James I. O'Neill High School

Course Offerings Guide

2026 - 2027

Highland Falls – Fort Montgomery
Central School District

Serving the Communities of
Highland Falls
Fort Montgomery
West Point
Garrison

James I. O'Neill High School

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Mrs. Robin Haberman, Principal
Mr. Thomas Breitfeller, Assistant Principal

ATHLETICS

Mr. Brooks Alexander, Athletic Director

GUIDANCE

Mrs. Lisa Mackey, Counselor
Mrs. Heather Milano, Counselor
Ms. Kathryn Ward, Counselor

Highland Falls-Fort Montgomery

Central School District Vision

The Highland Falls-Fort Montgomery Central School District will inspire, guide, and challenge each of our students through an all encompassing rigorous learning experience, which empowers them to connect to and compete in the ever-changing global community.

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COURSES OFFERED BY DEPARTMENT

BOCES Career & Technology Programs
See course descriptions

ENGLISH
English 9 R & 9 H
English 10 R & 10 H
English 11 R & 11 H
English 11 AP
English 12 R
Film Studies (1)
English 12 RISE
English 12 AP
College English SUPA(.5)
College Writing SUPA (.5)
English AIS
Creative Writing (.5)
Public Speaking (.5)

HEALTH &
PHYSICAL EDUCATION
Health (.5)
Current Health Issues (.5)
PE Sem. 1 (.5)
PE Sem. 2 (.5)
Healthy Lifestyles Sem 1(.5)
Healthy Lifestyles Sem 2(.5)

JROTC
JROTC (1 or Alt .5)

MATHEMATICS
Algebra 1 A
Algebra 1 B
Algebra 1 R
Geometry
Geometry R
Geometry H
Algebra 2 A
Algebra 2 R
Algebra 2 H
Precalculus
AP Precalculus
Calculus
Calculus AP - AB
Statistics & Probability (.5)
SUPA Personal Finance (.5)
Math Applications
AP Computer Science A
AP Computer Science Principles
Math AIS

WORLD LANGUAGES
Mandarin Chinese 1, 2, 3R, College 1 Chinese 4, & College 2 Chinese 5
Spanish 1, 2, 3R, 4H, & College 1 & 2 Spanish 5
American Sign Language 1, 2 & 3
Spanish for Native Speakers

All courses are one credit unless otherwise indicated.

SCIENCE
Life Science: Biology
Biology AP
Earth and Space
Chemistry R
Chemistry AP
Physics R
AP Physics
Environmental Science
Environmental Science AP
Forensic Science
Science Research

SOCIAL STUDIES
Global History 1 R & 1 H
Global History and Geography II R
AP World History: Modern
U.S. History & Gov't R
AP US History
AP U.S. Government and Politics (.5)
AP Macroeconomics (.5)
Government & Economics
History of Sports (.5) **(Offered 26-27)**
Untold Stories of American History (.5) **(Offered 26-27)**
Criminal Justice (.5) **(Offered 25-26)**
Impact of Mass Media on Popular Culture (.5) **(Offered 25-26)**
AP Seminar*
AP Research*
*Required for AP Capstone Diploma

UNIFIED ARTS
ART
Studio Art (1 or .5)
Digital Photo/Photoshop
Drawing 1 & 2 (.5 each) Fall
Painting 1 & 2 (.5 each) Spring
Ceramics/Sculpture 1 (.5) Fall
Ceramics/Sculpture 2 (.5) Spring
Studio Art AP & Advanced
3-D Design 1
3-D Design 2
Design & Drawing for Production

MEDIA ARTS/TECHNOLOGY
Computer Graphics - Design (.5) Fall
Computer Graphics - Digital, Imaging, Painting and Illustration (.5) Spring
Introduction to 2D Computer Animation (.5) Fall
Introduction to 3D Computer Animation (.5) Spring
Discoveries in Comp. Science and Coding 1 & 2 (.5/1)

MUSIC
Band (1 or .5)
Chorus (1 or .5)
Select Chorus (1 or .5)
Music Theory 1
Advanced Music Theory

MINIMUM GRADUATION REQUIREMENTS

REQUIRED SUBJECTS	REGENTS DIPLOMA	REGENTS DIPLOMA WITH ADVANCED DESIGNATION
English	4	4
Social Studies	4	4
Math	3	3
Science*	3	3**
Language Other than English	2	3****
Art/Music***	1	1
Health	0.5	0.5
Physical Education	2 (.5/yr)	2 (.5/yr)
Additional Courses/Electives	2.5	1.5
TOTAL (Minimum)	22	22

REQUIRED REGENTS EXAMS	REGENTS DIPLOMA PASSING SCORE	ADVANCED REGENTS PASSING SCORE
English Language Arts	65	65
Global History	65	65
U.S. History	65	65
Algebra 1	65	65
Regents Science	65	65
Geometry	Not Required	65
Algebra 2	Not Required	65
2nd Science	Not Required	65**
Language other than English	Not Required	Locally developed Checkpoint B exam

*All students must pass Living Environment and one Physical Science (that is, Earth and Space, Chemistry or Physics). All students must pass one (1) Regents exam in Science.

**For a Regents Diploma with Advanced Designation, students must pass two (2) Regents exams in Science, including the Living Environment.

***The Art/Music requirement may be satisfied by taking ONE of the following at O'Neill: Studio Art, Band, Chorus, Design and Drawing for Production or Introduction to Electronic Music.

****Students who acquire 5 credits in Art, Music, or from a BOCES/Career and Technical Education Program may be exempt from the third credit of language other than English.

Music Sequence at O'Neill:	Art Sequence at O'Neill:
1 credit of Music Theory or Introduction to Electronic Music 4 credits of Performance in Band and/or Chorus	1 credit of Studio Art 4 credits of Visual and/or Media Arts

Special Endorsements and Distinctions

- **Honors:** A student earns a computed average of at least 90 on the Regents examinations applicable to either Regents diploma or a Regents diploma with advanced designation. The locally developed Checkpoint B LOTE examination is not included in the calculation.

- **Mastery in Math and/or Science:** A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

- **Technical Endorsement:** A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation **AND** successfully completes the approved BOCES CTE programs including the 3-part technical assessment.

- **Seal of Civic Readiness:** The New York State Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in their Social Studies coursework and demonstrated civic engagement. The Seal of Civic Readiness may be a 4+1 pathway to meet New York State diploma requirements. The Seal of Civic Readiness may also be a stand-alone diploma seal for students who choose a different 4+1 pathway

- **Seal of Biliteracy**: An award given by a school, district, or state in recognition of students who have attained "a high level of proficiency in listening, speaking, reading, and writing" in English as well as in one or more additional languages by high school graduation.
  - Each candidate for the Seal of Biliteracy must complete an application, meet assessment requirements, and complete a summative project which includes; an essay, interview and presentation and will be reviewed by the NYSSB Committee. Applications will be available in the guidance office as well as on the HFFMCSD website.

GRADING

Grading: O'Neill numerical grades are given in all courses based on a 100 point scale. For students who transfer into the school, the following grade conversions table will be used to assign numerical grades for courses completed at other schools:

Letter[1]	Number
A+	98
A	95
A-	92
B+	88
B	85
B-	82
C+	78
C	75
C-	72
D+	68
D	65
F	60

Final Course Grades: Please note that final course averages at the high school are determined by four evenly divided quarters (worth 20% each); a midterm (worth 10%); and a final exam,
or final project (worth 10%).

Failing Grades
Any grade below a 65 is considered failing. Students who earn a quarter grade that is below a 50 for any marking period will earn a 50 for that quarter unless otherwise dictated by the Principal. Midterm and final exam grades will stay as the grade earned.

Grade Weighting: Grades indicated on report cards are not weighted. The vertical average on the report card is weighted, and the weighted average is the one that determines honor roll status. Grades are also weighted in the calculation of cumulative grade point averages and class rank.

Guidelines for Grade Weighting:

- AP, SUPA and OCC courses will have an extra 5% added with a maximum grade of 105.
- For Honors (H) courses an extra 4% will be added with a maximum grade of 104.
- No other courses will be given an additional weight.

