

Blind Brook High School Course of Study Guide 2026-2027



Photo by Charles Sindell

Principal: Mr. Mark Greenwald
mgreenwald@blindbrook.org
914-937-3600 x4101

Assistant Principal: Mr. James Quigley
jquigley@blindbrook.org
914-937-3600 x4100

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CONTACT INFORMATION

If questions arise as you use this guide to plan your academic program, contact your school counselor. Additional information is available from the following people:

PROGRAM	PROGRAM CONTACT	PHONE EXT.	EMAIL
Art	Ms. Paige Buonocore	4334	pbuonocore@blindbrook.org
English	Mr. Jon Ambrosio	4105	jambrosio@blindbrook.org
Music/Performing Arts	Mr. Donald Whitman	4338	dwhitman@blindbrook.org
Mathematics	Mr. Michael McCarvill	4319	mmccarvill@blindbrook.org
Physical Education/Health	Mr. Gregory Warren	4500	gwarren@blindbrook.org
Science	Mrs. Katherine Martino	4326	kmartino@blindbrook.org
Social Studies	Mr. Marko Markolovic	4301	mmarkolovic@blindbrook.org
Special Education	Mr. Brian Lazere	3232	blazere@blindbrook.org
Technology	Mr. Charles Von Hollen	1005	cvonhollen@blindbrook.org
World Language	Mr. Matthew Castelli	3305	mcastelli@blindbrook.org

School Counseling Department

CONTACT	PHONE EXT.	EMAIL
Ms. Susan Binney	4601	sbinney@blindbrook.org
Mrs. Debbie Dubin	4602	ddubin@blindbrook.org
Ms. Stephanie Jacobs	4603	sjacobs@blindbrook.org
Mrs. Laura Hoefer	4604	lhoefer@blindbrook.org

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A Message from the Principal

Dear Blind Brook Students and Parents,

We are pleased to present the 2026–27 Blind Brook High School Course of Study Guide. An exciting feature of this guide is the inclusion of hyperlinks within departments and course descriptions that allow families to explore what students will learn and experience in each course. We encourage you to use these links to gain a deeper understanding of the wide range of academic opportunities available at Blind Brook High School.

Before reviewing the full document, we would like to highlight several important updates to the 2026–27 Course of Study so families can easily identify key changes:

Science Department

- *Introduction to Science Research* will now be offered to students in Grades 9 and 10.

Social Studies Department

- *Global History 10 Honors* is a new course offering.
- *Introduction to Business Management* is a new course offering.
- *Criminal Law and Procedure* will replace Constitutional Law.

Technology Education

- *TeXplorations in Robotics* will replace both Robotics and Introduction to Technology.

Within the pages of this guide are opportunities that support students in exploring areas of interest, meeting graduation requirements, and engaging in meaningful academic challenges. Our course selection process incorporates input from multiple perspectives, and students are encouraged to review the guide carefully to identify courses that will support both their strengths and growth areas.

This year, we worked collaboratively with students and staff to ensure our curriculum remains modern, comprehensive, and aligned with college and career readiness. We encourage students to consider courses that spark curiosity, deepen learning, and broaden their understanding of the world around them.

During the course selection process, teachers and students will confer about which courses provide the most appropriate level of challenge while supporting student success. All students will also meet with their school counselor to review course recommendations, graduation requirements, and future college and career goals.

If a student and family are considering a course placement that differs from a teacher's recommendation, an [Override Request Form](#) must be completed. The form does not prevent a student from enrolling in a course for

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which they were not recommended; rather, it is designed to encourage thoughtful reflection on course expectations and readiness as part of the course selection process.

Students are required to register for a minimum of five and a half credits, including physical education. **It is essential that students and families are mindful of all course selection deadlines, including add/drop timelines.** Thoughtful planning and timely submission of course requests are critical, as changes are not permitted after the scheduling deadline. Course offerings are contingent upon sufficient enrollment, budgetary considerations, and scheduling constraints.

Most importantly, we strongly encourage students to engage in meaningful course recommendation conversations with their teachers as part of this process. These discussions play a vital role in ensuring students are selecting courses that are both challenging and appropriate.

As you plan for the year ahead, please know that our teachers, school counselors, and administrators are always available to provide guidance and support. We look forward to partnering with you throughout this important planning process.

Sincerely,

Mark Greenwald

Mark Greenwald
Principal

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This guide provides valuable information about the high school's nationally recognized program and specific course offerings. As you choose your courses consider the following questions:

- What am I curious about?
- What new topics would I like to explore?
- In which areas would I like to gain experience?
- What can I learn that can make me a well rounded participant in society?
- What can I choose that will help me plan my post-high school future?

GRADUATION REQUIREMENTS

The Board of Education offers a diploma based upon the successful completion of an approved course of study. A student must earn a minimum of 22 high school credits **and** 80 hours of community service in order to receive a graduation diploma. Minimum credits required include:

Discipline	Credits
English	4.0
Mathematics	3.0
Science	3.0
Social Studies	4.0
World Language	1.0
Wellness (PE/Health)	2.0 Physical Education 0.5 Health
Performing and Visual Arts (Art, Music, Theater)	1.0
Electives	3.5

Note: One credit is the equivalent of a full-year course meeting 6 periods in an 8 day cycle.

- Students are required to take 0.5 credits of Physical Education each year they attend high school. Participation in the high school athletics program will not waive this requirement. All 10th grade students must enroll in 0.5 credit Health.
- It is recommended that all students start their Performing and Visual Arts (Art, Music, Theater) requirement during their 9th grade year. It is suggested that students schedule a minimum of 0.5 credit in Art/Music/Performing Arts in the 9th grade.
- Students must take two credits of Global History or the equivalent, one credit of United States History, 0.5 credit of economics and 0.5 credit of participation in government.

A student must take a minimum of five and a half credits each year, including physical education, in order to be a full time student. Every student should pursue a program that will rigorously challenge his/her abilities. College bound students are strongly encouraged to maintain a minimum of six and a half credits. In addition to the graduation requirements, students are advised to complete credits above the listed minimums. We urge you to maintain your options by fulfilling and exceeding the above listed credits.

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Credit Recommendations for College Preparation

Discipline	Credits
Mathematics	4.0
Science	4.0
World Language	3.0

CREDITS PRIOR TO GRADE 9

A student who enrolls in, and passes, a high school level course prior to entering ninth grade will be granted high school credit and will have the course displayed on the transcript. As an example, a student enrolled in Algebra I offered in eighth grade will, upon successful completion, earn 1.0 in high school credit. **High school courses passed or failed in Blind Brook Middle School in any discipline are included on the transcript and the grade is calculated into the cumulative high school grade point average.**

REGENTS EXAMINATIONS/ASSESSMENTS

To earn a high school diploma, the New York State Education Department requires that ALL students successfully pass one Regents examination or state approved assessment in each of the following areas: English, Social Studies, Mathematics, and Science. Students must pass one additional Regents or approved alternative assessment in an area of their choosing. BBHS offers Regents exams in English, Global Studies, US History, Algebra 1, Biology, and Earth & Space Science.

Approved alternative assessments and the required passing score include:

DISCIPLINE	TEST	MINIMUM SCORE
English	AP English Language and Composition	3
	AP English Literature and Composition	3
Math	AP Calculus AB	3
	AP Calculus BC	3
Science**	AP Biology	3
	AP Chemistry	3
Social Studies	AP United States History	3

** In addition to achieving the established score, students must complete 1,200 minutes of hands-on laboratory work with satisfactory lab reports.

Courses will be offered without regard to sex, sexual orientation, race, color, national origin, political affiliation, age, marital status, military status or disability as noted in the Blind Brook UFSD's Board of Education policies and by coordination of the Blind Brook UFSD's Title IX officer and Superintendent of Schools, who may be contacted in the district administrative offices at (914) 937-3600.

SCHEDULING POLICIES

OPEN ENROLLMENT

Blind Brook High School has an open enrollment policy; no special permission is needed to enroll in any courses. Students may then build their program of study by selecting any courses, at any level, for which they have already successfully completed the appropriate prerequisite course(s). In order to assist students in the process, teacher recommendations will be provided to all students. **We urge students and families to take teacher recommendations seriously when selecting courses. Students should confer with their school counselors when developing their course selections to assure a balanced approach to course selection.**

PREREQUISITES

Because of the sequential nature of curricular areas and the necessity to establish a firm foundation prior to moving on to more advanced work, certain courses have prerequisites. These prerequisites are listed after each course title. In these cases, final enrollment in the course is conditioned upon receiving full credit in the prerequisite course(s). Any consideration of waiving a prerequisite must be approved by the school principal or designee.

OVERRIDE REQUEST FORM

Blind Brook High School strongly values teacher recommendations, which are based on a student's demonstrated skills, performance, and readiness for specific coursework. If a student and family wish to enroll in a course at a level higher than the teacher's recommendation, an [Override Request Form](#) **must be completed**. The form includes a written student reflection and acknowledgment of course expectations and commitment. Submission of the completed form confirms the student and family's understanding of the expectations and their commitment to the selected level.

NCAA ELIGIBILITY

If you are considering playing a sport at the collegiate level, it is important that you register at the NCAA Eligibility Center. For eligibility requirements and other information, visit the [NCAA Eligibility Center website](#).

COURSES FOR ADVANCED LEARNERS

HONORS COURSES

Blind Brook High School offers honors courses in English, Math, Computer Science, Music, Science, Social Studies and World Languages. The honors curriculum proceeds at an accelerated pace in terms of the quantity of material covered and assigned, demands higher quality work from the students, and requires the student to exercise a high degree of academic independence.

COLLEGE CREDIT / DUAL ENROLLMENT COURSES

Blind Brook High School has agreements with Syracuse University, Westchester Community College, The University at Albany, and the University of Delaware to offer college courses in the high school setting. These courses include College Wind Ensemble, SUPA Economics of Personal Finance, SUPA Forensics, SUPA Spanish, SUPA Italian, Honors Science Research (University at Albany), College Entrepreneurship (University of Delaware). Taking these courses in high school affords students the opportunity to earn college credit that is often transferable to many colleges. Students will receive a transcript from the College or University in addition to the Blind Brook transcript. Financial assistance is available for families who qualify.

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ADVANCED PLACEMENT COURSES

Blind Brook High School offers Advanced Placement courses across discipline areas. Advanced Placement courses are open to Grade 10 students and above. **Students in Grade 10 may only take one AP course.**

Advanced Placement meetings for each course are held in June where summer assignments are distributed and expectations for the course are outlined.

When considering an AP course, reflect on the descriptions of a typical learner taking an AP course.

Advanced Placement typical learner characteristics:

- Ability to learn independently and to manage a demanding workload.
- Strong deductive and inductive reasoning skills, combined with the ability to organize information and to synthesize and evaluate contrasting points of view.
- Superior reading, writing and/or mathematical skills.

In May, students are required to complete the Advanced Placement examination or portfolio, which may earn college credit or advanced standing. Financial assistance is available for families who qualify. For questions regarding qualification, please reach out to building administration.

SENIOR OPTIONS PROGRAM

The Senior Options program is intended to provide motivated seniors who have met all requirements for graduation and are in good standing, an opportunity to explore an area of interest outside the classroom. Seniors are encouraged to pursue an internship in a field of interest, conduct an independent research project, or perform community service beyond the hours required for graduation. Fostering independence and decision-making skills, the program will provide students with an opportunity to make a smoother transition post-high school. Interested seniors must adhere to the application timeline and submit a completed proposal to the coordinator. Proposals will be reviewed by a committee of teachers and administrators. Seniors whose proposals are approved will begin their internship/independent study/service in May.

AUDITING A COURSE

A student may elect to audit a course with the permission of the teacher and the principal or assistant principal. Students who audit a course are responsible for all coursework. No grade will be reported upon completion of the audit; the course will not be included in determining the grade point average and will not meet graduation requirements. The course will appear on the report card and transcript with a symbol designating it was audited (*). Once the audit has been elected, this status may not be changed for the duration of the course. Once a course has been audited, it cannot be subsequently retaken for credit. The deadline for selecting this option is at the end of the first ten (10) days of the school year or of the semester (in semester length courses).

PASS / FAIL OPTION

Juniors and seniors are permitted to take one course for graduation as pass / fail. This option is extended only to courses that are not required for graduation and are not Advanced Placement. The deadline for selecting this option is at the end of the first ten (10) days of the school year or of the semester.

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COMMUNITY SERVICE

Community Service must be completed with a not-for-profit organization. All high school students must complete **eighty (80) hours** of community service as a requirement for graduation by June 15th of their senior year. The Class of 2028, and all subsequent classes, will be required to complete at least 20 of the 80 hours outside of the school district. A student entering Blind Brook High School in their sophomore year needs to complete 60 hours to graduate; students entering their junior year need 40 hours to graduate and students entering their senior year need 20 hours to graduate. All hours must be submitted and verified online no later than 30 days after the service is completed or the hours will not be counted. There is an active list of service opportunities for young adult volunteers accessible through the Google Classroom page.

COURSE SELECTION TIMETABLE

January

During Course Orientation, classroom teachers will review the Course of Study Guide with students. Teachers and students should discuss course options and pathways. Teachers will make recommendations in eSchool for students, parents, and counselors to review.

February-April

Each student will complete course requests with the approval of counselors and parents. Please make course choices carefully as any changes made after this time will not be permitted unless the teacher recommends a level change or under extraordinary circumstances with the permission of the Principal. Please consider the following: Course offerings will be reviewed for sufficient requests and available staffing.

Students must have their course selection forms signed by a parent and submitted to their school counselors by the date stated in order to ensure that their course requests are processed. If a student and family wish to enroll in a course above the teacher's recommended level, an Override Request Form must be submitted as part of the course selection process.

Current Grade Level	Form due by
Grade 8	March 6th
Grade 9	Feb 26th
Grade 10	March 2nd
Grade 11	March 6th

Students will be advised with regard to courses that are not being offered due to insufficient enrollment and courses that could not be scheduled due to irresolvable conflicts. In this instance, students will make alternate choices. In mid-April, the master schedule will be constructed. Changes affect staffing and the ability to offer individual courses, thus we have a no-drop policy. Extraordinary circumstances are reviewed on a case by case basis by the Assistant Principal or Principal.

