersonal speaking ability** evaluation (based on ratings of 2 or more proficient adult ELA speakers based on NYSSBL proficiency **rubric**)
*All these items should be completed and put in each student's Seal of Biliteracy Candidacy folder **immediately after** the panel conversation and BEFORE the final evaluation by the Ardsley HS Seal of Biliteracy Committee.	

Culminating **Project** and **Presentation** in a **World Language** (other than English)

All evidence in the culminating project and presentation must satisfy the requirements of at least Intermediate High proficiency level as described in the district NYSSB Rubrics (based on the ACTFL Proficiency Guidelines).

2a. Present a **culminating project or scholarly essay to a panel in a World Language (other than English) (2 points).**

*The **culminating project** includes presentational writing or a scholarly essay based on Interpretive Listening & Reading tasks at least Intermediate High proficiency. It may include evidence or work from 11th or 12 grade WL courses.*

Completed & submitted by current WL teacher:	Submitted by AHS senior:
☐ Interpretive **listening** ability (based on teacher evaluation based on NYSSBL proficiency **rubric**) ☐ Interpretive **reading** ability (based on teacher evaluation based on NYSSBL proficiency **rubric**) ☐ Presentational **writing** ability (based on teacher evaluation based on NYSSBL proficiency **rubric**)	☐ 1 **presentational writing task** or **scholarly essay** in World Language
*All these items should be completed and put in each student's Seal of Biliteracy Candidacy folder **BEFORE** the subsequent culminating project panel presentation and conversation.	

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*The **culminating project panel conversation** includes a polished, but not memorized, oral presentation of a project or scholarly essay in a WL and a spontaneous conversation in that WL with panel members. The presentation and conversation can be completed during 11th or 12th grade.*

Prepared & Performed by AHS senior:	Completed & submitted by 2 person WL panel:
☐ One brief project or scholarly essay **presentation** will be done in WL in front	☐ **Presentational speaking ability** evaluation (based on ratings of 2 or more

of a 2-person panel. ☐ One brief **conversation** will take place with the panel in WL right after the project or scholarly essay presentation.	proficient adult WL speakers based on NYSSBL proficiency **rubric**) ☐ **Interpersonal speaking ability** evaluation (based on ratings of 2 or more proficient adult ELA speakers based on NYSSBL proficiency **rubric**)
*All these items should be completed and put in each student's Seal of Biliteracy Candidacy folder **immediately after** the panel conversation and BEFORE the final evaluation by the Ardsley HS Seal of Biliteracy Committee.	

OCCUPATIONAL EDUCATION

Introduction to Occupations **1 credit / 9-12**

This course is required of all students who select a sequence in Human Ecology, Business or Technology as a way of satisfying New York State requirements. The course focuses on personal decisions as they apply to the world of work and the management of personal resources as a self-sufficient individual. Students may take this course through BOCES or at a Quad Village School as available.

Technical and Trade Programs

4 credits per year

The technical and trade education courses listed below are available at the Board of Cooperative Educational Services (BOCES) training centers for one, two and some for three years. Students enrolled in these courses attend Ardsley High School for a half day for their academic subjects and spend the other half day at the center for specialized training. Interested students should obtain application forms from their guidance counselors.

BOCES course offerings are subject to change from year to year:

- Auto Body Repair
- Auto Mechanics
- Carpentry
- Commercial Art
- Computer Information Technology
- Cosmetology
- Culinary Arts
- Electricity
- Fashion Design
- Multimedia
- TV Production