Calculation of Cumulative Grade Point Averages and Class Ranks: Grades are weighted according to the guidelines above. Only courses taken in grades 9 through 12 are included.

Honor Roll: All courses are included (which is subject to change). The weighted quarterly average that is included on the report card determines honor roll status.

- High Honor Roll: The student's weighted quarterly average must be at least 91.5 with no grade below 70 and no Incompletes.
- Honor Roll: The student's weighted quarterly average must be at least 87.5 with no grade below 70 and no Incompletes.

[1] High schools use many different types of scales. Colleges often use a 4.0 scale, whose typical conversions can be found at the following website: https://pages.collegeboard.org/how-to-convert-gpa-4.0-scale .

NATIONAL HONOR SOCIETY ELIGIBILITY

To be considered for selection to the National Honor Society, students must have a minimum weighted cumulative average of 92 or unweighted average of 89. Selection depends on four criteria: character, leadership, service, and scholarship. There is a service obligation for members. See the school website for more details.
Transfers: Students who were inducted into the National Honor Society at a former school should submit a copy of their NHS certificate or membership card to the NHS advisor or Guidance Office.

NCAA ELIGIBILITY

We are excited to announce the NCAA Resources page on the high school website under the Athletic and Guidance departments.This is a great starting point for our College-Bound Student Athletes.

College-bound student-athletes preparing to enroll in a Division I or Division II school need to register with the NCAA Eligibility Center to ensure they have met amateurism standards and are academically prepared for college coursework.

When student-athletes decide to study and compete at the NCAA Division I or II level, they must have a Certification account, which enables them to be certified by the Eligibility Center once they are on an IRL. Certification ensures they are ready to play when they get to campus. For students with a free Profile Page account, they can simply transition to a Certification account at any time. *Please note that a student-athlete should not have more than one Eligibility Center account. If they already have a Profile Page account, transition that account and do not create a new Certification account.

INFORMATION FOR TRANSFER STUDENTS

Grading:

- If the sending school provides letter grades instead of numerical grades, the guidance staff would use the above conversion table. Grades will be weighted using O'Neill's guidelines. Honors courses that are not available to O'Neill's students will not be weighted.
- If a student transfers in without a midterm exam grade, the average of the first two quarters will be used to replace the missing midterm exam grade.
- Beginning July 1 senior transfers are co-ranked.

Graduation Requirements:

- Juniors who transfer to O'Neill from outside New York State during their junior year may be exempt from the Global History testing requirement.
- Seniors who transfer to O'Neill from outside New York State during their senior year may be exempt from the Global History and Science testing requirements.

The Regulations of the Commissioner of Education Part 100 specify that students in grades nine through twelve must have the opportunity to complete a unit of credit in the Arts; which may include Visual Arts, Music, Dance, or Theater to satisfy Regents diploma requirements (CR 100.5(a)3(v)).

INFORMATION FOR TRANSFER STUDENTS OF MILITARY FAMILIES

- Military Families: Students from military families may have fewer restrictions due to regulations outlined in the interstate compact on educational opportunity for military children. For more information, visit www.mic3.net/new-york.html.

PLANNING A COURSE OF STUDY

Planning a course of study involves input from the student, parents, teachers, and guidance counselors. Students are scheduled so that they will meet graduation requirements, prepare for the future, and enjoy and explore the various electives available to them.

Students will receive the following during the Course Planning & Elective presentation:

- **An overview of the course selection process including course and elective offerings, the NYS Minimum Graduation Requirements, and each student will receive a course contract and a grade specific course planning worksheet.**

Grade Specific Course Planning Worksheet: Students should review and choose all courses they intend to take for the 2026-2027 school year (all subjects including core classes and electives meeting a minimum of 5.5 credits). Students can use the 2026-2027 Course Offerings Guide for course descriptions and prerequisites. They will then use this worksheet in class when entering their course selections into Student Portal.

Course Contract 2026-2027: Students need to indicate their core academic course selections on this form. Students will be meeting with their teachers to receive their recommendations on the back of this form. Students will bring home the contract to review with their parents/guardians. Both the student and parent/guardian will need to complete the form with their signatures.

Both of these documents will be collected during the input of course selections into Student Portal. Failure to submit these documents may impact your course placement

COURSE LOAD

Students are required to carry a minimum course load of five and a half credits consisting of core academic courses, Physical Education and electives. Students may carry up to seven courses and Physical Education, provided there are no scheduling conflicts. Seniors in good academic standing may request late arrival or early dismissal, although there is no guarantee these can be scheduled. Seniors who do not maintain strong academic standing may have these privileges revoked.

DROPPING AND ADDING CLASSES AFTER THE SCHOOL YEAR BEGINS

Courses may be added and/or dropped only when the Principal approves the change. The following guidelines apply:

- To request a schedule change for the following reasons: preference for an alternative course, need to change a level of course, or to drop the course due to not meeting the class requirements, a Schedule Change Request Form must be completed with signatures from the teacher, parent/guardian, guidance counselor, and the principal.
- Requests to change schedules for teacher preference or lunch preference will be denied.
- A schedule change request should be discussed with the school counselor. During that meeting there will be a review of the student's overall academic record to determine if the change can be approved. You must follow your original schedule while a decision is being made. When in doubt, stop by the Guidance Office to inquire about the status of your request.
- Students may not drop academic courses that are required for graduation, and they must carry at least five credits plus Physical Education.
- When a student switches a level of course, all prior grades will follow this student into their new class. If the course was weighted, the weight will be applied to the grade accrued from the original course.
- A request to add a class will be considered during the first 5 school days (of each semester) if there is room in that particular class. If the change involves modifying the rest of your schedule, there must be room in all of the classes.
- Requests to drop a semester course must be submitted before the end of the first 10 days (2-weeks).
- Requests to drop a year-long course must be submitted before the end of the first progress report (5-weeks).
- Drop requests submitted after this point will be denied. If there is an extenuating circumstance whereby a schedule change is approved it will be subject to a notation of "W/P" (Withdraw Pass) or "W/F" (Withdraw Fail) may be noted on the transcript. The following will or may hold true:
- The student's other classes may be disrupted and the student could have to change the order of classes as well as the teachers of those classes.
- The student may have to drop some other courses in order to fit the new ones.

COLLEGE-LEVEL COURSES

ADVANCED PLACEMENT (AP)

These courses are rigorous college-level courses that follow the College Board syllabus and culminate in an AP exam. It is possible to earn college credit and/or advanced placement at most colleges and universities. The exams, given in May, are scored on a scale of 1 (lowest) to 5 (highest). Generally a score of at least 3 is required in order to receive college credit. Both the minimum acceptable score (3, 4, or 5) and the amount of credit awarded (1 or 2 semesters) vary from college to college.

Students who enroll in an AP course are required to take the AP exam for that subject. The student pays for the exam (as of September 2024 $99 per exam), which is due by the end of March. O'Neill offers AP classes in Biology, Calculus, Chemistry, Computer Science A, Computer Science-Principles, English 11, English 12, Environmental Science, Physics 1, Precalculus, Studio Art, US Government & Politics, United States History, World History-Modern, AP Capstone Seminar & Research (as of September 2024, AP Research and AP Seminar exams cost $147 per exam). There will be a $40.00 cancellation fee if a student drops the AP Course.

Admission to any AP course is selective. The factors that are considered vary from course to course***. Please refer to individual course descriptions.***

SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA)

O'Neill offers two full-year, two-semester courses: English/Writing and Economics/Public Affairs. O'Neill also offers one-semester courses in Personal Finance. These are taught at O'Neill by adjunct faculty who have received intensive training at Syracuse University to enable them to deliver quality instruction, which is equivalent to that offered on the Syracuse Campus. Students who take SUPA courses receive college credit that is generally transferable to other colleges. The college credit is granted by Syracuse University based on the final grade earned in the course.

The number of credits earned and the cost varies by course:

English/Writing	1.0 HS Credit	6.0 SU Credit	Costs: $690
Personal Finance	0.5 HS Credit	3.0 SU Credit	Costs: $345

Admission to SUPA classes is selective; students must pay to be enrolled in the course, to have it listed on their transcripts, and to earn the weighting. Failure to do so will result in an immediate withdrawal from the class. ***Please refer to the individual course descriptions***.