June

Students will be scheduled into a full slate of courses. **Level changes recommended by the instructor or in extraordinary circumstances must be approved by the Assistant Principal or Principal.**

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August

Students will receive their schedule through the student information system. **No changes to courses based on the teacher assigned or period/section offered.**

CLOSED/CANCELED COURSES

All courses are dependent upon sufficient student enrollment to run. Following student course selections, courses may be canceled due to low enrollment. In such cases, affected students will be notified and given the option to make alternate selections based upon the remaining available courses.

COURSE CHANGES

Blind Brook is a small, comprehensive high school that tries to offer a rich variety of course offerings. This requires that considerable thought be given to course selection and the submission of the final course requests in February and March. The master schedule is developed around the choices. There is a minimum enrollment necessary in order to run a course and course changes adversely affect the entire school. Accordingly, once course selection sheets have been submitted, changes will only be considered based upon availability within the framework of the schedule, including class size. While we do want to accommodate individual scheduling needs, we must also maintain the interest of all students as a whole.

Add/Drop Period: At the start of the new school year, schedule adjustments are permitted only during the first ten (10) school days, pending class size. After this add/drop period closes, course changes may be reflected on a student's transcript with a withdrawal/pass or withdrawal/failure designation.

Student-Initiated Change: Following the Add/Drop Period, a student-initiated change will result in a withdrawal pass (WP) or withdrawal fail (WF) on the student's transcript as noted in the Course Withdrawal section below.

Teacher-Initiated Change: Following the Add/Drop Period, a teacher-initiated change will not result in a withdrawal pass (WP) or withdrawal fail (WF) on the student's transcript as noted in the Course Withdrawal section below.

Straight Drop: A straight drop is a class that is being dropped from a student's schedule without the addition of another course. This will only be considered during the first ten (10) days of the school year and pending class enrollment. After this ten-day period, see the Course Withdrawal section below.

All scheduling changes must be approved by the Assistant Principal or Principal.

COURSE WITHDRAWAL

A student can withdraw from a course, pending class enrollment and with the permission of the Assistant Principal or Principal.

Courses that are withdrawn will be designated with a withdrawal pass (WP) or a withdrawal fail (WF) on the student's transcript reflecting their academic status at the time of the withdrawal.

Seniors: If a senior drops a course after the high school transcript or mid-year report is submitted to a college, the student and school counselor will notify the college of the dropped course in writing.

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SPECIAL EDUCATION

The Blind Brook Public Schools offer a wide range of services to students with special needs. Special Education Services, in compliance with the reauthorization of IDEA 2004, are maintained as non-categorical. Student services will be provided as indicated on the student IEP.

At Blind Brook High School, the need for Special Education Services may be assessed through a written request from a student, parent, or staff member submitted to a school administrator. The administrator will convene a meeting with the Committee on Special Education (CSE) to determine the appropriate action. Special Education Services include a range of supports and specialized clinical services. All Blind Brook High School students are supported to achieve in the least restrictive environment. For more information regarding referrals to the Committee on Special Education can be found on the [district website](#).

ACCREDITATION

Blind Brook High School is accredited by the University of the State of New York, and has been recognized as a National Blue Ribbon school.

ART

The Art Department offers an engaging range of experiences for our students. Through these dynamic experiences, we encourage student participation of all levels, needs and abilities using diverse approaches to making and considering art. Each course is designed as an adventure in creative and visual problem solving and critical thinking. Individual expression is encouraged and developed as students grow through a succession of classes all of which lead to advanced level coursework.

The department's goals are to:

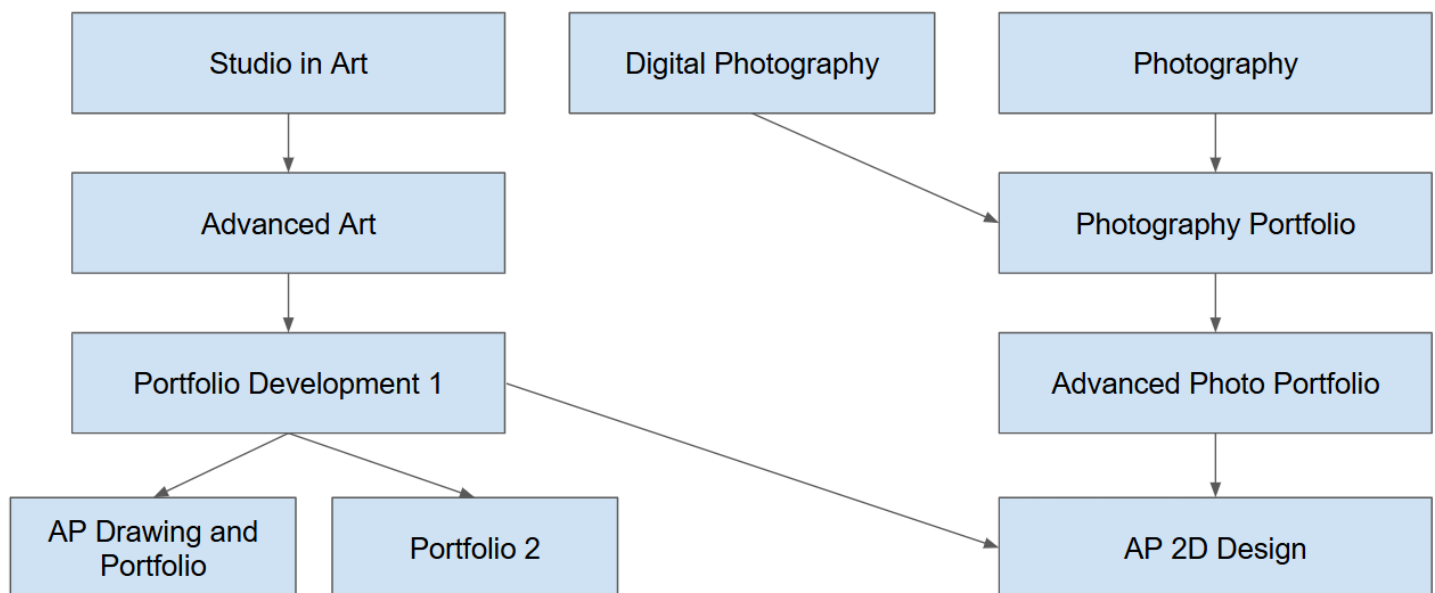
- Provide for the needs of every student through staff accessibility
- Develop each student's observation skills and creativity through art production.
- Engage students with a variety of tools, processes, and media.
- Foster a greater understanding and appreciation of art through exploration and experimentation of artistic works from different cultures and epochs.
- Heighten student awareness of interrelationships between art and everyday life.

Credit Requirements: Students are required to earn a minimum of one (1) credit in Music, Theater, or Visual Arts for high school graduation. It is recommended that all students begin their Performing and Visual Arts (Art, Music, Theater) requirements during their 9th grade year. It is recommended that students schedule a minimum of 0.5 credit in Art/Music/Performing Arts in the 9th grade.

To see the work done in the various art courses offered, visit the links below:

[Art Department Studio Art Gallery](#)

[Art Department Photography Gallery and Program](#)



[Art Department Video](#)

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STUDIO IN ART (.50 or 1 credit)

611013/611010

Grades 9-12

Prerequisite: None

This course explores the fundamentals of drawing and painting and other 2D art processes. The course is designed for students of all levels. As students progress through this course, projects and assignments become more experimental and more personal.

ADVANCED ART (.50 or 1 credit)

611043/611040

Grades 10-12

Prerequisite: Studio in Art

This course offers art students the opportunity to expand on the art skills learned in Studio in Art, while developing a personal voice in their work. Students will be encouraged to investigate personal interests and more in depth experimentation with materials. This class is a prerequisite for Portfolio Development.

PORTFOLIO DEVELOPMENT 1 (.50 or 1 credit)

611053/611050

Grades 11-12

Prerequisite: Advanced Art

This course is designed to assist in the challenging process of preparing a comprehensive entry level college art portfolio. Students will prepare 12-20 works for their art portfolio and learn how to photograph and edit their work for submission. Students will learn how to present their work in original and digital formats. This class is the prerequisite for Portfolio 2 or AP Drawing and Portfolio.

PORTFOLIO DEVELOPMENT 2 (1 credit)

611060

Grade 12

Prerequisite: Portfolio Development

This course continues the work of preparing an art portfolio. Students work individually with the teacher to prepare 12-20 works for their art portfolio and learn to document and edit their work. Students will create a website portfolio that demonstrates their growth and development in art.

ADVANCED PLACEMENT DRAWING & PORTFOLIO (1 credit)

619060

Grade 12

Prerequisite: Portfolio Development

In this rigorous course, students will prepare a 20 image portfolio as specified by the AP College Board. Through practice, experimentation, and revision, students will engage in a sustained investigation of one topic or approach to working. Students are expected to be self-motivated and spend additional time outside the classroom completing assignments

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PHOTOGRAPHY (.50 or 1 credit)

611073/611070

Grades 9-12

Prerequisite: None

This course is for students of all levels. This course requires the use of a 35mm Single Lens Reflex camera and a phone digital camera. Basic and experimental darkroom techniques (printing and film development) are practiced through individual and group work. Digital photography and Photoshop are also incorporated throughout the year, giving a student balance of both black and white and color media. Students are required to provide their own SLR camera and digital camera.

DIGITAL PHOTOGRAPHY (.50 credit)

611093

Grades 9-12

Prerequisite: None

This course is designed to introduce students to the basics of digital photography and digital imaging. This class will emphasize necessary aesthetic, technical and critical thinking skills throughout the process. The historical and cultural impact of photography and digital photography will be considered and discussed throughout the class. Required work will include the use of digital cameras (Both SLRs and Phone cameras) and computer technology. There is no prerequisite for this course. Students must supply their own digital camera. This course will meet the equivalent of every other day.

PHOTOGRAPHY PORTFOLIO (.50 or 1 credit)

611103/611100

Grades 10-12

Prerequisite: Photography or Digital Photography

This advanced class is designed for the self-motivated, serious photographer. Each student will build a portfolio including both digital and B&W images. In each portfolio, students will create a specific concentration as well as develop individual bodies of work. This course will include photo criticism, critiques, research, museum/gallery visits, and guest lecturers. Students are expected to spend additional time outside the classroom completing assignments. Students must supply their own camera.

ADVANCED PHOTOGRAPHY PORTFOLIO (.50 or 1 credit)

611130/611133

Grades 11-12

Prerequisites: Photography Portfolio

Advanced Photo Portfolio builds on skills developed in Photo Portfolio with an emphasis on digital photo enhancement and correction. A serious photography student has the opportunity to explore, experiment, and expand their knowledge of photo lighting, contrast, color, and filter effects using Adobe Photoshop. Each student will select a personal concentration with which they will design their own portfolio and individual photography website. This course is designed to prepare students for the Advanced Placement 2-D Design course which should be taken the following year.

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ADVANCED PLACEMENT 2D DESIGN (1 credit)

619110

Grade 12

Prerequisite: Advanced Photography Portfolio or Portfolio Development

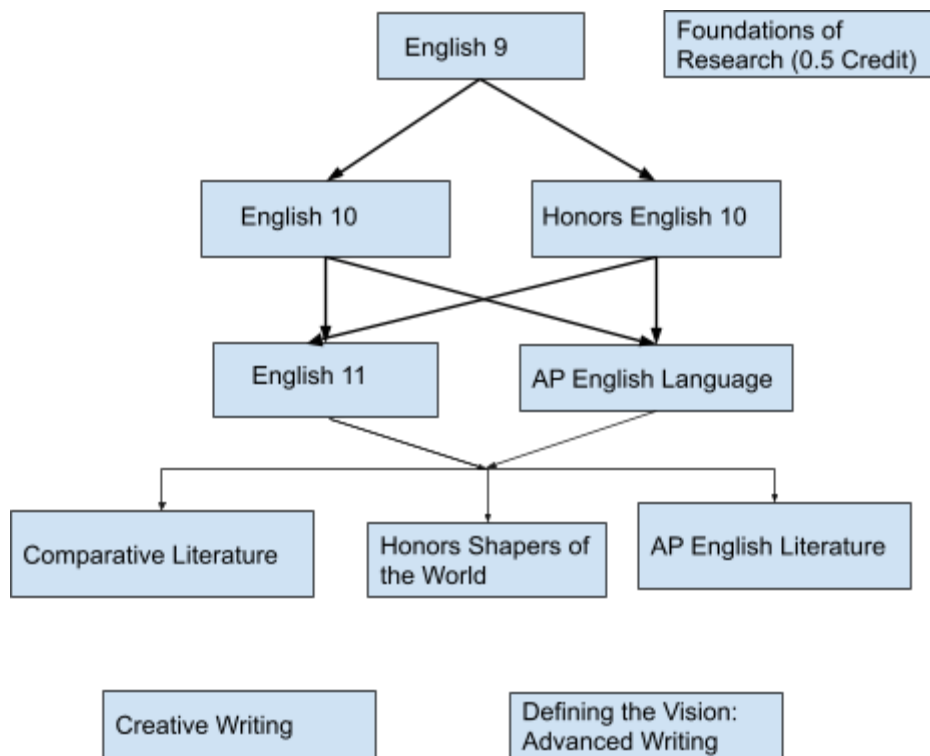
AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design. This advanced class is designed for the self-motivated, serious artist interested in pursuing art on the college level. This course will focus on building a portfolio both for the AP exam as well as for the individual. Students will create a specific concentration as well as develop individual bodies of work. Students may work in film or digital photography, mixed media, printmaking, or any 2 dimensional art form. This course will include photo criticism, critiques, research, museum/gallery visits, and guest lecturers. Students are expected to spend additional time outside the classroom completing assignments. Students who are planning to take the Advanced Placement exam must enroll in the full time offering of this class. Admission into this course is contingent upon permission of the instructor and completion of summer work.

ENGLISH

The mission of the English Department is to foster the practice and mastery of those communication skills that are required in today's society. In addition, the Department believes that from the study of great literature, as well as the study and improvement of one's own written work, students can improve writing, reading, and listening skills. In accordance with the English Language Arts standards of New York State students will:

- Read, write, listen, and speak for a variety of purposes: information and understanding; literary response and expression; critical analysis and evaluation; and social interaction.
- Practice expressive, poetic, and transitional writing with special emphasis on exposition, to gain competence and strive toward mastery.
- Exercise lucid, critical thinking and inquiry through close reading and discussion of literature and other writings.
- Develop research skills using both primary and secondary sources for various purposes: research projects, presentations, mission statements and papers.
- Through discussion of literature, rhetoric, and writing students continue practicing synthesizing information for reasoned responses.