ORANGE COUNTY COMMUNITY COLLEGE (OCCC)

These are Orange County Community College courses taught at O'Neill by adjunct faculty. Students who take OCCC courses receive college credit that is generally transferable to other colleges. The college credit is granted by OCCC based on the final grade in the course. Transfer credit awarded is determined by the receiving institution; students are advised to inquire about the transferability of courses by calling the Admissions Office at the institution(s) to which they plan to apply. Payment is due at the beginning of each semester. This year the cost is approximately $123 per course for each semester.

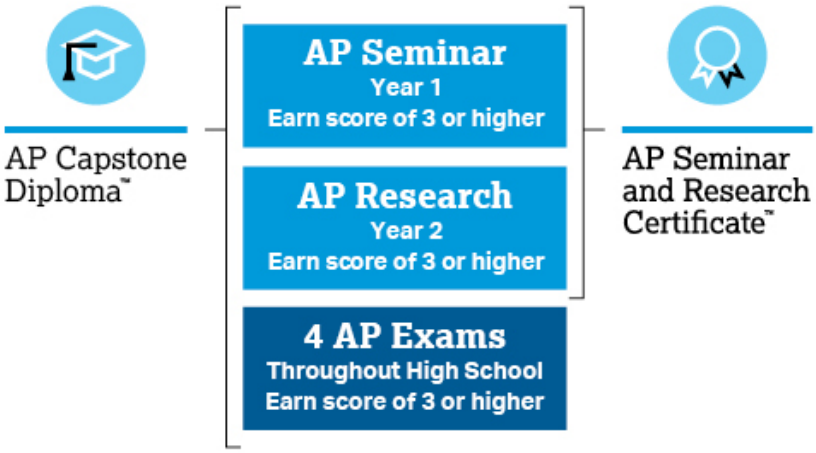
O'Neill will offer OCCC courses for students at the Spanish 5, Chinese 4 and Chinese 5 levels. Admission to the OCCC classes is selective; students must pay to be enrolled in the course, to have it listed on their transcripts, and to earn the weighting. Failure to do so will result in an immediate withdrawal from the class. ***Please refer to the individual course descriptions***.

AP Capstone Diploma Program

AP Capstone is a diploma program, sponsored by the College Board, based on two year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is one year, and AP Seminar is a prerequisite for AP Research. In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they are taking. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.

AP scores for both courses are based on teacher assessment of student presentation components and College Board scoring of student-written components plus an end-of-course exam (for AP Seminar only). Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate. These awards are also acknowledged on any AP score report that is sent to colleges after the award has been conferred.



- Source: *AP Central* https://apcentral.collegeboard.org/courses/ap-capstone

See the Social Studies Department course listings for information on the AP Seminar and Research Courses.

BOCES
CAREER & TECHNICAL EDUCATION (CTE)

Career and Technical Education (CTE) programs are offered at the Board of Cooperative Education Services (BOCES), located in Goshen. The first visit to BOCES to explore the career academies is in February, and there is an additional visit in March. Further information is available in the Guidance Office. The CTEC programs are generally half-day programs that students take in 11th and 12th grades. *Most, but not all, programs are offered in both the morning and afternoon sessions*.

Students who attend the morning session are bussed directly to BOCES in the morning. They return to O'Neill in the afternoon and have time to take three classes (usually English, Social Studies, and Physical Education) as well as lunch. Students can generally earn credits of Technical Math, Technical Science, and Technical Reading and Writing (English) through their CTEC programs.

Students who attend the afternoon session start the day at O'Neill and have time to take four or five classes and Physical Education as well as lunch before getting on the bus shortly before noon. They return at around 4:00 and are dropped off at their morning bus stops (or at O'Neill). The afternoon session allows students to fit more classes into their schedule but does limit participation in extracurricular activities and after school help through the expanded day program.

CTEC CAREER ACADEMIES

APPEARANCE CAREERS
Cosmetology
Esthetics

BUSINESS COMPUTER CAREERS
E-Business & Microsoft Applications
Medical Administrative Assistant (one- year program)
Basic Office Applications

CONSTRUCTION CAREERS
Carpentry
Electrical Construction Technology
HVAC/Plumbing
Welding

CULINARY CAREERS
Culinary Food Trades

EDUCATION CAREERS
Early Childhood Development and Care
Education & Management

STEM CAREERS Academy
Mechatronics and Robotic Engineering
Engineering Design and Architecture (CAD)
Computer Networking (CISCO/CCNA Programming)
Computer Programming & Video Game Development

ENVIRONMENTAL CAREERS
Heavy Equipment
Animal Science (Veterinary Assistant)

HEALTH CAREERS
Principles of Health Occupations
Allied Health Assistant
Nurse Assistant
Pharmacy Technician
Dental Careers
Emergency Medical Services
Exercise Science and Sports Medicine

SECURITY CAREERS
Law Enforcement
Fire Science (one-year program)

TRANSITIONAL CAREERS ACADEMY
*Workplace Learning
*Hospitality/Pro-Start
*Vehicle Maintenance

TRANSPORTATION CAREERS
AutoBody/ Restoration
Automotive Technology
Aviation

VISUAL ARTS/COMMUNICATION CAREERS
Digital Design & Advertising
Fashion & Interior Design
Digital Film and Post Production

Notes: *All programs except the Health careers programs are located at the Gibson Road Campus. The Health Careers programs are offered at the Regional Education Center at the Arden Hill Campus. For more information please refer to the following website link: Career and Technical Education (CTE) programs*

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ENGLISH DEPARTMENT

ENGLISH 9 R Full Year - 1 Credit

This is an introductory course at the college and career readiness level in which students will read and comprehend literature and literary nonfiction, including stories, dramas, and poems, in the appropriate text complexity band proficiently, with scaffolding as needed. Writing emphasis is on producing clear and coherent writing appropriate to the task (argumentative, informative/explanatory, and narrative) by developing and strengthening skills through the writing process, resulting in texts that demonstrate knowledge and understanding of studied works, analysis, and research. All units of learning are developed in accordance with the New York State Common Core ELA (English Language Arts) standards.

ENGLISH 9 H Full Year –1 Credit

The Honors level is designed for students of superior ability and motivation who will move through the English 9 syllabus more quickly, who will read texts more in-depth and participate in thorough discussions, striving for both deeper insights and polished form in all writing. **Note:** See *Honors & AP Course Access Guidelines* below.

ENGLISH 10 R Full Year – 1 Credit

This course at the college and career readiness level builds upon those skills acquired in English 9R and features a deeper study of literature from diverse and non-traditional cultures and viewpoints including poetry, the novel, short story, and drama, as well as informational texts at the appropriate text complexity band proficiently, with scaffolding as needed. In alignment with New York State Common Core ELA (English Language Arts) standards, writing emphasis is on creating texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit in which students will draw evidence to support analysis, reflection, and research, as well as making connections to other texts, ideas, cultural perspectives, eras, personal events and situations.

ENGLISH 10 H Full Year – 1 Credit

The Honors level is designed for students of superior ability and motivation who will move through the English 10 syllabus more quickly, who will read texts more in-depth and participate in thorough discussions, striving for both deeper insights and polished form in all writing. **Note:** See *Honors & AP Course Access Guidelines* below.

ENGLISH 11 R Full Year – 1 Credit

This course continues to build upon the college and career readiness skills acquired in English 9R and 10R. Students will read and analyze literature and literary nonfiction in the appropriate text complexity band by exploring how point of view or purpose is developed through the use of rhetoric and the resources of language. Writing in the course will focus on creating interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the connections between life and literary works, including how two or more texts treat similar themes or topics, as well as a formal research project. Students will be prepared for and required to pass the New York State Regents Examination in English Language Arts, which they will take in June.

ENGLISH 11 H Full Year – 1 Credit

The Honors level is designed for students of superior ability and motivation who will move through the English 11 syllabus more quickly, reading more books and participating in thorough discussions, and striving for both deeper insights and polished form in all writing. Students will be prepared for and required to pass the New York State Regents Examination in English Language Arts, which they will take in June. **Note:** See *Honors & AP Course Access Guidelines* below.

ENGLISH 11 AP Full Year - 1 Credit

The objective of this Advanced Placement course is to write highly effective analytical and argumentative writing. Additionally, throughout a significant portion of the course, students close-read various examples of non-fiction texts--ranging in genre and historical context--in order to analyze the effectiveness of an author's use of rhetorical elements. Students must take the AP English Language and Composition Exam in May.

ENGLISH 12 R Full Year – 1 Credit

This college and career readiness course builds upon the skills acquired in English 9R, 10R, and 11R. Students will examine the classical roots of a mixture of British and American literature through close reading, analysis and evaluation of the effectiveness of the author's rhetorical choices in developing the text's purpose and point of view, as well as how style and content contribute to the power, persuasiveness, or beauty of the text. Writing emphasis is on creating interpretive and responsive texts to demonstrate knowledge and a sophisticated understanding of the literary works, as well as the college application essay and a formal research project.

ENGLISH 12 R- R.I.S.E. (Raider Individualized Senior Experience) Full Year – 1 Credit

R.I.S.E. is an opportunity for Seniors to spend their second-semester senior year completing an independent project. The first semester is a 12R English class focusing on college readiness, emphasizing critical reading, writing, and thinking skills. This course is ideal for autonomous learners who are self-motivated and have a passion for a topic or discipline or a student who would like to explore a career by acquiring an internship. Students must receive a passing grade in the first semester to move on to independent study.

ENGLISH 12 R - FILM STUDIES Full Year – 1 Credit

This full-year course is intended to broaden your knowledge of the history of the cinema and foster your appreciation of the art form. We will delve into the early days of the movie industry, focusing on the innovators and innovations that helped filmmaking evolve. You will learn about the great actors, directors, and producers of the 20th century and the movements that brought change to the silver screen. We will watch some of the greatest movies ever produced and learn to discuss and write about them in a meaningful way. By fostering an appreciation of the works of the past, you will broaden your understanding and enjoyment of the films produced today.

ENGLISH 12 AP Full Year – 1 Credit

The objective of this Advanced Placement class is to develop skills in literary interpretation which students will demonstrate in oral and written form with emphasis on writing interpretive and analytical essays. The course is organized thematically and incorporates major works from various genres and historical periods (classical to modern). Students will take the AP exam in May (See "Advanced Placement" on p. 13). **Note:** See *Honors & AP Course Access Guidelines* below.

COLLEGE ENGLISH SUPA (WRT 105, ENG 181) 2 Semesters - 1 Credit

These two semester-length Syracuse University courses cover the English 12 requirement, and the student will earn six credits from Syracuse (see "SUPA" on p. 9).

Syracuse University WRT 105 (Writing Studio I) (Semester 1) is an introduction to academic writing that focuses on the practices of analysis and argument, practices that carry across disciplinary lines and into professional and civic writing. These interdependent practices of critical inquiry are fundamental to the work you will do in your college courses and later in your careers and civic engagements.

SYRACUSE UNIVERSITY ENG 181 (Class and Literary Texts) (Semester 2): Using theories of social class as lenses through which to read a wide range of texts, this course will look at the ways that class has historically structured people's lives. Through a series of assignments intended to improve students' reading and analytical skills, this writing-intensive course will foster a richer understanding of social class, class struggle, inequality and social stratification, work culture and the ways that issues of class intersect with those of gender and race. Placing literature

within historical and theoretical contexts, we will look particularly to related art forms such as music, film and visual art as a way of grasping a text's historical moment while reading social and literary theory to help frame and give shape to our arguments. **Note:** See *Honors & AP Course Access Guidelines* below.

ENGLISH LANGUAGE ARTS (ELA) REGENTS PREP 1 Semester - 0 Credit (Grade Levels 11 & 12)
This course is designed to provide intensive instruction and practice as well as an appreciation for the New York State Standards literacy, in which Reading, Writing, Speaking and Listening, and Language operate in tandem to enable students to comprehend, analyze, evaluate, and communicate complex information. Students will develop an extensive knowledge of the format and organization of the exam as well as the criteria for scoring written responses. Placement of 11th graders is based on teacher recommendation. Seniors who have not yet satisfied the testing requirement in English will also be scheduled for ELA Prep (with the possible exception of senior transfers).

CREATIVE WRITING Grades 10 - 12 1 Semester – ½ Credit
The objective of this course is to introduce students to the various forms of creative writing and to give them practice using the techniques that writers employ in producing interesting and lively literature. The course will survey the following types of creative writing: poetry, short story, and short drama. Students will be required to experiment with all three and will create a portfolio of work containing examples of each. Evaluation will be based on improvement and attention to techniques discussed in class.

PUBLIC SPEAKING Grades 10 - 12 1 Semester – ½ Credit
This course is an exploration of the value of effective communication, verbal and nonverbal, focusing on the tools of listening, preparing, and delivering speeches. Students learn about public speaking by engaging in a variety of speech experiences that are based in real-life contexts. Emphasized skills include topic selection, audience analysis, research, outlining, speech writing, and speech delivery.

ENGLISH AS A NEW LANGUAGE (ENL) Grades 9 - 12 Full Year – 1 Credit
Instruction in this course, formerly known as English as a Second Language (ESL), emphasizes English language acquisition. Students are taught in English using specific strategies, with a focus on reading, writing, listening, and speaking modalities. Students in this course take the NYSESLAT (New York State English as a Second Language Achievement Test) at the end of each year, until they reach academic English proficiency.

Honors, AP & SUPA Course Access Guidelines
All students are encouraged to take rigorous English Language Arts courses. In an effort to assure the most appropriate placement for a student's success, in addition to a teacher recommendation and review of performance in ELA, students are expected to complete an assessment of their analytical, writing, and reading comprehension skills. Such assessments will be made available in class and/or at a time that does not impose a hardship on the student or his or her family. Appropriate grade-level rubrics based on New York State Standards will be utilized in scoring the writing sample.

Taking honors and AP courses can be a very rewarding experience, however, it is important to consider that with increased rigor come increased expectations, particularly in the amount and scope of work involved. It is strongly encouraged that this is considered when making course selections, as placement in these courses may be reevaluated if the student's cumulative average is below a B-.

NOTE: **All students enrolled in advanced courses are required to complete a summer assignment.**

HEALTH & PHYSICAL EDUCATION

HEALTH (Recommended for Grade 10, but can be taken in grades 11-12) Full Year (Alternate Days) – ½ Credit
This subject is taught with the goal of providing students with factual information and health skills that can be assimilated for a lifetime of healthy living. The course is geared toward meeting the New York State and national learning standards so that the student will become health literate. Factual topics include nutrition, disease prevention, alcohol, tobacco and drug awareness, mental health, violence prevention, contraception, STD and HIV/AIDS awareness, and first aid. Some skills include decision-making, resistance skills, critical thinking, communication skills, conflict management, reading food labels, consumer awareness, and CPR. This course, or an acceptable equivalent, is required for graduation.

NOTE: A Health course taken outside of New York State may satisfy the Health requirement if all of the following conditions are met:

- The course must cover the content as described in the NYS Education Department mandate.
- The course must meet for a minimum of 54 hours and earn at least 0.5 high school credit.
- The health course may not be taken by correspondence or independent study, and it must be taken during grades 9-12.
- The former school must give a separate grade for Health. A composite PE/Health grade is not acceptable.
- If the first three criteria are met and only a separate grade is lacking, the student may validate the successful completion of Health by passing our final exam.
- Any student meeting this criteria will also need to be trained in CPR/AED skills during their senior year to meet graduation requirements.

CURRENT HEALTH ISSUES 1 Semester – ½ Credit
A Health elective for students interested in furthering their studies in Health topics or students considering entering Health fields. This focuses more on community health issues than individual topics that are covered in the required Health course.