Credit Requirements: Students are required to earn a minimum of four (4) credits in English for high school graduation



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ENGLISH 9: ESSENTIAL VOICES (1 credit)

101010

Grade 9

Prerequisite: None

English 9 students will begin to master skills that will improve their reading, writing and critical thinking to give them the tools to be lifelong learners and independent thinkers. Through our studies we will be focusing on the theme of voice and how individuals have the power to change the world when we speak up for ourselves and for what is right. Our class texts of short stories, novels, poetry and non-fiction highlight the power of voice in literature. Using a variety of literary and informational texts students will practice close reading and critical thinking. Writing focuses on informative, argumentative and narrative styles. The discussion of literature, rhetoric, and writing skills are the central focus and students have continued practice synthesizing information from discussion, texts, and multimedia for reasoned response. Core texts include: *The Odyssey* by Homer, *The Catcher in the Rye* by Salinger, *Julius Caesar* by William Shakespeare and *Animal Farm* by George Orwell.

FOUNDATIONS OF RESEARCH (.50 credit)

101043

Grade 9

Prerequisite: None

This freshman course introduces foundational research skills to equip students with tools to explore issues of modern society. Utilizing informational texts that reflect current events of today's world, students will engage in inquiry, research, note-taking, and source evaluation. Culminating activities require synthesizing students' findings and presenting their conclusions, resolutions, or solutions through appropriate media using effective techniques to engage an audience.

ENGLISH 10: GLOBAL PERSPECTIVES (1 credit)

101030

Grade 10

Prerequisite: English 9

Students continue to read and respond to literature across genres in English 10, particularly through classic and contemporary works. Students will be challenged to examine various world cultures and events in order to spark informed dialogue among students about global societal concerns. Through thoughtful examination of drama, poetry, fiction and non-fiction texts, we will raise questions and draw conclusions about such relevant topics as individual responsibility, leadership, violence, human rights, political systems, and quests for power as reflected in the literature we read. Students will use this knowledge to think critically about the future of our global communities as well as their own places within those communities. The discussion of literature, rhetoric, and writing skills are the central focus and students have continued practice synthesizing information from discussion, texts, and multimedia for reasoned response. Core texts include: *A Long Way Gone* by Ishmael Beah, *The Alchemist* by Paulo Coelho, *The Kite Runner* by Khaled Hosseini, *In the Time of Butterflies* by Julia Alvarez and William Shakespeare's *Macbeth*.

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HONORS ENGLISH 10: GLOBAL PERSPECTIVES (1 credit)

101140

Grade 10

Prerequisite: English 9

English 10 Honors is a course designed around the study of world literature. It is a comparative study of short stories, expository texts, novels, drama and poetry. Readings will be in translation and in English, and of literature from around the world, including Europe, the Middle East, Africa, Asia, and other areas, from the seventeenth century to the present. Content will include a cross-cultural examination of global literatures within broader historical, cultural, political, and social frameworks, including the contexts of class, race, ethnicity, gender, religion, and aesthetics. Analysis is key as students learn to go beyond rephrasing and defining and into looking at the significance of the elements of a piece of writing. Rigorous application and analysis will be applied across these contexts in the analysis of canonical literary texts. The course will culminate in an 8-10 page research paper in which students investigate and research multiple sources, then analyze those sources to create a unique thesis statement and provide evidence to support the argument. The writing focus is designed to prepare students for the AP Exams, and college level writing requirements. The rate, depth, and complexity of material differ from that of English 10, in that, honors students will read more novels and literary works, write more essays, and analyze with greater depth. The honors section provides a higher level of sophisticated scholarship through extensive research and literature review, critical essays, and opportunities for scholarly presentation, student-generated discussions, and self-directed projects.

ENGLISH 11: THE AMERICAN EXPERIENCE (1 credit)

101040

Grade 11

Prerequisite: English 10 or H English 10

In this course, students will focus on the American experience as they study a wide variety of literature, spanning three hundred years of our history. This includes novels, essays, historical documents, poetry, drama, and short stories written by American authors. Skill development aligns with national and state Common Core Standards for college and career readiness in reading (fiction and nonfiction), writing (argumentative, expository, narrative), speaking, listening, and proper application of English language mechanics. Through texts they encounter in the curriculum, students will be challenged to question the needs of the individual juxtaposed against the demands of society in establishing a smoothly functioning and enduring American democracy. Students will read, analyze, and evaluate the ideas of these materials, then synthesize key concepts such as “identity,” “independence,” “responsibility,” and the “need to belong” relative to being an American citizen. Students will brainstorm, reflect and journal as a strategy to prepare for writing their college essays. Possible texts include: *The Crucible* by Arthur Miller, *The Color Purple* by Alice Walker, *The Great Gatsby* by F. Scott Fitzgerald, *The Glass Castle* by Jannette Walls, *Hamilton* by Lin Manuel Miranda, *The Measure* by Nikki Erlick, *The Glass Menagerie* by Tennessee Williams as well as selected poetry and short stories. **Students are required to take the English 11 Regents in January.**

Blind Brook High School Course of Study Guide 2026-2027

ADVANCED PLACEMENT ENGLISH: LANGUAGE AND COMPOSITION (1 credit)

109060

Grade 11

Prerequisite: English 10 or H English 10

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum. The course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. Students should be able to read and comprehend college-level texts and write grammatically correct, complex sentences (The College Board).

Students publically share their written work with the class and provide feedback as they revise work through multiple stages. Representative authors may include Nicholas Kristof, Peggy Noonan, Rick Reilly, Samuel Johnson, William Shakespeare, George Orwell, F. Scott Fitzgerald, Frederick Douglass, Mark Twain, Toni Morrison, Francine Prose. Students are required to take the **English 11 Regents in January**. Students are required to take the **AP exam in May**.

Intended student-outcomes, as outlined by The College Board, include the following skills:

- Identify audience, purpose, and strategies in texts (including multimedia)
- Analyze the types of arguments that writers use
- Write formally and informally for a variety of audiences
- Write analytical, and argumentative essays
- Recognize techniques in visual as well as verbal arguments

COMPARATIVE LITERATURE (1 credit)

101050

Grade 12

Prerequisite: English 11 or AP English Language and Composition (Students who are most successful arrive in the course as avid readers with a mastery of high school **senior level** analysis and **independent** essay writing.)

This course focuses on children's literature through the study of fairy tales. Works read are fictional narratives often in timeless settings with one-dimensional characters. The main character is typically a human being faced with a conflict that is partly resolved by magic. The study of children's literature is followed by a study of Gothic literature which will intrigue you as you enter dark mansions, castles and damp cellars! While a far cry from "mainstream" literature, Gothic works draw clear lines between right and wrong and usually end happily. Comparative Literature will focus on the analysis, evaluation and criticism of world-class literary works to include *Frankenstein* by Mary Shelley, *The Strange Case of Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson, *Alice in Wonderland* by Lewis Carroll and Bram Stoker's *Dracula*.

Blind Brook High School Course of Study Guide 2026-2027

HONORS SHAPERS OF THE WORLD (1 credit)

108010

Grade 12

Prerequisite: English 11 or AP English Language and Composition

What is the “good life”? What is fate? What is free will? Why are we here? These are just a few questions that will be explored in this interdisciplinary humanities course where students explore how human beings have shaped their individual experiences in ways that have significant impact on society. The term “Shapers” refers to the philosophers, writers, artists and societies throughout history that have influenced our attitudes and assumptions. Students will examine common threads which link disciplines such as literature, art, music, philosophy, history and science in the development of human civilization. Works studied may include: Victor Frankl's *Man's Search for Meaning*, Homer's *The Iliad*, Madeline Miller's *The Song of Achilles*, Dante's *The Inferno* and *The Tattooist of Auschwitz* by Heather Morris.

ADVANCED PLACEMENT ENGLISH: LITERATURE & COMPOSITION (1 credit)

109050

Grade 12

Prerequisite: English 11 or AP English Language and Composition

The AP English Literature and Composition course aligns to an introductory college-level literature and writing curriculum. The course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works (The College Board). Students often write poetry and dramatic scenes to deepen their understanding and appreciation of the artistic process and craft. The course is intended for independent thinkers and writers who love to read and probe complex literature. Students should be able to read and comprehend college-level texts and write grammatically correct, complex sentences. They are expected to read independently, publicly share their written work with the class and provide feedback through multiple stages of revision. Representative authors may include William Shakespeare, Toni Morrison, E.L. Doctorow, Tracy K. Smith, Mary Oliver, Tennessee Williams, Zora Neale Hurston, Ernest Hemingway, Isabelle Allende, and Louise Erdrich. Students who are most successful arrive in the course as avid readers with a mastery of high school **senior level** analysis and **independent** essay writing. **Students are required to take the AP exam in May.**

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English Electives

CREATIVE WRITING (0.5 credit)

101073

Grades 10-12

Prerequisite: None

This writing elective encourages students to develop their individual writing voices by drawing from personal experiences, thoughts, and opinions while also employing creative thought. The chief expectation of the course is that students, as writers, take personal risks in writing and express themselves in new and interesting ways on paper. In the course, students will experiment with many different genres of writing, including short stories, plays, poetry, stream-of-consciousness, and others. Writing activities are intended to refine writing style through practice and the observation of effective elements in other authors' writing. Additionally, the diverse and flexible curriculum allows students to focus on their personal writing interests and goals.

DEFINING THE VISION: ADVANCED WRITING THROUGH CONTEMPORARY TEXTS (0.5 Credit)

101083

Grades 10-12

Prerequisite: None

This course will examine how personal experience and societal interaction contributes to how people define themselves. This will include how society approaches differing perspectives and the individual's responsibility in achieving a more beneficial world. Through inquiry and non-fiction texts related to contemporary events, the class will analyze systems, institutions, and events. Students will engage in college-level, text-based, independent and collaborative assessments. In addition students will explore possible solutions to issues they and their peers identify.

MATHEMATICS

The mission of the Math Department of Blind Brook High School is to provide an educational experience in Mathematics that helps prepare students for successful roles in an ever changing society. Students will:

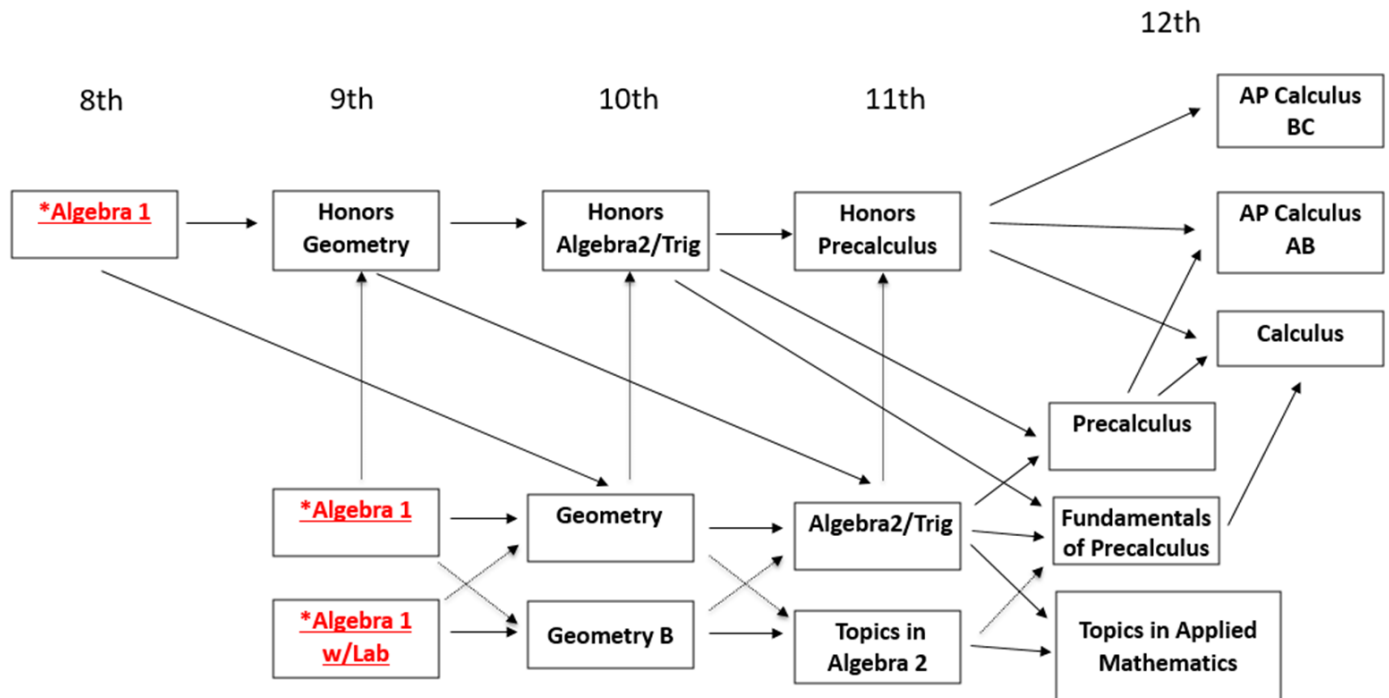
- Become mathematical problem solvers
- Learn to work independently and collaboratively
- Be able to apply their math knowledge in a variety of contexts
- Develop numerical reasoning skills
- Be able to consider the reasonableness of solutions
- Learn to communicate mathematically

Credit Requirements: Students are required to earn a minimum of three (3) credits in Mathematics for high school graduation.

The flowchart below displays the mathematics course offerings for the 2026-2027 school year.

Some details that are worth noting:

- Students in Algebra 1 or Algebra 1 w/Lab courses will take the Algebra Regents Exam in June. No other courses will culminate with a Regents Exam.
- As indicated by the flowchart, our offerings allow for the movement of students between the different levels at which the course is offered.



*Underlined Courses will end with a Regents Exam.

AP Statistics can be taken after Algebra2/Trig

Blind Brook High School Course of Study Guide 2026-2027

ALGEBRA I (1 credit)

201020

Grade 9

Prerequisite: Math 8

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Next Generation Learning Standards are the foundation of this course. The Next Generation Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning. Topics include: equations, inequalities, functions, linear functions, systems of equations and inequalities, exponents and polynomials, factoring polynomials, quadratic functions and equations, exponential functions, and data analysis. The course will culminate with the Algebra Regents Exam which will count as the final exam.