This course would cover the following topics:
Community Health Outreach (First Aid Training, Community Health Problems, Advocacy & Community Service Project), Violence Prevention (Types of Violence, Prevention, Resources for Help), Chronic & Infectious Diseases, Exercise Physiology (How our bodies respond to different types of exercise, exercise throughout the life cycle), Stress Management (a more in depth study and practice of stress management techniques), Fit for Life (activities that help keep us active throughout different stages of life) Examining Current Issues in Health (Research and Advocacy Project on Current Health topic of choice).

PHYSICAL EDUCATION Full Year (Alternate Days) – ½ Credit
Students are encouraged to develop an awareness of the importance of personal physical fitness and good health, as well as to recognize the importance of physical activity as a long-range approach to the full enjoyment of life. Our curriculum is geared to meeting the New York State Learning Standards. This course is designed to provide a mixture of traditional and non-traditional activities.

- **Team Sports:** Activities may include soccer, floor hockey, basketball, volleyball, team handball, softball, tennis, badminton, ultimate Frisbee, pickleball, backyard games, and football.
- **Individual sports/fitness:** Activities may include pickleball, badminton, table tennis, weight training, yoga, pilates, zumba, dancing, fitness, archery, golf, disc golf, and backyard games.
- **Fitness/Strength Conditioning:** Activities may include designing a personal workout program, cardio fitness, free/circuit weight training, cooperative games, yoga, and pilates.
- **Medical Excuses**: Alternative written assignments are required if a student will be excused for longer than a two (2) week period. Additional assignments may be assigned for lengthier medical excuses. Additional alternative assignments may be assigned for lengthier medical excuses such as stat keeper, video recorder, operating time clock, or linesperson for football games. An essay will be written on the experience to complete the alternative assignment.

Grading Policies: Numerical grades are given in Physical Education. The grade counts towards students' grade point average.

NOTE: ½ credit of Physical Education is required each year in grades 9-12.

Healthy Lifestyles Full Year (Alternate Days) – ½ Credit

This is a physical education course which will be offered to 10, 11, and 12th grade students. This course is offered in lieu of our traditional physical education. The class will run for one semester.

The course will include the following activities: Creating your personal fitness plan, fitness walking, yoga, tennis, pickleball, cardio and weight room training, dance, frisbee golf, ping pong, orienteering.

JUNIOR RESERVE OFFICER TRAINING CORPS

JROTC 1 Semester - ½ Credit, Full Year – 1 Credit

JROTC curriculum addresses a number of national academic standards and includes coursework on leadership, civics, geography and global awareness, health, and wellness, language arts, life skills, and U.S. history. Every learning experience in the curriculum addresses Core Abilities, Program Outcomes, and Course Competencies; building on their developing skills and abilities, which are critical to success in high school and post-secondary career.

Core Abilities: Core Abilities describe the broad, life-long skills that every Cadet needs for success in future life and career endeavors. The core abilities are a result of the goals and values that drive the JROTC program and are built upon the program's four years through integrating various lesson competencies and skills throughout the JROTC curriculum. The Core Abilities are:

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country, and the world
- Take responsibility for your actions and choices
- Treat self and others with respect

Program Outcome: Program outcomes describe what JROTC Cadets will know and be able to do upon successful completion of the JROTC program. These outcomes also provide documentation for growth and development of the student and program for re-accreditation purposes, school visitors, parents, and the community. As Cadets complete each LET, their journey toward program outcomes will occur; each program outcome is linked to every LET lesson in the curriculum. Evidence of learning can be witnessed through a Cadet's Portfolio, which will showcase continued development of program outcomes.

The JROTC Program Outcomes are:

Act with integrity and personal accountability as you lead others to succeed in a diverse and global workforce
Engage in civic and social concerns in the community, government, and society
Graduate prepared to succeed in post-secondary options and career pathways
Make decisions that promote positive social, emotional, and physical health
Value the role of the military and other service organizations

Course Competencies

Competencies describe discipline-specific measurable and observable skills, knowledge, and attitudes. They are targeted in each lesson of the curriculum. Performance standards (criteria and conditions) provide the specifications for assessing mastery of a competency. Cadets show they have learned competencies by applying them in the completion of assessment tasks that require them to do one or more of the following:

Make a decision Perform a skill Perform a service Solve a problem Create a product

MATHEMATICS DEPARTMENT

ALGEBRA 1 A Full Year – 1 Credit

Algebra 1A is the first-half of Algebra 1R. Algebra 1R is the first course of a three-year high school mathematics sequence. This course will provide additional support towards vocabulary and number fluency. Course topics include: Linear Equations & Inequalities, Functions, Properties of Numbers, Linear Functions and Systems of Equations. Students will take Algebra 1B during the second year of the sequence and will sit for the Regents exam in June of that year.

ALGEBRA 1B Full Year - 1 Credit

Algebra 1B is the second-half of Algebra 1R. Algebra 1R is the first course of a three-year high school mathematics sequence. This course will provide additional support towards vocabulary and number fluency. Course topics include: Exponential functions, quadratic functions, polynomials, and statistics. Students will take the Algebra 1 Next Gen Regents exam in June.

ALGEBRA 1 R Full Year – 1 Credit

Algebra 1 Common Core is the first course of a three-year high school mathematics sequence. Course topics include: Linear, quadratic, exponential, and rational equations, systems of equations and inequalities, ratio and proportion, transformations, sequences, polynomials, factoring and linear/quadratic graphing. Students will take the Algebra 1 Next Gen Regents Exam in June.

GEOMETRY Full Year – 1 Credit

Geometry is the second course of a three-year high school mathematics sequence for students not planning to take the Geometry Common Core Regents Exam. The curriculum includes the study of lines and planes, formal proof involving triangles, polygons, quadrilaterals, and circles, coordinate geometry, geometric solids, constructions. Students will NOT take the Geometry Common Core Regents Exam in June. The end of course assessment is a local exam.

Prerequisite: Algebra 1. Students who passed Algebra 1 with an average of less than 75 or who have not passed the Algebra 1 Regents Exam are strongly encouraged to take this course.

GEOMETRY REGENTS Full Year - 1 Credit

Geometry Regents is the second course of a three-year high school mathematics sequence for students planning to take the Geometry Common Core Regents Exam. The curriculum includes the study of lines and planes, formal proofs involving transformations, triangles, polygons, quadrilaterals and circles, coordinate, geometry, geometric solids, and constructions. Students will take the Geometry Common Core Regents Exam in June.

Prerequisite: An average of 75 or above in Algebra 1 and a passing score on the Algebra 1 Regents Exam.

GEOMETRY HONORS Full Year – 1 Credit

Geometry Honors is the second course of a three-year high school mathematics sequence for students planning to take the Geometry Common Core Regents exam. The curriculum includes the study of lines and planes, formal proofs involving transformations, triangles, polygons, quadrilaterals and circles, coordinate geometry, geometric solids, and constructions. Students will take the Geometry Common Core Regents Exam in June. The Honors curriculum offers a more rigorous and in-depth study of the curriculum, and has more difficult tests and quizzes than the Regents curriculum.

Prerequisite: An average of 85 or above in Algebra 1, a score of 80 or above on the Algebra 1 Regents Exam, and/or the recommendation of the Algebra 1 teacher.

ALGEBRA 2 REGENTS Full Year – 1 Credit

Algebra 2R is the third course of a three-year high school mathematics sequence. Designed for students with strong math ability, algebra topics are developed in greater depth. Topics include real and complex numbers, algebraic fractions, functions (exponential, and logarithmic), probability and statistics, and intermediate algebra. An approved graphing calculator is required for this course. Students will take the Algebra 2 Common Core Regents Exam in June.

Prerequisite: A score of 75 or above on the Algebra 1 Common Core Regents Exam and a passing score of the Geometry Regents exam.

ALGEBRA 2 HONORS Full Year – 1 Credit

Algebra 2H parallels Algebra 2R but topics are studied in greater depth. Students taking this course should have an excellent foundation in the two previous courses. An approved graphing calculator is required for this course. All students take the Algebra 2 Common Core Regents Exam in June as the final exam. The Honors curriculum has more difficult tests and quizzes than the Regents curriculum. The Honors course is more rigorous and in-depth study of the curriculum.

Prerequisite: An average of 85 or above in Geometry H, and a score of 80 or above on the Algebra 1 Common Core Regents Exam and the Geometry Regents exam, and/or recommendation from the previous teacher.

ALGEBRA 2A Full Year – 1 Credit

Algebra 2A is the third course of a three-year high school mathematics sequence for students not planning to take the NYS Algebra 2 Regents Exam in their first year. Topics include real and complex numbers, algebraic fractions, functions (exponential and logarithmic), probability and statistics, and intermediate algebra. The end of course assessment is a local exam. Students will NOT take the NYS Algebra 2 Common Core Regents Exam in June. An approved graphing calculator is required for this course.

Prerequisite: Geometry R or Geometry and a passing score on the Algebra 1 Common Core Regents Exam

PRECALCULUS Full Year – 1 Credit

Pre-Calculus is an in-depth study of functions with emphasis on graphing and applications in preparation for Calculus. Selected topics include exponential, logistic, and logarithmic functions, as well as regression analysis and introduction to limits. An approved graphing calculator is required for this course. The end of course assessment is a local exam.

Prerequisite: Algebra 2R or Algebra 2H and a passing score on the Algebra 2 Common Core Regents Exam.

AP PRECALCULUS Full Year - 1 Credit

This Advanced Placement course will follow the College Board's Precalculus syllabus, preparing students for college level Math and Science courses. Students will develop an understanding of modeling and functions, and examine scenarios through multiple representations. Students must take the AP Precalculus exam in May.

Prerequisite: An average of 85 or above in Algebra 2 R or Algebra 2 H, score of 80 or above on Algebra 2 Common Core Regents Exam, and/or recommendation from the previous teacher.

CALCULUS Full Year – 1 Credit

Calculus is designed for students who have completed Pre-Calculus and want to prepare for a more rigorous Calculus course after graduation. Selected college level topics include limits, continuity, derivatives, integrals, and their applications. A graphing calculator is required. The end of course assessment is a local exam.

Prerequisite: PreCalculus R or PreCalculus H and passing score on the Algebra 2 Common Core Regents Exam.

AP CALCULUS (AB) Full Year – 1 Credit

This Advanced Placement course (see "Advanced Placement "on p. 9) follows the College Board's Calculus AB syllabus and is designed for accelerated math students with a history of superior achievement in this discipline. A graphing calculator is required. Students will take the Calculus AP exam in May (see "Advanced Placement on p. 9). If students achieve an adequate AP exam score, they may continue to the next level of Calculus in college. NOTE: Summer preparation work is required.

Prerequisite: PreCalculus R or PreCalculus H or permission from the Math Department Coordinator. In addition, the following factors will be considered: Math Regents scores, PSAT or SAT math score, midyear average in PreCalculus, and PreCalculus teacher recommendation.

STATISTICS AND PROBABILITY 1 Semester–1/2 Credit

This elective course prepares students for required college statistics courses and is an introduction to the statistical analysis of data. It can be taken along with, or instead of, Pre-Calculus or Calculus. Topics include exploratory data analysis, probability, sampling, estimation, and hypothesis testing. Note: The end of course assessment is a local exam or portfolio/project.

Prerequisite: Passing average in one of the following courses: Algebra 2 Regents or Algebra 2 Honors.

MATH APPLICATIONS Full Year – 1 Credit

This elective course satisfies the math graduation requirement for Seniors who have passed the Algebra 1 Common Core Regents Exam. Selected personal finance topics include budgeting, taxes, credit/debit cards, compound interest, loans, etc. Along with these, applications of algebra and geometry will model real world situations. The course will prepare students for a college entrance math exam and will even give students the opportunity to take the college entrance exam. The end of course assessment is a local exam.

Prerequisite: Passing score on the Algebra 1 Common Core Regents Exam.

AP COMPUTER SCIENCE PRINCIPLES Full Year - 1 Credit

This Advanced Placement elective course is the equivalent of a first semester college course in the science of computing. Course content will follow the College Board Advanced Placement topic outline including creative development, data, algorithms and programming, computer systems/networking, and the impact of computing addressing real world issues. Students must take the AP Computer Science Principles Exam and complete the Performance task in May.

AP COMPUTER SCIENCE A Full Year – 1 Credit

This Advanced Placement elective course is the equivalent of a first semester college course in computer science. Course content follows the College Board's Advanced Placement Computer Science topic outline including object-oriented programming, problem solving, and algorithm development. Students enrolled in this course must be highly motivated and comfortable working independently. Students must take the AP Computer Science Exam (see "Advanced Placement" on p. 9) in May.

Prerequisite: AP Computer Science Principles or JAVA programming experience

SUPA PERSONAL FINANCE (FIN 200) 1 Semester-1/2 Credit (3 College Credits)

This college course offered through Syracuse University ("SUPA" on p. 9) covers essential aspects of consumer personal finance, including record budgeting, banking, saving, borrowing, investing, insurance, and taxes. Students will learn important institutional facts about the different types of bank accounts, investment vehicles, loans, insurance and taxes.

Coverage of this institutional personal finance material will be framed within basic fundamentals of economic and financial analysis. This conceptual basis gives students a framework for evaluating and applying to their financial planning new innovations or changes in financial products over time. Overall, this course helps to provide a foundation for students to make informed and reasoned choices with regard to financial decisions over their professional and personal lives.

Prerequisite: Only open to Juniors and Seniors.

SCIENCE DEPARTMENT

Science study helps you to organize knowledge so that you can use it effectively in everyday life and in a future occupation. The information and skills developed will allow you to use whatever you already know to acquire new knowledge. The science program involves lectures, laboratory work (including demonstrations), research assignments, and readings from the textbook and other sources, recitations, quizzes, and tests. In courses identified as "Required Lab," there is an additional class period on alternate days, which provides direct individual learning experiences and requires written reports about these experiences.

REGENTS LIFE SCIENCE: BIOLOGY and required LAB Full Year – 1 Credit

This course culminates in taking the NYS Biology Regents exam. It is designed for college prep students and is a study of living things following the NYS Regents syllabus. The areas of study include: Functions of Life; Biochemistry; the Cell; Genetics; Evolution; Ecology; and other sub-disciplines. The course will be taught based on phenomena. The coursework will involve quizzes and tests using Regents questions. Reports and projects are encouraged in each unit. Labs include microscope work, simple biochemical reactions with controls and other hands-on or simulation-based investigations. Students must successfully complete at least 1200 minutes of laboratory experiments in addition to 3 required State labs to be allowed to sit for the Regents exam. A final assessment will be administered at the end of this course.

ADVANCED BIOLOGY AP and required LAB Full Year – 1 Credit

This Advanced Placement course will offer an elaboration of the topics covered in Regents Biology with a greater emphasis on the chemical details of various areas such as biochemistry, photosynthesis, the physiology of metabolism, evolution, and genetics. Some lab periods will be used as regular lessons to cover all the material in this course, which is similar to a first-year college biology course. Students will take the AP exam in May (see "Advanced Placement" on p. 9).

Prerequisite: At least an 80 average in both Regents Biology and Regents Chemistry, passing score on the Chemistry Regents, and a teacher recommendation from any previous science course.

REGENTS EARTH AND SPACE (PHYSICAL SETTING) and required LAB Full Year – 1 Credit

This course is designed for students who have successfully completed Regents Biology, and follows the NYS Earth & Space Science Standards. Emphasis is placed on data collection and manipulation, and application of physical science principles to astronomy, meteorology, and geology. Students must successfully complete 1200 minutes of laboratory experiments in addition to 3 required state labs to be allowed to sit for the Regents exam. A final assessment will be administered at the end of this course. Students should have successfully completed 9th grade math, and be proficient in manipulating a formula, graphing data and using a calculator.

Prerequisite: A passing score in Regents Living Environment.