ALGEBRA LAB

201013

Grade 9

Prerequisite: Math 8

This course is a non-credit bearing course which supports the Algebra 1 course. Algebra Lab allows additional seat time in order to explore and practice concepts taught in the Algebra 1 course. This course is in support of the students' preparation in taking the June Algebra Regents exam which is a NYS graduation requirement. This course meets the equivalent of every other day.

GEOMETRY (1 credit)

201050

Grade 9 or 10

Prerequisite: Algebra 1 or Algebra 1 w/ Lab

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 understanding and ability to explain geometric relationships, moving towards formal mathematical arguments. The Common Core Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning.

Topics include The Building Blocks of Geometry, Triangle Congruence, Triangle Similarity, Quadrilaterals, Solid Geometry, Coordinate Geometry, Circle Geometry, Transformations, Right Triangle Trigonometry, Area and Perimeter, and Loci.

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GEOMETRY B (1 credit)

201040

Grade 10

Prerequisite: Algebra 1 or Algebra 1 w/lab

The fundamental purpose of this course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their understanding and ability to explain geometric relationships. The Common Core Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics. (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning. The fundamental difference between this course and the Geometry course is that this course is taught at a more deliberate pace, covering fewer topics and going into less depth than the Geometry course. In this college preparatory course, topics include: The Building Blocks of Geometry, Triangle Congruence, Triangle Similarity, Solid Geometry, Coordinate Geometry, Right Triangle Trigonometry and Circle Geometry.

HONORS GEOMETRY (1 credit)

208060

Grade 9 or 10

Prerequisite: Algebra 1 or Algebra 1 w/ Lab

The fundamental purpose of this course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their understanding and ability to explain geometric relationships, moving towards formal mathematical arguments. The Common Core Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics. (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning. Topics include the Foundation of Geometry, Logic, Triangles & Congruence, Triangle Inequalities & Similarities, Quadrilaterals, Three Dimensional Geometry, Special Right Triangles & Basic Trigonometry, Coordinate Geometry, Circle Geometry, Transformations, and Loci. The major difference between the Geometry course and this course will be in the depth in which the content is covered. Throughout the year, this course will offer more rigorous and challenging problems. The assessments in this course will also reflect the additional rigor of the course. Students will also be expected to persevere through independent problem-solving, engage in discovery activities and in-depth class discussions, and must be able to articulate their reasoning with mathematical precision.

Blind Brook High School Course of Study Guide 2026-2027

ALGEBRA II /TRIGONOMETRY (1 credit)

201080

Grade 10 or 11

Prerequisite: Algebra 1 or Algebra 1 w/ Lab, Geometry (can be co-enrolled)

The fundamental purpose of this course is to deepen and expand upon the students' knowledge of algebra and trigonometry and to prepare them for precalculus and calculus. The Common Core Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics. (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning. Topics include Intro to Functions, Absolute Value & Quadratics, Complex Numbers, Exponents & Roots, Exponential & Logarithmic Functions, Algebraic Fractions, Trigonometry, and Applications of Trigonometry.

TOPICS IN ALGEBRA II (1 credit)

201110

Grade 11

Prerequisite: Algebra 1 or Algebra 1 w/ Lab

The fundamental purpose of this course is to deepen and expand upon the students' knowledge of algebra. The Common Core Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning. Topics include Simplifying, Factoring, & Solving, Intro to Functions, Absolute Value & Quadratic Functions, Quadratic Equations & Functions, Systems of Equations, Exponents & Roots, Exponential & Logarithmic Functions, Trigonometry, and Complex Numbers..

HONORS ALGEBRA II / TRIGONOMETRY (1 credit)

208090

Grade 10 or 11

Prerequisite: Algebra 1 or Algebra 1 w/ Lab, Geometry (can be co-enrolled)

The fundamental purpose of this course is to deepen and expand upon the students' knowledge of algebra and trigonometry and to prepare them for precalculus and calculus. The Common Core Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics. (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning. This course will cover all of the content of the Algebra II/Trigonometry course as well as additional related topics. The major difference between the Algebra II/Trigonometry course and this course will be in the depth in which the content is covered. Throughout the year, this course will offer more rigorous and challenging problems. The assessments in this course will also reflect the additional rigor of the course. Students will also be expected to persevere through independent problem-solving, engage in discovery activities and in-depth class discussions, and must be able to articulate their reasoning with mathematical precision.

TOPICS IN APPLIED MATHEMATICS (1 credit)

201160

Grade 12

Prerequisite: Algebra II/Trig. or Topics in Algebra II

This course is offered as an additional fourth year capstone experience for students who have completed the three-year sequence prescribed by New York State. This course is designed to maintain and extend prior mathematical knowledge, enhance the application of process skills, encourage the development of academic discipline, improve problem solving abilities and connect mathematics with varied student goals. This is a project-based course in which topics of study are chosen with student interests in mind. Past topics of study have included computer skills, such as the utilization of spreadsheets and basic principles of coding, college and career research, personal finance, preparing for life after college, investments, website design, and probability and statistics.

FUNDAMENTALS OF PRECALCULUS (1 credit)

201200

Grade 11 or 12

Prerequisite: Algebra II / Trig or H Algebra II/Trig or Topics in Algebra 2

This course is the first course offered to students that have completed the three-year sequence prescribed by New York State. This course is designed to build upon the student's understanding of mathematics learned in previous years and prepare the students for the study of calculus. Topics covered in the course are: polar coordinates, parametric equations, vectors, sketching graphs of higher order polynomials and rational functions, sequences and series and related financial applications, limits and derivatives.

PRECALCULUS (1 credit)

201100

Grade 11 or 12

Prerequisite: Algebra II / Trig or H Algebra II/Trig

This course will cover the same content as the Fundamentals of Precalculus course. The major difference between Fundamentals of Precalculus and this course is that this course will cover content in more depth and this course will be generally more rigorous in order to prepare students for AP Calculus. In addition, this course will have an emphasis on developing problem solving skills. Students will be expected to work independently and in groups on solving challenging mathematical problems on a wide variety of topics.

HONORS PRECALCULUS (1 credit)

208110

Grade 11 or 12

Prerequisite: Algebra II / Trig or H Algebra II/Trig

This course will cover the same content as Precalculus and Fundamentals of Precalculus courses. This course is the most rigorous of our Precalculus offerings. This course will be highly student-centered and offer more rigorous and challenging problems. The assessments will also reflect the additional rigor of the course. In addition, this course will have an emphasis on developing problem-solving skills. Students will be expected to work independently on solving problems on a wide variety of topics.

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CALCULUS (1 credit)

201120

Grade 12

Prerequisite: Precalculus, Fundamentals of Precalculus or Honors Precalculus

Students will study differential calculus. They will be able to explain and apply the concept of a “limit” and a “derivative.” They will use derivatives to solve optimization, related rate and various other problems. Students will study as many topics in integral calculus as time permits.

AP CALCULUS AB (1 credit)

209130

Grade 12

Prerequisite: Precalculus or Honors Precalculus

This is a college course in both content and structure. During the first semester, students will study differential calculus. They will be able to explain and apply the concept of a “limit” and a “derivative.” They will use derivatives to solve optimization, related rate and various other problems. During the second semester, students will study integral calculus. They will be able to explain and apply the Fundamental Theorem of Calculus. Students will be able to explain the definite integral as the limit of Riemann Sums. They will use integration to solve various problems, including finding area and volume. Students must take the AP Calculus AB exam in May.

AP CALCULUS BC (1 credit)

209140

Grade 12

Prerequisite: Honors Precalculus

This course will cover all of the topics of AP Calculus AB as well as additional topics in calculus that are not covered in the AP Calculus AB course. These topics include: techniques of integration (improper integral, partial fractions), infinite series, the calculus of parametric, vector and polar functions. Students must take the AP Calculus BC exam in May.

AP STATISTICS (1 credit)

209120

Grade 11 or 12

Prerequisite: Algebra II / Trig or H Algebra II/Trig

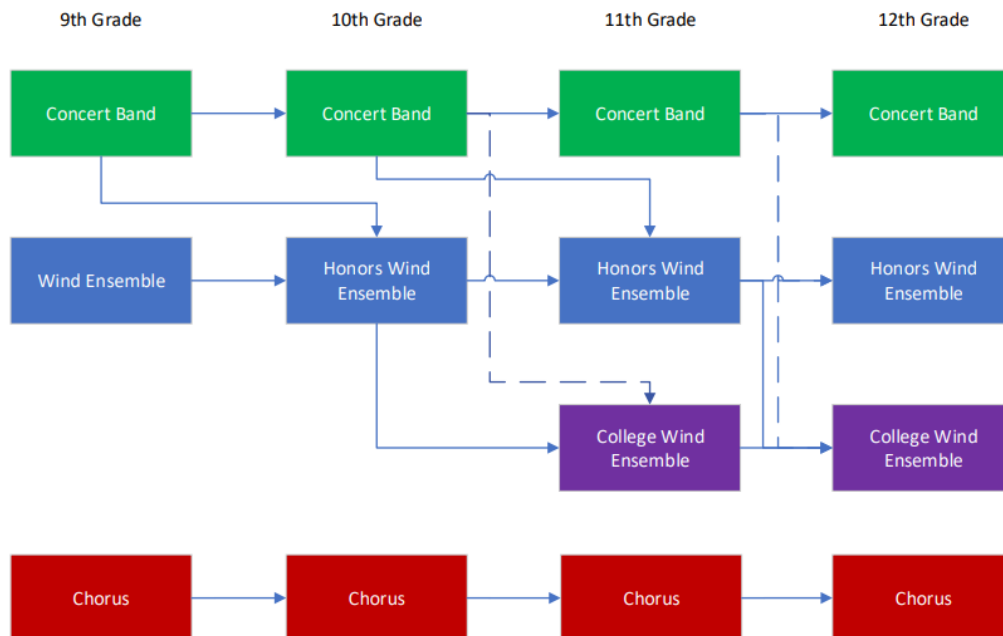
This college level course is designed for juniors and seniors as an introduction to statistics. The course is divided into four broad sections: Organizing Data, Producing Data, Probability, and Inference. Topics covered in the course include: exploring data, normal distributions, least squares regression, transforming non-linear relationships, designing samples and experiments, simulation, probability, random variables, the binomial and geometric distributions, sampling distributions, inference for distributions, inference for proportions, Chi-Square procedures, and inference for regression. Students must take the AP Statistics exam in May.

MUSIC

Music is a universal language providing all people a creative and emotional means of expression and is integral to the education of a well-rounded student. Through the consistent study of and engagement in the art of music, students will gain the ability to create, perform and respond to a wide array of musical styles and forms. It is the mission of the Blind Brook-Rye UFSD and the Blind Brook Music Department to provide each student with an opportunity to forward their academic and aesthetic studies through exploration and engagement in a wide range of musical activities. Blind Brook High School offers ample opportunity for students to participate in both performance and classroom based courses. Students are strongly encouraged to complete an entire 4 year sequence in either music or visual arts during high school. The examples below represent potential course selection options for both band and chorus students. Students wishing to enroll in multiple music classes (i.e. chorus and band or band and music production) are always welcome to do so.

It is recommended that all students begin their Performing and Visual Arts (Art, Music, Theater) requirements during their 9th grade year. It is recommended that students schedule a minimum of 0.5 credit in Art/Music/Performing Arts in the 9th grade.

Students are strongly advised to complete an entire 4 year sequence in either music or visual arts during high school. The examples below represent potential course selection options for both band and chorus students. Students wishing to enroll in multiple music classes (i.e. chorus and band, or band and music production) are always welcome to do so.



The following courses may be applied towards the Music, Theater and Visual Arts requirement



[Music Department Course Offerings Video](#)

DIGITAL MUSIC PRODUCTION (.50 credit)

631073

Grades 9-12

Prerequisite: None

Digital Music Production will introduce students to the theory and fundamentals of using software and hardware tools for producing music (including desktop MAC, waveform editor, multi-track recording software, synthesizer keyboard, signal processing plugins, computer music notation software, and microphone technique). The class will stress application and creative content, using a series of creative activities and projects which will expose students to performing with music arranging, and equipment configuration. This course is a hands-on, applied class delivering to class members an experience with music software applications. These programs represent a large portion of the types of things musicians are doing with music technology at this time, and span in sophistication from entry-level to professional. This course fulfills half of your Music, Theater and Visual Arts requirement. This course will meet the equivalent of every other day.

DIGITAL MUSIC PRODUCTION 2 (.50 credit)

631083

Grades 10-12

Prerequisite: Digital Music Production

In Digital Music Production 2, students will further their understanding of DMP through exploration of recording techniques and mixing/mastering skills. In our brand new Mac lab, we will offer a 10 unit program utilizing exclusively project based learning designed to prepare students for work as a musician, producer and recording engineer. This program provides students with hands-on experience in a cutting edge, 17-station audio lab with industry standard editing capability. They will have access to professional level microphones, plug-ins, recording booths and other audio equipment. Students will develop a working knowledge of the creative and technical issues involved in the production of digital audio and its applications and synchronization with other media

CHORUS (.50 credit)

621103

Grades 9-12

Prerequisite: None

High School Chorus is a mixed choral ensemble open to all students who wish to sing. Members of the chorus learn basic elements of singing technique, ear training, and the reading of choral music. They perform a variety of choral works, both accompanied and acappella. This ensemble presents two evening concerts every year. Chorus students also have the opportunity to develop their singing skills and musicianship through performances within our community and field trips to professional vocal performances. In addition, chorus sectional lessons are mandatory. This course fulfills half of your Music, Theater and Visual Arts requirement. This course will meet the equivalent of every other day.

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CONCERT BAND (1 credit)

631010

Grades 9-12

Prerequisite: 8th Grade Band, Concert Band or Audition

High School Concert Band is designed to further student's musical studies utilizing a combination of traditional band literature and modern repertoire. This course is open to students of various abilities. The emphasis is on musical growth and working together as an ensemble while improving instrumental skills through performance of a wide repertoire of musical styles. Concert Band instrumental lessons are mandatory.

HONORS WIND ENSEMBLE (1 credit)

638100

Grades 9-12

Prerequisite: Approval by Director

This course is open to students by selection or audition. This ensemble is for band students who are dedicated to a high level of performance. The Honors Wind Ensemble will perform an advanced repertoire of literature from throughout the classical and modern era. Wind Ensemble lessons/sectionals are mandatory.

COLLEGE WIND ENSEMBLE (1 credit)

637010

Grade 11-12

Prerequisite: 2 Years of Concert Band and/or Wind Ensemble Experience and Approval by Director

This course is open to Junior and Senior students by selection or audition. This ensemble is for band students who are dedicated to a high level of performance. The College Wind Ensemble will perform in conjunction with the Honors Wind Ensemble an advanced repertoire of literature from throughout the classical and modern era. Wind Ensemble lessons/sectionals are mandatory as well as with completion of an independent project. This course is offered in collaboration with the ACE Program through SUNY/WCC and offers 2 College Credits per year for students maintaining an average of C or better in the course. These credits may be transferred to the college the student is attending at the discretion of the college. SUNY/WCC charges a processing fee.

PERFORMING ARTS

The mission of the Performing Arts department is to make drama and music offerings available to every student through a variety of performance-oriented and classroom experiences. Performance in a positive atmosphere is the key to artistic development and appreciation. It is based on the sharing of rigorous preparation, critical thinking, and fulfillment from the finished product. The Performing Arts Department strongly encourages all students to participate in one or more Music and Theater classes offered by the school. *The following courses may be applied towards the Music, Theater and Visual Arts Requirement.*

It is recommended that all students begin their Performing and Visual Arts (Art, Music, Theater) requirements during their 9th grade year. It is recommended that students schedule a minimum of 0.5 credit in Art/Music/Performing Arts in the 9th grade.

THEATER ARTS I (.50 credit)

620103

Grades 9-12

Prerequisite: None

Whether it is gaining enough nerve to step onto a stage in front of an audience, polishing certain character traits, or designing sets, students can use theater as a tool for self-expression and self-exploration. In this class, students will participate in drama exercises that develop vocal, movement, and improvisational skills. Students will develop and perform monologues and scenes from contemporary plays and will also keep a written journal to reflect on their experiences. This course fulfills half of the Music, Theater and Visual Arts requirement. This course will meet the equivalent of every other day.

THEATER ARTS II (Performance Workshop) (.50 credit)

620203

Grades 10-12

Prerequisite: Theater Arts I

This course will serve as a follow-up to Theater Arts. Students will be offered the opportunity to expand all aspects of their theatrical knowledge. The primary focus of this class will be theater as a literary device. Students will be reading plays for the different time periods and genres of theater. Through this process there will be a strong focus on the characterizations and the movement of a play from written form to performance. There will be intensive monolog and scene studies as part of the class, as well as a focus on audition techniques. Other units will include, but not be limited to: directing, technical theater, theater and theater critiques. This course fulfills half of the Music, Theater and Visual Arts requirement. This course will meet the equivalent of every other day.

PHYSICAL EDUCATION & HEALTH EDUCATION

The purpose of Physical Education & Health Education at Blind Brook High School is to complement students' academic development by focusing on the development of the whole child via participation in this activity based program. We believe by instilling specific lifelong skills for healthy living, we will also foster a more positive student self-image. Activities are also designed to create a spirit of cooperation, trust, and respect while competing within the rules of the game. Aligned with the common core standards, Physical Education courses will include formal assessments and a writing component.

The following are the six anchor standards of a physically literate student:

1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.
5. Recognizes the value of physical activity for overall wellness, enjoyment, challenge, and/or self-expression.
6. Recognizes career opportunities and manages personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Physical Education & Health Education will prepare students as they transition to post-secondary life. Students design and implement personal wellness plans that promote lifelong physical activity and fitness. Health-enhancing behaviors, such as nutrition and social-emotional factors, are included in the plan. Students apply effective habits of personal and social behaviors, as well as an exploration into the different domains of resources, other than school, to continue the practices of physical activities. Proficiency of various motor skills and movement patterns is demonstrated.

Credit Requirements: Students are required to earn a minimum of two (2.0) credits in Physical Education for high school graduation. 0.5 credit per year is required. Students can choose from any Physical Education course each year in Grades 10-12.

Grade 9	Grade 10	Grade 11	Grade 12
PE 9	PE10-12 FITT Lab Competitive Play Health*	PE 10-12 FITT Lab Competitive Play	PE10-12 FITT Lab Competitive Play

*Health is required for all Grade 10 students.

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PE 9 (0.50 credit)

801013

Grade 9

Prerequisite: None

The 9th grade physical education program is designed for students to participate in a multitude of individual, dual, team and cooperative activities. In these activities, students will acquire the knowledge to identify effects of physical activity on dynamic health and the mechanics of body movement. Students will develop an understanding of their movement skills, expand their capabilities for independent learning, and examine practices that allow sound decision making and problem solving to enhance successful participation. Students are also provided an emphasis on instruction related to improving their health-related physical fitness. Students learn concepts related to physical fitness and physical activity as well as the importance of maintaining an active lifestyle throughout their lifetime. Aligned with the common core standards this course requires ongoing formal evaluations and has a writing component.

PE 10-12 (0.50 credit)

801023

Grades 10-12

Prerequisite: PE 9

The PE 10-12 physical education program emphasizes problem solving skills, applying previously learned concepts to new activities and cooperation through a variety of different movement concepts. This course will primarily offer an exposure to an array of individual, dual and team building activities. Students will enjoy a diverse range of fun and challenging activities in order to become lifelong learners and apply fitness concepts to lead a healthy lifestyle. Topics that may be offered include, but are not limited to: personal wellness, recreational activities, team passing sports, cooperative games and any other current trend that may be germane to the course. Aligned with the common core standards this course requires ongoing formal evaluations and has a writing component.

F.I.T.T. LAB (0.50 credit)

801033

Grades 10-12

Prerequisite: PE 9

The F.I.T.T. LAB elective in the physical education program emphasizes the components of the F.I.T.T principle for overall personal wellness: Frequency, Intensity, Time, and Type. This course will provide experiences for students to apply knowledge and physical skills in relevant situations, including the development of personalized wellness routines. Through these experiences, students will possess the skills needed to be healthy and physically literate members of society. Students will be required to demonstrate their knowledge of fitness concepts, skills, and behaviors. This course will take a progressive approach and will have an emphasis on current fitness trends. Students will participate in discussions related to anatomy and physiology of exercise, sports nutrition, and strength and conditioning principles. Students will participate in activities that may include, but are not limited to; plyometric training, speed and agility development, yoga, weight lifting, and cross training. Aligned with the common core standards this course requires ongoing formal evaluations and has a writing component.

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COMPETITIVE PLAY (0.50 credit)

801083

Grades 10-12

Prerequisite: PE 9

The Competitive Play elective in the physical education program emphasizes an advanced approach to traditional and nontraditional team and individual sports. The emphasis will be in authentic expression through higher level motor skills, knowledge, tactical strategies and team building. This course will be progressive and may apply new trends in physical education, sport and athletics. Topics that may be offered include, but are not limited to; team passing sports, lifelong sports, and cooperative play. Aligned with the common core standards this course requires ongoing formal evaluations and has a writing component.

HEALTH (0.50 credit)

881063

Grade 10

Prerequisite: None

This required course focuses on the development of positive attitudes and knowledge concerning the human, which enhances an individual's physical, social, and emotional wellbeing. The student will accomplish this through individual and group research, self-reflective journal writing, group projects, and in class discussion and activities. Topics that are studied include personal health, nutrition, physical fitness, eating disorders, mental health, stress and stress reduction, drugs in our society, human sexuality, HIV/AIDS, sexually transmitted infections, healthy relationships, and parenting. The student will develop goal setting skills, decision-making skills, stress management skills, communication skills, and advocacy skills.

SCIENCE

The mission of the Science Department of Blind Brook High School is to help students develop their science skills to become independent thinkers and problem solvers. With this in mind, the department sees as its goals to:

- Provide a curriculum whereby the needs of every student are met.
- Emphasize the mastery of basic science skills in all courses and provide enrichment for students.
- Develop our students' ability to receive, organize and analyze information and solve problems through inductive and deductive reasoning and intuition.
- Instill in our students an appreciation for the beauty of science.
- Foster awareness that science is not an isolated discipline, but is interrelated to other disciplines.
- Show application of science to everyday life.
- Develop our students' abilities to ask questions and design and conduct experiments that will provide the data necessary for creating evidence-based claims relevant to the questions.
- Develop in our students the necessary skills to produce effective scientific research papers.
- Develop a sense of personal responsibility and self-discipline in class and in the laboratory that carries over into later life and an awareness and appreciation of the consequences of one's actions.
- Develop an awareness of the proper place of science and technology in today's complex society.

Credit Requirements: Students are required to earn a minimum of three (3) credits in Science for high school graduation.

NYS diploma requirements include three years of science with at least one course in physical science and one course in life science. Beginning with the Class of 2015, Computer Science courses can satisfy science or math requirements. Students are required to pass one science Regents exam or approved alternative assessment.

Science Department Course Sequence

Grade 9	Grade 10	Grade 11	Grade 12
Regents Biology	Regents Earth & Space Science	Regents Earth & Space Science	Regents Earth & Space Science
	Applied Chemistry Chemistry Honors Chemistry	Applied Chemistry Chemistry Honors Chemistry AP Chemistry	Applied Chemistry Chemistry Honors Chemistry AP Chemistry
		Physics in Action Physics	Physics in Action Physics
		AP Physics 1+	AP Physics 1+
		AP Biology	AP Biology
		AP Psychology	AP Psychology
		Forensics SUPA Forensics Sci	Forensics SUPA Forensics Sci
	Environmental Science in Action	Environmental Science in Action	Environmental Science in Action
Intro to Science Research	Intro to Science Research		Science and Society
	Honors Science Research (3 year program)		

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Overview of Science Courses

Biological Sciences

Regents (Biology):	9th grade
AP Biology:	11th or 12th grade

Physical Sciences:

Regents Earth and Space Science	10th, 11th or 12th grade
Applied Chemistry:	10th, 11th, or 12th grade
Chemistry:	10th, 11th, or 12th grade
Honors Chemistry:	10th, 11th, or 12th grade
AP Chemistry	11th or 12th grade
Physics in Action:	11th or 12th grade
Physics:	11th, or 12th grade
AP Physics 1+:	11th or 12th grade

Interdisciplinary Sciences:

Introduction to Science Research:	9th, 10th grade
Honors Science Research:	10th, 11th, and 12th grade
Forensic Science:	11th or 12th grade
SUPA Forensic Science:	11th or 12th Grade
Science and Society:	12th grade
AP Psychology:	11th or 12th grade
Environmental Science in Action:	10th, 11th, and 12th

[HS Science Department Electives Info](#)

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Biological Sciences

REGENTS BIOLOGY (1 credit)

301110

Grade 9

Prerequisite: Earth and Space Science, Earth Science

This course is an introduction to and survey of modern biology. Students will develop an understanding of (1) the unity and diversity among living things, (2) the anatomy and physiology of living things, (3) reproduction, (4) genetics, (5) evolution, (6) ecology and, (7) biotechnology. The course meets six out of eight days in the cycle, includes an additional laboratory period every other day, and requires a minimum of 1,200 minutes of laboratory time..Regents exam required.

ADVANCED PLACEMENT BIOLOGY (1 credit)

309020

Grades 11-12

Prerequisite: Living Environment (Biology) and Chemistry

The AP Biology course is designed for students who have successfully completed a course in high school Biology and high school Chemistry. This college level course covers three broad sciences; molecular and cellular biology, heredity and evolution, and organisms and populations. Emphasis is equally placed on the knowledge of facts, principles, and processes of biology. In the laboratory, students work with a variety of organisms, cells and cell extracts, with an emphasis on techniques, data collection and analysis. This course has a mandatory summer assignment, and all students must sit for the AP Biology Examination in May.

Physical Sciences

REGENTS EARTH & SPACE SCIENCE (1 credit)

301160

Grades 10 -12

Prerequisite: None

This course will study the story of our changing planet. By investigating the beginnings of the Earth and the course of its development through billions of years to its present form, logical predictions can be made for the Earth's - and our own future. This course will examine topics in Geology, Meteorology, Astronomy, Climate Change and Oceanography. Hands-on laboratory explorations are an integral part of this course. The course meets six out of eight days in the cycle, includes an additional laboratory period every other day, and requires a minimum of 1,200 minutes of laboratory time.Regents exam required. Seniors participating in Senior Options will take a local final exam prior to the start of the program.

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APPLIED CHEMISTRY (1 credit)

301040

Grades 10-12

Prerequisite: None

This survey course will explore a wide range of topics in the exciting field of chemistry. Some of the areas to be studied may include: consumer science, environmental chemistry, biochemistry, fuels and energy, electrochemistry, polymers, and more. Students will be exposed to these topics through a variety of “hands-on” experiences, the Internet, and other supporting media. Both group work and individual projects will be an integral part of this full year course. The course meets six out of eight days in the cycle, and will not have a Regents exam.

CHEMISTRY (1 credit)

301050

Grades 10-12

Prerequisite: Algebra I

Students in this course learn about the structure and properties of matter and how the following factors influence their interactions: the kinetic-molecular theory, the mole concept, atomic structure, quantum mechanics and molecular geometry, chemical energy and equilibrium. An appreciation of the consequences that result from the ways we interact with our environment will be gained. Laboratory experiences are an integral part of the course, and include guided inquiry investigations. The course meets six out of eight days in the cycle, includes an additional laboratory period every other day, and requires a minimum of 1,200 minutes of laboratory time.

HONORS CHEMISTRY (1 credit)

308060

Grades 10-12

Prerequisite: Algebra I

Students in this course will cover the identical topics as the standard Chemistry Course, namely the study of the structure and properties of matter. This course differentiates itself from the standard introductory chemistry course in both the depth and breadth of the content. Quantitative or mathematical approaches to the solution of various problems will be emphasized and students enrolling in this course should be comfortable with that approach. In addition, with 40% more content than Chemistry, this course will have a significantly faster pace. Laboratory investigations will stress more inquiry-based experiments. The course meets six out of eight days in the cycle, includes an additional laboratory period every other day, and requires a minimum of 1,200 minutes of laboratory time. Students are required to take the Honors Chemistry Final Exam in June.