REGENTS CHEMISTRY (PHYSICAL SETTING) and required LAB Full Year – 1 Credit

This course culminates in taking the NYS Chemistry Regents exam. The Regents Chemistry course uses reference tables which the students use for class work, homework, tests and the Regents Chemistry exam. The use of chemistry reference tables enables the students to concentrate on understanding the principles and application of chemistry. Creative thought and problem-solving skills are required to do well in this course. The course covers the following topics: nature of the atom; periodic table; naming of chemical compounds; chemical calculations; chemical bonding; physical behavior of matter; kinetics and equilibrium; gas laws; oxidation and reduction; reactions of acids, bases and salts; nuclear chemistry; and organic chemistry. Students must successfully complete at least 1200 minutes of laboratory experiments in addition to 3 required state labs to be allowed to sit for the Regents exam. A final assessment will be administered at the end of this course.

Prerequisite: At least an 80 on the previous Science Regents course or teacher recommendation. In order to be successful in the course, students must be enrolled in or have completed Regents Geometry.

CHEMISTRY AP and required LAB Full Year – 1 Credit

This Advanced Placement Chemistry course is the equivalent of a first-year college General Chemistry course. This course culminates in taking the NYS Chemistry Regents exam. Topics are similar to the Regents Chemistry (Physical Setting) course, but go into greater detail and require more advanced mathematical and analytical reasoning skills. This course follows the AP syllabus and requires that students take the AP Chemistry exam in May (see "Advanced Placement" on p. 9).

Prerequisite: At least an 80 on the Chemistry Regents Exam or teacher recommendation.

SCIENCE RESEARCH 3 Full Years - 1 Credit/yr

Science Research is a three-year program that follows the University of Albany Science Research in High School Program. It provides students in their sophomore through senior years with the opportunity to conduct original research in the natural sciences. The course is directed to those students who wish to pursue excellence and progress into advanced areas of original research. Emphasis is on laboratory, field and bibliographic research. Students will enroll in this course at the start of their sophomore year and research a topic of interest. In their junior year students create and complete research in conjunction with a scientist/mentor involved in their research area. As seniors, students write a research paper and enter a variety of science research competitions and symposiums.

Juniors and Seniors enrolled in Science Research may earn college credit through SUNY Albany: Intermediate Methods of Research (6 college credits - Junior year) and Advanced methods of Research (6 college credits - Senior Year). Upon completion of the one year of science research college credit can be earned for subsequent years

Prerequisites: Students must successfully complete a Science Regents course with at least an 80, or a teacher recommendation.

REGENTS PHYSICS (PHYSICAL SETTING) and required LAB Full Year – 1 Credit

This course is designed to meet the requirements of the New York State Physics core curriculum. This course culminates in taking the NYS Physics Regents exam. Topics covered include mechanics, energy, wave phenomenon, electricity, magnetism, thermodynamics and optics. Laboratory periods are scheduled on alternate days and students must successfully complete 1200 minutes of laboratory experiments in addition to 3 required state labs to be allowed to sit for the Regents exam. A final assessment will be administered at the end of this course.

Prerequisite: Students should have completed Algebra 2/Trigonometry. It is strongly recommended that students have completed Chemistry.

PHYSICS AP 1 and required LAB Full Year – 1 Credit

This course is designed to meet the requirements of the College Board AP Physics 1 curriculum. This is an algebra-based course that is the equivalent to a first-semester college course in algebra-based physics. This course may also serve as a solid foundation for future studies in science or engineering. The course will cover Newtonian mechanics, energy conservation concepts, Fluid Dynamics and Rotational mechanics. Students will also cover all Regents physics topics, including introductory electricity, waves, optics and thermodynamics, along with 3 required state labs. Students are expected to take the AP Physics 1 exam in May ("Advanced Placement" on p.13) and the Regents in June if they have not already done so.

Prerequisite: A grade of at least 80 in Regents Chemistry and a demonstrated ability in mathematics with a recommendation from a science teacher and completion of the Algebra 2/Trigonometry math class.

ENVIRONMENTAL SCIENCE Full Year – 1 Credit

This is a field-based course emphasizing knowledge of the local environment as a basis for understanding current environmental issues. Students will be working outdoors on a regular basis and will be expected to be prepared with appropriate clothing. Field studies and laboratory experiences will be emphasized, and students are required to maintain a journal/field notebook. Homework Readings will be taken from a variety of current sources in lieu of textbook assignments.

Prerequisite: Students must have passed the Biology (Living Environment) Regents Exam as well as the course.

ENVIRONMENTAL SCIENCE AP and required LAB Full Year – 1 Credit

The content of this Advanced Placement course is similar to a one-semester college course in environmental science. This course follows the Advanced Placement syllabus, and students will take the AP exam in May (see "Advanced Placement" on p. 13). Principles of ecology, human population growth, natural resource extraction and use, and pollution and remediation are addressed. The emphasis is on science rather than social issues. Extensive text and current periodical readings are required. Field studies and labs are a routine part of the curriculum. Grades are based on lab reports, homework, quizzes and tests, as well as independent project work and a research paper.

Prerequisite: Successful completion of two Regents science courses and the Regents Exams (with an 80 or above) or a science teacher recommendation. Chemistry Regents is recommended.

FORENSIC SCIENCE: CRIME SCENE INVESTIGATION Full Year – 1 Credit

In this hands-on course, students will learn the science behind criminal investigation. Students will explore toxicology, ballistics, fingerprinting techniques, facial reconstruction, and analyze blood spatter, DNA, hair and fiber evidence and implement many other forensics techniques. In doing so, they will integrate knowledge and skills from all other sciences and use deductive reasoning to solve problems.

Prerequisite: Successful completion of two Regents science courses and the Regents Exams

Open only to Juniors and Seniors.

SOCIAL STUDIES DEPARTMENT

REGENTS LEVEL COURSES

GLOBAL HISTORY and GEOGRAPHY IR Full Year – 1 credit

In Grades 9 and 10 Social Studies, students will examine Global History and Geography. This two-year sequence is arranged chronologically. Grade 9 begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact up to circa 1750. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography.

GLOBAL HISTORY and GEOGRAPHY IIR Full Year – 1 credit

This course is the second half of a two year program of study, in which students will examine Global History and Geography. This two year sequence is arranged chronologically. Global II begins with a snapshot of the year 1750 and continues through to the present. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. While the course emphasizes the importance of historical and spatial thinking, all of the social studies practices and standards are included in the study of global history and geography. The course culminates with a NYS Regents Exam in June..

UNITED STATES HISTORY & GOVERNMENT R Full Year – 1 credit

United States History and Government begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. This course culminates with a NYS Regents Exam in June.

GOVERNMENT AND ECONOMICS Full Year - 1 Credit

This course satisfies the New York State requirement of Participation in Government and Economics. It will also enable students to earn 1.5 points towards the 6 points needed for the Seal of Civic Readiness. All students enrolled in Government and Economics will be completing a High School Civics Project, earning them 1.5 points towards the Seal of Civic Readiness. The course will combine a study of the structure of national, state, and local U.S. government with an overview of the principles of market economics. This course prepares students to perform effectively as informed citizens.

HONORS AND COLLEGE LEVEL COURSES

Please note all these courses have a summer assignment

GLOBAL HISTORY AND GEOGRAPHY IH Full Year – 1 credit

In addition to the requirements of Global History and Geography IR, students will begin to develop the skills necessary to take AP European History in 10th grade. Students acquire knowledge by evaluating evidence from a wide range of primary and secondary sources. Students learn to explain relationships among events and people by gathering evidence for causation, comparison, and continuity and change over time and by effectively incorporating them into written and oral arguments. This course is designed for students who are planning on taking AP European History.

AP WORLD HISTORY: MODERN Full Year – 1 credit

AP World History: Modern is a one-year college level course preparing for the AP World History: Modern exam in May (see "Advanced Placement" on p. 9). It satisfies the Global History II graduation requirement, and sophomores taking the class will also take the Regents exam in June. This class can also be an elective for seniors. The course is an

introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP UNITED STATES HISTORY Full Year – 1 credit

AP U.S. History is a one-year college level course preparing for the AP U.S History exam in May (see "Advanced Placement" on p. 9). It satisfies the United States History graduation requirement, and juniors taking the class will also take the Regents exam in June. This class can be an elective for seniors. AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

AP UNITED STATES GOVERNMENT AND POLITICS 1 Semester – 1 / 2 Credit

AP United States Government and Politics is a one-year college level course preparing for the AP United States Government and Politics exam in May (see "Advanced Placement" on p. 9). It satisfies the Government and Economics graduation requirement. This course will also enable students to earn 1.5 points towards the 6 points needed for the Seal of Civic Readiness. AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. The course will combine a study of the structure of national, state, and local U.S. government with an overview of the principles of market economics.