ADVANCED PLACEMENT CHEMISTRY (1 credit)

309070

Grades 11-12

Prerequisite: Chemistry or Honors Chemistry

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore the following topics: atomic structure, intermolecular forces, and bonding, chemical reactions, kinetics, thermodynamics, and chemical equilibrium. In addition to traditional content, students will develop skills on six science practices: concept explanation, visual representation, questioning and methods, representing and describing data, data analysis and statistics, and science argumentation from evidence. Students will engage in several laboratory investigations to implement the science practices. Double laboratory periods are scheduled the equivalent of every other day. This course has a mandatory summer assignment, and all students must sit for the AP chemistry examination in May.

PHYSICS IN ACTION (1 credit)

301080

Grades 11-12

Prerequisite: None

Physics in Action is a problem solving course that investigates the application of physics within the most innovative science realms. For example, students will investigate the presence of physics in the Animal Kingdom, the environment and within industry. This may include topics such as the use of sound to regenerate the Great Barrier Reef, aerial mechanics with butterflies, elephants detecting seismic waves or self-driving cars. This course will emphasize the coupling of creativity with science as well as perseverating through challenges and the use of the scientific method.

PHYSICS (1 credit)

301090

Grades 11-12

Prerequisite: Algebra II/Trigonometry (or concurrent enrollment)

This course is concerned with matter and energy; the application of vector analysis to force and motion; work and energy; wave motion as a means of energy transfer in the form of sound; light; fundamentals of static and current electricity; magnetism; and Modern Physics including models of the atom and the dual nature of light. The basic principles and their application to problem solving are emphasized. The course meets six out of eight days in the cycle and includes an additional laboratory period every other day. Seniors participating in Senior Options will take a local final exam prior to the start of the program.

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ADVANCED PLACEMENT PHYSICS 1+ (1 credit)

309030

Grades 11-12

Prerequisite: Pre Calculus (or concurrent enrollment), Chemistry or Honors Chemistry

AP Physics 1+ is a college-level physics course designed for motivated students who have successfully completed high school Chemistry. Students will be introduced to the fundamental principles and laws that govern the world around us, including the mechanics of motion and rotation, thermodynamics, fluids, wave phenomena and an understanding of electricity and electrical circuits. This course will approach these topics using both advanced conceptual and mathematical frameworks. Due to the pace and use of mathematics in this course, interested students should have the recommendation of their high school chemistry and most recent mathematics teacher. This course has a mandatory summer assignment. As the syllabus of this course covers the entirety of AP Physics 1 and only a selection of topics from AP Physics 2 (hence our designation of AP Physics 1+) all students must sit for only the AP Physics 1 Examination in May. The course meets six out of eight days in the cycle and includes an additional laboratory period every other day.

Interdisciplinary Sciences

INTRODUCTION TO SCIENCE RESEARCH (.50 credit)

301033

Grades 9-10

Prerequisite: Earth Science

This course is designed to introduce students to the research process using their passion for science as motivation. Participants will work alone and in groups to develop skills that will prepare them to enter the Honors Science Research Program. These skills include: designing scientific investigations, effectively conducting literature searches, and critically reading and summarizing scientific articles. Students will also develop dynamic presentation skills, master the art of effectively communicating complex results to diverse audiences, and build metacognitive skills by assessing self-progress and setting realistic goals. The course meets the equivalent of every other day within the block schedule. *Grade 9 students who are not enrolled in Introduction to Science Research will be enrolled in Foundations of Research.* Note: Introduction to Science Research is not required to enroll in the Honors Science Research Program.

HONORS SCIENCE RESEARCH (.50 credit)

308123

Grades 10-12

Prior participation in Introduction to Science Research is not a requirement.

This three year program affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. Students are required to work in conjunction with research scientists and professionals within their field of research. Students may do independent research in mathematics, life sciences, physical sciences, psychology or the social sciences. ***Due to the structure and cumulative nature of the program, students are required to remain enrolled for all three years.*** In addition, students are required to complete summer work while enrolled in the program, and are required to enter local, regional, national, and international scientific competitions. Students may also choose to take this course for college credit in conjunction with The University of Albany's University in the High School Program. This optional program will allow students to earn up to 12 college credits in their junior and senior years. Interested students are encouraged to contact the instructor prior to registering for this course. The course meets the equivalent of every other day within the block schedule.

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ENVIRONMENTAL SCIENCE IN ACTION (1 credit)

301140

Grades 10-12

Prerequisite: Living Environment/Biology

This course will cover major principles of environmental science including sustainability, biodiversity, food and agriculture, and public health. By studying our relationship with the natural environment students will learn how to improve our local ecosystem, as well as how to shape public policy. We will design, implement and monitor sustainability projects in the local area. Students should therefore be comfortable working outdoors and being immersed in nature. Living Environment/Biology is a prerequisite and knowledge of Chemistry is strongly recommended. The course meets six out of eight days in the block schedule cycle.

FORENSIC SCIENCE (1 credit)

301130

Grades 11-12

Prerequisite: Living Environment/ Biology

Science is becoming an invaluable tool in criminal investigation. The field of forensic science is constantly growing to include different specialization areas and concepts. This course is a full-year course that will use hands-on techniques and case studies to increase awareness and understanding of the application of science involved in the popular media renditions of crime solving. Students will work individually or in groups to explore topics such as crime scene investigation, anthropology, blood spatter analysis, fingerprinting, hairs and fibers, and many others. The course meets six out of eight days in the cycle, and will have a local final exam.

SUPA FORENSIC SCIENCE (1 high school credit / 4 college credits)

307010

Grades 11-12

Prerequisite: Chemistry or Physics

Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented, with emphasis placed upon the techniques used in evaluating physical evidence. Students will be expected to analyze and apply information at an advanced level. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations, among others. Laboratory exercises will include learning techniques commonly employed in forensic investigations. Final grades will be assigned based upon tests, the comprehensive final examination, and the laboratory. Being a fan of "CSI" is not a requirement; being a motivated student with Internet access is.

College credit is available through the Syracuse University Project Advance program as a four credit chemistry course. *This course is a college level dual enrollment course.*

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ADVANCED PLACEMENT PSYCHOLOGY (1 credit)

309120

Grades 11-12

Prerequisite: None

Offered as either Social Studies or Science elective credit

This college level course introduces students to the scientific study of behavior and the brain. Some of the topics studied include: Neuroscience, Sensation and Perception, Intelligence, Psychological Disorders, and Social Psychology. There is a mandatory summer assignment and all students will sit for the AP Psychology Examination in May. This course does not satisfy the traditional college preference of 3 lab sciences, hence it is strongly advised that interested students also complete a traditional 3 credit sequence in science. There is no supplemental lab period for this course

SCIENCE AND SOCIETY (1 credit)

301120

Grade 12

Prerequisite: None

The constant progress in science and technology raises important ethical questions society needs to address. This course provides an introduction to the ethical problems and issues associated with science, scientific research, applied science, technology and the environment. Through readings, discussions, debates and oral presentations, the class will explore such issues as pollution, climate change, alternative energy, genetic engineering, and emerging infectious diseases. This class has formal written unit papers. Some questions to be addressed: what obligations do we have to the environment; animal rights; obligation to species and ecosystems; and the implications of moral judgment? This course focuses less on getting final answers to controversial issues, and more on posing the right questions, while developing critical thinking skills.

SOCIAL STUDIES

The mission of the Social Studies Department of Blind Brook High School is to help students develop social science skills and become reflective thinkers and active citizens. The department's goals are as follows:

- Provide a curriculum that challenges the broad spectrum of Blind Brook students.
- Emphasize the mastery of social science skills; provide enrichment opportunities for all students.
- Instill in the student an appreciation for the diversity of the social sciences.
- Show the applications of the social sciences to everyday life.
- Emphasize the mastery of oral and written communication skills.
- Encourage and develop analytical skills through the use of primary and secondary source material.
- Inspire intellectual curiosity in a continuing desire to understand the increasingly interconnected world.
- Demonstrate sensitivity to, and respect for, the perspectives, opinions, needs and customs of others.
- Access and evaluate multi-media and print information efficiently and critically.
- To help prepare students for active, informed, participatory citizenship in this country and in an interdependent world.
- Skills are taught developmentally, with significant emphasis on research, critical thinking, and geography.
- Students recognize the relevance of their studies to their past, present and future.
- Instruction meets the needs of all learners and is guided by best practices and credible research.
- Engage students to become informed and participatory citizens.

Credit Requirements: Students are required to earn a minimum of four (4) credits in Social Studies for high school graduation.

Grade 9	Grade 10	Grade 11	Grade 12
Global 9 ¹	Global 10 ¹ Global 10 Honors ¹ Intro to Psychology Public Speaking* AP Human Geography Intro to Business Management	US History ² AP US History ² Intro to Psychology Public Speaking* AP US Government and Politics ³ Contemporary Issues ³ AP Macroeconomics ⁴ AP Human Geography SUPA Economics of Personal Finance ⁴ Intro to Business Management	Contemporary Issues ³ Economics ⁴ Constitutional Law ³ AP Macroeconomics ⁴ Intro to Psychology Public Speaking* AP US Government and Politics ³ SUPA Economics of Personal Finance ⁴ AP Human Geography Intro to Business Management

¹ Satisfies Global History Requirement

² Satisfies US History Requirement

³ Satisfies Participation in Government Requirement

⁴ Satisfies Economics Requirement

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Social Studies Department Course Offerings Video

GLOBAL HISTORY & GEOGRAPHY 9 (1 credit)

401010

Grade 9

Prerequisite: None

This course is a chronological study of the world from the Classical Civilizations through 1750. This course is the first year of a two year sequence. The Grade 9 curriculum will explore all of the following themes:

Classical Civilizations

Belief Systems

Rise of Transregional Trade Networks

Political Powers and Achievements

Social and Cultural Growth and Conflict

Transformation and Development of Europe and Russia

Interactions and Disruptions

While the course emphasizes the importance of historical events, there is a central focus on the development of reading and writing skills. Attention will be given to note taking, document analysis, essay writing and stimulus based questions in order to prepare for the Global History Regents examination given at the end of 10th grade. Students will also continue to develop their organizational and communication skills.

GLOBAL HISTORY & GEOGRAPHY 10 (1 credit)

401020

Grade 10

Prerequisite: Global History & Geography 9

This course is a chronological study of the world from 1750 to the present. This course is the second year of a two year sequence. The following themes and concepts will be examined as the course progresses:

Industrialization

Nationalism

Imperialism

Conflict

Technology

The Interconnected World

Skills developed in 9th grade will continue to be developed in 10th grade as the students prepare for the Global Regents examination. These include stimulus based questions, examination of historical and geographic context, and document based essays which require students to identify and define an enduring issue based on several documents spanning different time periods. Students will examine several key historical events through an inquiry-based approach which will allow for a more in-depth study.

Students will explore current events focused on the major themes and concepts. Students will continue to develop research and communication skills throughout the course. A Regents examination will be taken at the end of the course.

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HONORS GLOBAL HISTORY & GEOGRAPHY 10 (1 credit)

402020

Grade 10

Prerequisite: Global History & Geography 9

This course is a rigorous, full-year course that examines the political, economic, social, and cultural development of the world from the eighteenth century to the present. Building on the foundations established in Global Studies 9, this honors-level course challenges students to think critically about global interactions, enduring issues, and the historical forces that have shaped the modern era. Students explore major turning points including the Enlightenment, political revolutions, industrialization, imperialism, global conflicts, decolonization, globalization, and contemporary challenges. Through the analysis of primary and secondary sources, students develop advanced skills in historical argumentation, geographic reasoning, evidence-based writing, and comparative analysis. Emphasis is placed on recognizing patterns of continuity and change, understanding multiple perspectives, and making connections across regions and eras. Honors-level expectations require students to move beyond foundational knowledge toward deeper inquiry, synthesis, and evaluation. Students regularly engage in seminar-style discussions, document-based questions (DBQs), research activities, and performance assessments that reflect the expectations of advanced high-school and college-level coursework.

This course supports the development of strong civic literacy, global competency, and the analytical skills necessary for success in upper-level social studies courses, including U.S. History, and including U.S. History and advanced placement offerings in social studies. Global Studies 10 Honors culminates in the New York State Global History and Geography Regents Examination.

UNITED STATES HISTORY & GOVERNMENT (1 credit)

401030

Grade 11

Prerequisite: Global History & Geography 10

This course is part of the state-mandated social studies curriculum. It focuses on the historical development of the United States from Colonial America to the present. Special emphasis is placed on the Constitution and its application to American society. Students will continue to improve their research and oral and written communication skills. A Regents exam will be taken at the end of this course.

ADVANCED PLACEMENT UNITED STATES HISTORY (1 credit)

409040

Grade 11

Prerequisite: Global History & Geography 10

Students will study the historical development of the United States from the founding of the colonies to the present. This is a rigorous course requiring students to perform on a level equivalent to a college survey course in American History. Students will engage in independent research and readings; they will continue to improve their oral and written communication skills. They will prepare for the Advanced Placement Examination in American History given by the College Board in May. **There is a summer assignment and all students will be required to take the Advanced Placement exam given by the College Board in May. A Regents exam will be taken at the end of this course. All students are required to take the Advanced Placement examination in May.**

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ECONOMICS (.50 credit)

401053

Grade 12

Prerequisite: None

This course deals with basic economic concepts. Topics include economic systems, the national income, prices and money, the banking systems, the Federal Reserve System, the economic role of government, and personal finance. Students will gain the knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world, and appreciate economics as a distinct and separate social science discipline. Students will continue to improve their research and oral/written presentation skills. This course satisfies the graduation requirement for economics.

SUPA ECONOMICS OF PERSONAL FINANCE (1 high school credit / 4 college credits)

407010

Grades 11-12

Prerequisite: None

This course applies fundamental economic and financial concepts qualitatively to cover aspects of consumer personal finance, including record keeping, banking, saving, borrowing, using credit, investing, insurance, doing taxes, retirement, and end-of-life considerations. Hands-on activities, simulations, and real-life connections are significant components of the course. College credit available through the Syracuse University Project Advance program. This course satisfies the graduation requirement for economics. *This course is a college level dual enrollment.*

ADVANCED PLACEMENT MACROECONOMICS (1 credit)

409090

Grades 11-12

Prerequisite: None

This course provides students with a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of the Federal Reserve System, national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. Topics include: basic economic concepts, measurement of economic performance, national income and price determination, economic growth, international finance, exchange rates, and balance payments. This is an accelerated course designed for highly motivated students who desire a more in-depth and advanced presentation of the major areas of study in the field of economics. This course may be substituted for the required Economics course described above. There is a summer assignment and all students are required to take the Advanced Placement exam in May. This course satisfies the graduation requirement for economics.

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CONTEMPORARY ISSUES IN AMERICAN SOCIETY (0.50 credit)

401093

Grades 11-12

Prerequisite: None

The course will engage students in the study of issues confronting contemporary American society. Using the Constitution and the Bill of Rights as the basis of the course, students would debate, discuss and argue topics such as gun control, immigration, voter ID laws, etc. Students will engage in debates and project-based learning to enrich learning about the topics. The course would be open to 11th and 12th graders. This course satisfies the graduation requirement for participation in government.

CRIMINAL LAW & PROCEDURE (0.50 credit)

401073

Grade 12

Prerequisite: None

This is a year-long course that fulfills the Participation in Government graduation requirement. The course provides students with a practical, hands-on understanding of criminal law and the American legal system. Throughout the year, students will explore the fundamental principles and constitutional values that shape our laws, our justice system, and the rights and responsibilities of citizens. Students will analyze real-world cases, current events, and legal controversies to develop stronger civic awareness and critical-thinking skills. The course also emphasizes informed and effective participation in our legal system—whether as jurors, citizens, voters, or future professionals in law-related fields. By the end of the course, students will have a clearer understanding of how laws are created, interpreted, enforced, and challenged, as well as the role individuals play in ensuring justice within a democratic society. This course satisfies the graduation requirement for participation in government.

ADVANCED PLACEMENT GOVERNMENT & POLITICS (1 credit)

409100

Grades 11-12

Prerequisite: None

This course provides students with an analytical perspective on government and politics in the United States, including both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Topics include: Constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties, interest groups, mass media, major political institutions in the U.S., public policy, and individual rights and liberties. This is an accelerated course designed for highly motivated students who desire a more in-depth and advanced presentation of the major areas of study in the field of government and politics. There is a summer assignment and all students are required to take the Advanced Placement examination in May. This course satisfies the graduation requirement for participation in Government.

Blind Brook High School Course of Study Guide 2026-2027

PUBLIC SPEAKING (0.5 credit)

401113

Grades 10-12

Prerequisite: None

For the average American, public speaking is one of our greatest fears. Yet it's also one of the most important things you can learn to do well, and a skill that can allow you to become a leader in all sorts of fields. As part of this class we will explore the principles of public speaking and how you can draw the attention of an audience regardless of the subject matter. We will start with the principles of great storytelling, move on to the principles of rhetoric, and finally the principles of argumentation. All experience levels are welcome in this class.

INTRODUCTION TO PSYCHOLOGY (1 credit)

401070

Grades 10-12

Prerequisite: None

Psychology is the study of human behavior. This field provides information that helps us understand ourselves as well as the actions of others. As such, psychological research touches nearly every aspect of our daily lives. This year-long course will explore the basic areas of study within the field of psychology: biological bases of behavior, sleep and dreams, memory and cognition, intelligence, personality, child development, group processes, psychopathology and therapy.

ADVANCED PLACEMENT HUMAN GEOGRAPHY (1 credit)

409180

Grades 10-12

Prerequisite: Teacher Recommendation

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). The course is equivalent to an introductory college-level course in human geography. This course is open to students from grades 10-12. Students are required to take the AP exam in May. **Students in Grade 10 may only take one AP course.*

INTRODUCTION TO BUSINESS MANAGEMENT (0.5 credit)

710013

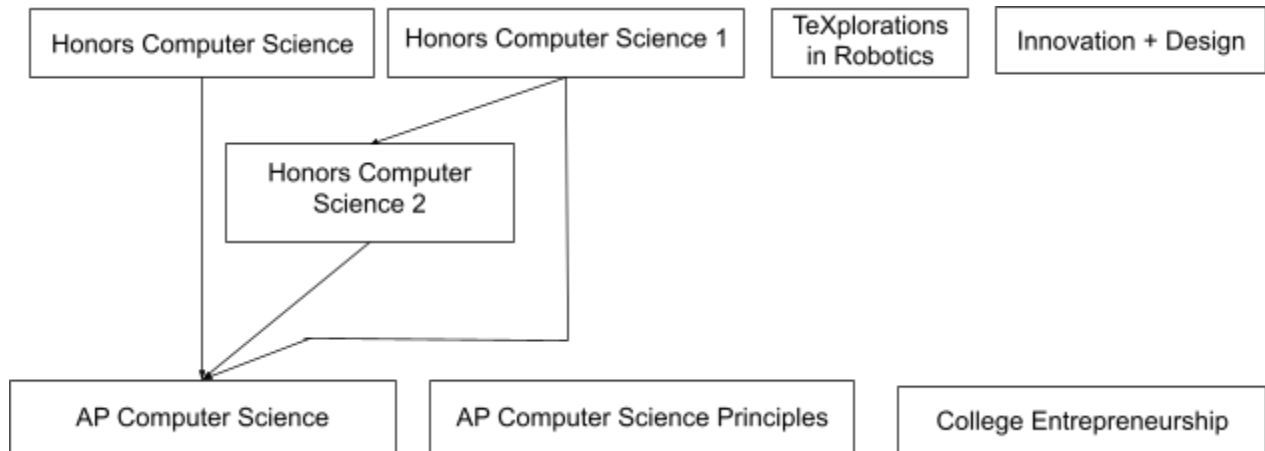
Grades 10-12

Prerequisites: None

This course provides students with a comprehensive overview of the fundamentals of business and management. Students will explore how businesses are created, organized, and managed in today's global economy. Topics include business ownership and structures, leadership and decision-making, marketing, finance, human resources, operations, and entrepreneurship. Emphasis is placed on problem-solving, ethical decision-making, teamwork, and communication-skills essential for success in any career field. Through case studies, projects, and simulations, students will apply management principles to real-world scenarios and gain insight into what it takes to lead and operate a successful organization.

DICE (Design, Innovation, Creation, and Expression)

DICE stands for Design, Innovation, Communication and Expression. Computer Science courses can satisfy science or math requirements.



TEXPLORATIONS IN ROBOTICS (.50 credit)

721083

Grades 9-12

Prerequisite: None

This course provides students with a hands-on exploration of technology, including robotics, programming, data analysis, and digital fabrication. Students will work with robots using programming and engineering principles to design and build functional systems. They will also investigate and propose technological solutions to real-world problems using the tools available in the Fab Lab. The course focuses on developing skills in collaboration, communication, problem-solving, design thinking, and data-driven decision-making using digital tools.

INNOVATION + DESIGN (1 credit)

721020

Grades 9-12

Prerequisite: None

In this course students will develop skills and knowledge that will help them to use traditional and modern tools to solve real-world problems. Students will learn more advanced 3D digital modeling using Fusion 360, how to design and manipulate systems controlled by microprocessors, build interlocking structures to support loads and much more! 3D printing, laser engraving and cutting and CNC machining skills will also be developed to help students create solutions that are polished and refined. Throughout, students will learn and use the Design Process to develop their best solution to the problem at hand. Sample projects include designing wearable technology, a piece of furniture that incorporates a particular architectural style, and building a piece of adaptive technology that assists someone with a given physical challenge. This course meets for 1 period daily and much of our coursework will be spent on hands-on learning experiences. This course emphasizes group work.

Blind Brook High School Course of Study Guide 2026-2027

HONORS COMPUTER SCIENCE 1 (.50 credit)

728033

Grades 9-12

Prerequisite: None

This course is an introductory course in computer programming. Through programming in Java, the students will learn the fundamental principles of computer programming. Topics covered will include: binary, hexadecimal and other bases, programming basics, integers and doubles, casting, Strings, utilizing methods of the Math and String classes, conditional statements, Boolean variables and logical operators, while loops, do-while loops, for loops. In terms of content, this course covers roughly the first half of the content of Honors Computer Science. Students who successfully complete this course will be eligible to take Honors Computer Science 2 or AP Computer Science.

HONORS COMPUTER SCIENCE 2 (.50 credit)

728133

Grades 10-12

Prerequisite: Honors Computer Science 1

This course is a continuation of Honors Computer Science 1. This course will begin by reviewing and re-enforcing the content learned in Honors Computer Science 1. Topics covered will include: probability simulations, single-dimensional arrays, two-dimensional arrays, for-each loops, ArrayLists, methods, classes, and objects. In terms of content, this course covers roughly the second half of the content of Honors Computer Science. Students who successfully complete this course will be eligible to take AP Computer Science.

HONORS COMPUTER SCIENCE (1 credit)

728040

Grades 9-12

Prerequisite: None

This course is an introductory course in computer programming. ***In terms of content, this course covers the content of Honors Computer Science 1 and Honors Computer Science 2 together.*** Through programming in Java, the students will learn the fundamental principles of computer programming. Topics covered will include: binary, hexadecimal and other bases, programming basics, integers and doubles, casting, Strings, utilizing methods of the Math and String classes, conditional statements, Boolean variables and logical operators, while loops, do-while loops, for loops, probability simulations, single and two-dimensional arrays, for-each loops, ArrayLists, methods, classes, and objects. Students who successfully complete this course will be eligible to take AP Computer Science.

ADVANCED PLACEMENT COMPUTER SCIENCE (1 credit)

729010

Grades 10-12

Prerequisite: Honors Computer Science or Honors Computer Science 1 or Teacher Recommendation

The Advanced Placement Computer Science course covers topics typically found in a college-level first course in computer science, and provides a solid preparation for the AP Computer Science examination. The course emphasis is on procedural abstraction, data abstraction, object-oriented design and programming methodology using the Java programming language, and the use of algorithms and data structures. **Students are required to take the Advanced Placement exam in May.**

Blind Brook High School Course of Study Guide 2026-2027

AP COMPUTER SCIENCE PRINCIPLES (1 credit)

729020

Grades 10-12

Prerequisite: Geometry or Honors Geometry

Advanced Placement Computer Science Principles course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP CSP is an engaging and approachable course that explores many of the foundational ideas of computing so all students understand how these concepts are transforming the world we live in. The AP Exam which will consist of a written component as well as a performance task that students will complete in class throughout the course of the school year. Following the AP Exam, students will work on a culminating project that will incorporate applying concepts of computer science studied during the course. **Students are required to take the Advanced Placement exam in May.** **Students in Grade 10 may only take one AP course*

COLLEGE ENTREPRENEURSHIP (1 credit / 3 college credits)

728030

Grades 11-12

Prerequisite: None

What does it take to turn a great idea into a startup with real potential? This course helps students develop the mindset and tools needed to pursue a novel idea for a new business or social venture. Incorporating a foundational entrepreneurship skill set including design, leadership, and business basics, students will gain first-hand experience in the creation, delivery, and capture of value from their ideas. Along the way, students will develop their networking, communication, and project management skills, as well as their understanding of processes and modern modeling and manufacturing tools, including 3D CAD, laser cutting and engraving, and CNC machining.

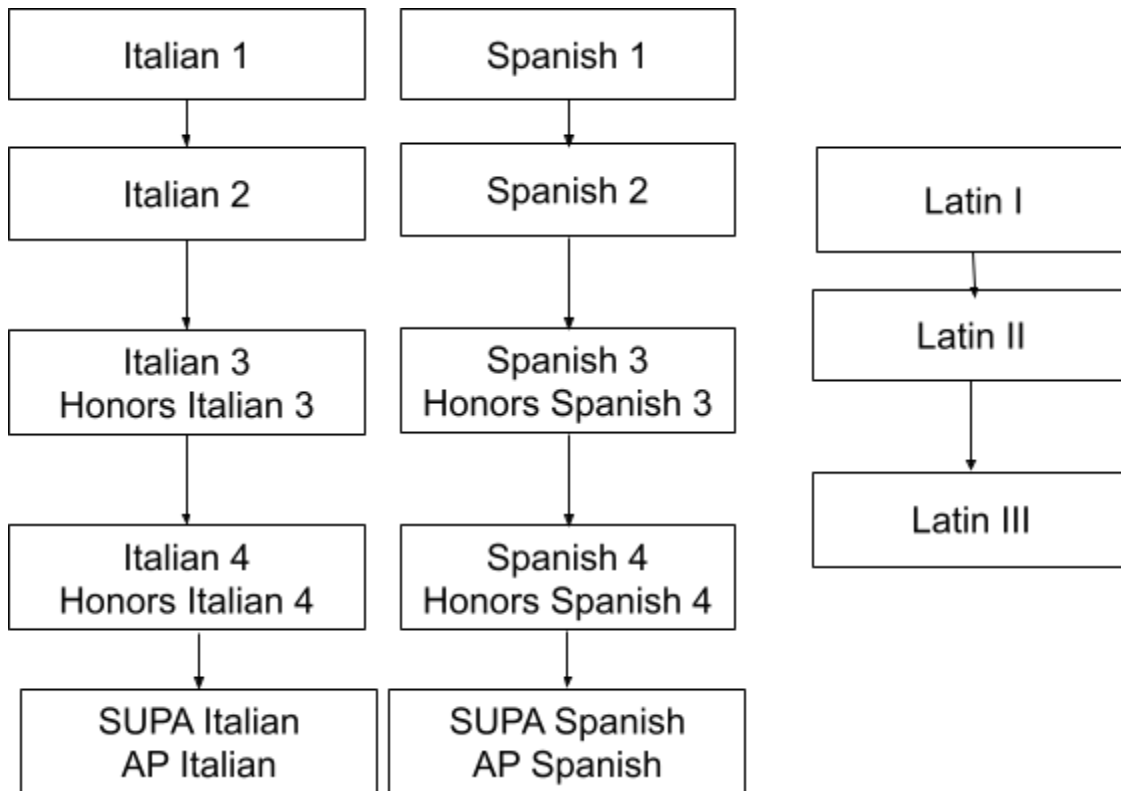
Motivated students will have the opportunity to compete at local, regional, and potentially national levels, with the possibility of earning startup funds to help bring their ventures to life. Students in the course may also earn up to three college credits through dual companion enrollment in the University of Delaware's EntreX Entrepreneurship program.

WORLD LANGUAGES

The mission of the World Language Department of Blind Brook High School is to ensure that all students are able to communicate in at least one language other than English. We help our students develop increasing levels of proficiency and confidence with respect to the four modes of communication (reading, writing, listening, and speaking) as well as an understanding and appreciation of world cultures. We prepare our students to face the various challenges of our contemporary global world with the linguistic and cultural skills that will help them to be successful global citizens. We strive to motivate and excite our students about language study and encourage them to be lifelong language learners.

Credit Requirements: Students are required to earn a minimum of one (1) credit in World Language for high school graduation. Successful completion of any Level 1 course results in one (1) credit.

Italian 1 is offered in Grade 8. Spanish 1 is offered in Grades 8, 9-12.



Entry level languages (Latin I, Spanish 1) are offered based on student requests. These courses are offered for students that are interested in learning a new language and for transfer students that have experience in a language that is not offered at Blind Brook.

Students are encouraged to continue a complete sequence in the language of their choosing. Please check with your school counselor and any potential colleges for their World Language requirements.

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SPANISH 1 (1 credit)

501070

Grades 9-12

Prerequisite: None

This course is for students interested in learning the Spanish Language and culture. It is designed to introduce students to the basic Spanish sound system, simple vocabulary, principles of grammar and verb usage. The four language skills; listening, speaking, reading and writing will be developed through authentic documents, simple readings, audio and video programs, language laboratory work and films. Students will learn to communicate both orally and in written form on a variety of thematic topics.

SPANISH 2 (1 credit)

501080

Grades 9-12

Prerequisite: Spanish 1

This course augments the material from level 1 Spanish, specifically in listening, speaking, reading, writing, and cultural appreciation skills. Reading selections of intermediate difficulty are introduced. In depth study of grammatical concepts facilitates oral and written expression. There is emphasis on conversation, listening and reading comprehension as well as composition writing. Students will continue to study Latin American culture as well as the regions of Spain.

SPANISH 3 (1 credit)

501090

Grades 10-12

Prerequisite: Spanish 2

This course is based on the communicative approach to foreign language learning. It is designed to reinforce and expand the vocabulary and grammatical structures learned in Spanish 2. In addition, the four language skills: listening, speaking, reading and writing will be further developed using a variety of listening comprehension activities, oral proficiency interviews, language laboratory work, compositions, letters, and authentic reading documents. Students will research and study various aspects of Spanish culture. Students are required to take the FLACS Checkpoint B exam in June.

HONORS SPANISH 3 (1 credit)

508160

Grade 10

Prerequisite: Spanish 2

This intermediate level honors course is designed for the student who is interested and motivated in pursuing a challenging, fast-paced and enriched language curriculum. It is preliminary preparation for continuation onto further advanced placement studies. The course will provide students with the skills necessary for success in more advanced courses such as Spanish 4H as well as Advanced Placement Spanish. This course is based on the communicative approach in which students will gain optimal proficiency in the skills of listening, speaking, reading and writing. Cross-cultural skills are developed through excerpts from authentic sources such as newspapers, internet sites, television broadcasts and short stories, short films, and integrated projects. Students are required to take the FLACS Checkpoint B exam in June.

Blind Brook High School Course of Study Guide 2026-2027

SPANISH 4 (1 credit)

501100

Grade 11-12

Prerequisite: Spanish 3 or H Spanish 3

This course is for students who have successfully completed Spanish 3 or 3H. It provides further refinement of the four language skills: listening, speaking, writing and reading, through daily discussions, short films, and selected readings from literature, magazines, newspapers and internet sites and current events. Students will continue to study grammar as well as apply their knowledge in a variety of authentic contexts. In addition, students will utilize a variety of authentic resources that will strengthen their language skills and prepare them for the SUPA Spanish course.

HONORS SPANISH 4 (1 credit)

508110

Grade 11-12

Prerequisite: Spanish 3 or H Spanish 3

This course is for the student who has demonstrated a strong proficiency in Spanish 3H with the goal of taking Advanced Placement. This Pre-AP course is designed to refine reading, writing, and speaking skills in Spanish and the three modes of communication (interpersonal, interpretive and presentational). The rigor of the course will also emphasize grammatical accuracy enabling students to attain a higher degree of fluency. Students will explore the cultural differences and similarities of Spanish-speaking countries with their own. In addition, students will utilize a variety of authentic resources that will strengthen their language skills and prepare them for the Advanced Placement course.

SUPA COLLEGE SPANISH (1 high school credit / 4 college credits)

507010

Grade 12

Prerequisite: Spanish 4 or H Spanish 4

This course, which is completely conducted in Spanish, offers students a full review of Spanish grammar together with the development of speaking and writing skills, and a consistent exposure to Spanish language and culture. By the end of the course, students can be expected to communicate effectively in the language: giving and getting information, navigating predictable and complicated situations, narrating and describing in present, past and future time, supporting opinions and hypothesizing comfortably in the language. To achieve these goals, students engage in interactive oral activities, write compositions, read and discuss a variety of authentic texts that include current events, cultural life, and literary selections. In addition, students will watch films, documentaries, and footage from Spanish television, which they will write about and discuss. Grading in the course is based on the quality of work in these activities and daily participation throughout the course as well as on oral and written examinations. College credit available through the Syracuse University Project Advance program. *This course is a college level dual enrollment course. Students must have a "B" average to enroll.*

Blind Brook High School Course of Study Guide 2026-2027

ADVANCED PLACEMENT SPANISH LANGUAGE (1 credit)

509140

Grade 12

Prerequisite: Spanish 4 or H Spanish 4

This course presents a unique opportunity to experience the most advanced language study available to high school students. It is a college-level course that follows the guidelines established by the College Board. The emphasis on the three modes of communication (interpersonal, interpretive, and presentational) as well as grammatical accuracy will enable students to attain a higher degree of aural, oral, reading and writing fluency. The course is structured around six broad themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities and beauty and aesthetics – all of these themes promote an integration of language and culture. Students will utilize a variety of multi-dimensional authentic resources that will strengthen their language skills and help them acquire a deeper knowledge and understanding of cultures in the Spanish-speaking world. **Students are required to take the Advanced Placement Spanish Language & Culture examination in May.** Students will be required to complete a summer assignment. This assignment will allow students to practice their language skills and familiarize themselves with the format of the AP exam.

ITALIAN 2 (1 credit)

501160

Grades 9-12

Prerequisite: Italian 1

This course augments the material from Level 1 Italian, specifically in listening, speaking, reading, writing and cultural appreciation skills. Reading selections of intermediate difficulty are introduced. In depth study of grammatical concepts facilitates oral and written expression. There is emphasis on conversation, listening and reading comprehension as well as composition writing. Students will continue to study Italian culture in depth.

ITALIAN 3 (1 credit)

501170

Grades 10-12

Prerequisite: Italian 2

This course is based on the communicative approach to foreign language learning. It is designed to reinforce and expand the vocabulary and grammatical structures learned in Italian 2. In addition, the four language skills: listening, speaking, reading and writing will be further developed using a variety of listening comprehension activities, oral proficiency interviews, language laboratory work, compositions, letters, and authentic reading documents. Students will research and study various aspects of Italian culture. Students are required to take the FLACS Checkpoint B exam in June.

Blind Brook High School Course of Study Guide 2026-2027

HONORS ITALIAN 3 (1 credit)

508170

Grade 10

Prerequisite: Italian 2

This intermediate level honors course is designed for the student who is interested and motivated in pursuing a challenging, fast-paced and enriched language curriculum. It is preliminary preparation for continuation onto further advanced placement studies. The course will provide students with the skills necessary for success in more advanced courses such as Italian 4H as well as Advanced Placement Italian. This course is based on the communicative approach in which students will gain optimal proficiency in the skills of listening, speaking, reading and writing. Cross-cultural skills are developed through excerpts from authentic sources such as newspapers, internet sites, television broadcasts and short stories, short films, Internet sites and integrated projects. Students are required to take the FLACS Checkpoint B exam in June.

ITALIAN 4 (1 credit)

501180

Grades 11-12

Prerequisite: Italian 3 or H Italian 3

This course is for students who have successfully completed Italian 3 or 3H. This course is designed for the student who is interested in the Italian language and culture. It provides further refinement of the four language skills-listening, speaking, reading and writing through daily discussions, television programs, literature, magazines and newspapers, short stories, novels, plays, current events and language lab work. Students will continue to study grammar as well as apply their knowledge in a variety of authentic contexts. In addition, students will utilize a variety of authentic resources that will strengthen their language skills and prepare them for the SUPA Italian course.

HONORS ITALIAN 4 (1 credit)

508180

Grades 11-12

Prerequisite: Italian 3 or H Italian 3

This course is for the student who has demonstrated a strong proficiency in Italian 3H with the goal of taking Advanced Placement. This Pre-AP course is designed to refine reading, writing, and speaking skills in Italian and the three modes of communication (interpersonal, interpretive and presentational). The rigor of the course will also emphasize grammatical accuracy, enabling students to attain a higher degree of fluency. Students learn about modern day Italy, making comparisons between Italian culture and their own. In addition, students will utilize a variety of authentic resources that will strengthen their language skills and prepare them for the Advanced Placement course.

Blind Brook High School Course of Study Guide 2026-2027

SUPA COLLEGE ITALIAN (1 high school credit / 4 college credits)

507020

Grade 12

Prerequisite: Italian 4 or H Italian 4

The course, which is completely conducted in Italian, offers students a full review of Italian grammar together with the development of speaking and writing skills, and a consistent exposure to Italian language and culture. By the end of the course, students can be expected to communicate effectively in the language: giving and getting information, navigating predictable and complicated situations, narrating and describing in present, past and future time, supporting opinions and hypothesizing comfortably in the language. To achieve these goals, students engage in interactive oral activities, write compositions, read and discuss a variety of authentic texts that include current events, cultural life, and literary selections. In addition, students will watch films, documentaries, and footage from Italian television, which they will write about and discuss. Grading in the course is based on the quality of work in these activities and daily participation throughout the course as well as on oral and written examinations. College credit available through the Syracuse University Project Advance program. *This course is a college level dual enrollment course. Students must have a “B” average to enroll.*

ADVANCED PLACEMENT ITALIAN (1 credit)

509190

Grade 12

Prerequisite: Italian 4 or H Italian 4

This course presents a unique opportunity to experience the most advanced language study available to high school students. It is a college-level course that follows the guidelines established by the College Board. The emphasis on the three modes of communication (interpersonal, interpretive, and presentational) as well as grammatical accuracy will enable students to attain a higher degree of aural, oral, reading and writing fluency. The course is structured around six broad themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities and beauty and aesthetics – all of these themes promote an integration of language and culture. Students will utilize a variety of multi-dimensional authentic resources that will strengthen their language skills and help them acquire a deeper knowledge and understanding of the culture in Italy. Students are required to take the Advanced Placement Italian Language & Culture examination in May. Students will be required to complete a summer assignment. This assignment will allow students to practice their language skills and familiarize themselves with the format of the AP exam

LATIN I (1 credit)

501200

Grades 9-12

Prerequisite: None

This course is designed to introduce students to the Latin language, culture and grammar. Students will study English derivatives and word-building processes, verb tenses and cases, as well as Roman history, literature and culture and their influences on present society. Through the study of Latin, students will reinforce their other Romance language skills, and further their knowledge and understanding of other disciplines as well as their own English language.

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LATIN II (1 credit) **2024-2025** *pending enrollment*

501210

Grades 10-12

Prerequisite: Latin I

This course is for the student who has completed Latin I and would like to complete a second year of study. It is designed to reinforce and expand the vocabulary and grammatical structures learned in the first year. Students' English word-building processes and reading skills are enhanced. Students will further research and study Roman culture, history and literature.

LATIN III (1 credit) in **2025-2026** *pending enrollment*

501220

Grades 11-12

Prerequisite: Latin II

This course is for the student who has demonstrated a strong proficiency in Latin and would like to complete the three-year sequence of language. It is designed to reinforce and expand the vocabulary and grammatical structures learned in the first two years. Students' English word-building processes and reading skills are enhanced. Students will further research and study Roman culture, history and literature.

EXPERIENTIAL PROGRAMS

COLLEGE & CAREER CO-OP PROGRAM (1 credit)

901011

Grade 12

Prerequisite: None

This EXPERIENTIAL class is completely student-centered...because it is all about YOU! The FULL-year course includes class time in the 1st semester exploring your Passions & Career interests. In the 2nd semester you will work independently in a more “experiential” way in the field of your choice at an internship with supplemental workshops provided by your teacher once a cycle.

The course kicks off with an exploration of who YOU are beginning with an in-depth self-assessment of your Values, Interests, Personality and Skills so that you can better identify best-fit majors, careers, or work environments. We will meet with business leaders and visit job sites specific to your interests, have the chance to “shadow” several employers and participate in mock interviews as you refine your search, while constructing your job search “toolbox” (e.g. resumes, cover letters, thank you emails, references...)

The “experiential” work in the 2nd semester includes 5 hours a week working on a “Passion Pursuit” (e.g. learning how to build surf boards, working on an Off-Broadway production, writing an app...) or in a Career path that you may pursue during college (e.g. engineering, computer science, sports management, physical therapy, veterinarian...). This course will help show colleges your ability to balance academics, social life and a job and lead YOU to a more purposeful college experience.

TECHNICAL EDUCATION PROGRAM at BOCES (4 credits), Valhalla Campus

(If interested, see your counselor)

Grade 11-12

BOCES offers occupational education to students from 32 Westchester County High Schools. The choice of courses listed below is far broader than any one school could offer by itself because of the cost of equipment and space, and the relatively small number of students in each high school who are interested in any one program. Buses are available for students to attend the Valhalla campus for half-day, leaving the remainder of the school day for the study of English, history, and other subjects. Since students are members of the BBHS student body, they are subject to all rules and regulations at the high school. The time spent at BOCES affords an opportunity to explore a career choice. When the BOCES course of study is completed, and the student graduates from high school, they may either go to work, or continue education in the same field, a related one, or a completely new subject at a four-year college, a community college, or a technical institute. Programs offerings include:

<i>Animal Science</i> <i>Architecture and Interior Design/3D Art</i> <i>Commercial Art/Multimedia</i> <i>Fashion Design & Merchandising</i> <i>TV/Video Production</i> <i>Sound Production</i> <i>Computer Information Systems and Medical Administrative Assistant</i> <i>Emergency Medical Services (EMS)</i> <i>Pre-Engineering/AutoCAD</i>	<i>Security, Law & Policing</i> <i>Automotive Technology</i> <i>Collision Technology</i> <i>Construction / Plumbing</i> <i>Electrical Construction</i> <i>Cosmetology</i> <i>Culinary Arts</i> <i>Barbering</i>
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Students must be in good standing academically, demonstrate consistent attendance, and meet behavioral expectations to be considered for this program.