AP MACROECOMONICS 1 Semester 1 / 2 Credit

AP Macroeconomics is a one-semester, college-level course aligned to the College Board AP Macroeconomics curriculum. It requires all enrolled students to take the AP Macroeconomics examination administered in May. The course examines the principles and models used to understand the economy as a whole, including analysis of key economic indicators such as gross domestic product (GDP), inflation, and unemployment, as well as economic growth and business cycles over time. Students study fiscal and monetary policy, the role of the Federal Reserve, and the functioning of financial and banking systems. Emphasis is placed on developing analytical and quantitative skills through graphing, data interpretation, and application of economic models to real-world economic issues. Instruction is designed to prepare students for success on the required AP Macroeconomics examination.

AP SEMINAR Full Year - 1 Credit

Open to 10th and 11th grade students - AP Seminar is the first of two courses for the AP Capstone Diploma. It engages students in cross-curricular conversations where they can explore the academic and real-world topics and issues by analyzing different perspectives. Students synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision so they can craft and communicate evidence-based arguments.

Students are assessed with two performance tasks and one end-of-course exam. All three assessments are summative and used to calculate a final AP score (using the 1–5 scale) for AP Seminar.

Performance Task 1: Team Project and Presentation—20% of AP Seminar Score
Performance Task 2: Individual Research-Based Essay and Presentation—35% of AP Seminar Score
End-of-Course Exam (2 Hours)—45% of AP Seminar Score

Successful completion of this course will provide students with .5 points towards the Seal of Civic Readiness.

AP RESEARCH Full Year - 1 Credit

Open to 11th and 12th grade students

Prerequisite: AP Seminar is a prerequisite for AP Research.

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

ELECTIVES

CRIMINAL JUSTICE (Offered 2025 - 2026) 1 Semester- ½ Credit

Open to students of all levels. The course will introduce students to the fundamental foundations and structures of the criminal justice system in the United States. The course will study the functions and relationships of criminal law, the police, the courts, trials, prosecution and defense. The rules of criminal procedure at the federal, state and local levels will be analyzed. Concentration will be placed upon everyday application of the law. A key component will be constructing a simulated criminal justice scenario from the crime through the different stages: investigation, trial and outcome. Successful completion of this course will provide students with .5 points towards the Seal of Civic Readiness.

IMPACT OF MASS MEDIA ON POPULAR CULTURE (Offered 2025 - 2026) 1 Semester – ½ Credit

Open to students of all levels, the primary focus of this course is to examine various forms of media in popular culture and to understand their impact on culture in terms of both their advantages and their limitations. Students will be encouraged to think critically about how media are used to influence and shape public opinion and attitudes.

The following objectives will be addressed through projects, reading, writing, journaling, oral presentations and tests:

- develop an informed and critical understanding of the nature of an ever expanding and increasingly dominating mass media
- examine, interpret, and evaluate the messages contained within media, and their social, cultural and political implications
- discover how "facts" can be manipulated to shape perception

Successful completion of this course will provide students with .5 points towards the Seal of Civic Readiness.

HISTORY OF SPORTS (Offered 2026 - 2027) 1 Semester- ½ Credit

Open to students of all levels. Sport has long occupied a place at the heart of cultures and societies. Organized athletics have also served as symbolic sites of protest, power, and inclusion for a nation. The History of Sports is a half-year elective class that will examine the historical development of sports. The historical study will focus on helping students gain a better understanding of the inner relationship that sport has on social, economic, cultural, and political forces that are at work globally. Students will compare the role sports play in contemporary society when compared with ancient societies and pre-modern historical periods of civilization. Successful completion of this course will provide students with .5 points towards the Seal of Civic Readiness.

UNTOLD STORIES OF AMERICAN HISTORY (Offered 2026 - 2027) 1 Semester - ½ Credit

Open to students of all levels. This course will focus on stories often not told in traditional United States History courses, with a particular emphasis on underrepresented groups. Students will analyze how these groups have contributed to and been excluded from American society, the role governments have played in discrimination, and how governments have attempted to solve issues of social justice. Successful completion of this course will provide students with .5 points towards the Seal of Civic Readiness.

SPECIAL EDUCATION DEPARTMENT

Classes in the special education department may be co-taught or self-contained.

Co-teaching is a way that students with special needs receive their services while being educated in the least restrictive environment. In a co-taught class, the regular education teacher is the content area specialist, whereas the special education teacher is the strategy specialist. Together they lead the classroom and address the challenges that may arise for all students**.**

A self-contained class is taught by a special education teacher who is certified in that subject area.

RESOURCE ROOM

The purpose of this room is to work on IEP goals as well as help to prepare students to pass state tests. In addition, it gives assistance to students who may need help in their subject area classes.

UNIFIED ARTS:
Art, Technology & Music

ART

The intent of the Art Department is to introduce students to the world of art, to discover self- expression through the fine arts, and to develop an appreciation of how and why an artwork is created. All of the basic courses have been designed with both the non-art majors and the art majors in mind. The students will become familiar with both general and specific art principles, and they will acquire the skills in various media to explore these principles and to develop their portfolios. (Studio Art Advanced and AP are specifically designed for art majors).

STUDIO ART Full Year – 1 Credit

Students are introduced to the fundamentals of artistic expression. The courses include experiences in drawing, painting, two-and three-dimensional design, and sculpture. The courses emphasize observation and interpretation of the visual environment, visual communication, imagination, and symbolism through an introduction to various visual arts media. The focus of this comprehensive course is the study of how artists convey ideas through application of a variety of media, and the study of historical and contemporary art and artists from a worldwide perspective. To qualify as a comprehensive foundational course, instruction and practice should incorporate all 11 Anchor Standards and include Creating, Presenting, Responding and Connecting.

DIGITAL PHOTOGRAPHY/PHOTOSHOP Full Year – 1 Credit

In this course, students will learn the basics of digital photography and photo editing. Attention will be paid to composing quality photos, studying famous photographers past and present (including photo journalists), and using photos in artistic projects. Students should have access to a digital camera (an automatic point and shoot is okay) and have internet access.

DRAWING I Fall Semester – ½ Credit

This course takes the students beyond Studio in Art and introduces them to the principles of drawing. Based on the New York State Standards for the Visual Arts at Commencement Level, the units covered include proportion, design, perspective, composition, value, line and spatial organization. The students use a wide variety of materials such as pen and ink, scratchboard, charcoal, oil pastels, chalk pastels, graded pencils, brush and ink, markers, and crayons.
Prerequisite: Studio Art

DRAWING II Fall Semester – ½ Credit

In this class, the students will further explore and develop the drawing skills and techniques they learned in Drawing I. Based on the New York State Standards for the Visual Arts at Commencement Level, each student will focus individually on a specific area, subject, medium or technique and produce a portfolio based on this extensive exploration.
Prerequisite: Drawing I.

PAINTING I Spring Semester – ½ Credit

Based on the New York State Standards for the Visual Arts at Commencement Level, Painting I students are introduced to a variety of painting mediums, techniques and subjects. Acrylics, watercolors, tempera, and oil paint are the mediums explored through a variety of activities. Students produce a portfolio based on the elements and principles of art through these mediums.
Prerequisite: Studio in Art

PAINTING II Spring Semester – ½ Credit

Students will further explore and develop the skills they learned in Painting I. Based on the New York State Standards for the Visual Arts at the Commencement Level, Painting II students will focus on a specific area, subject, medium or technique and produce a portfolio based on this extensive exploration.
Prerequisite: Painting I

CERAMICS/SCULPTURE I & II Each Semester is ½ Credit

These courses are an introduction to the fundamentals of 3-dimensional design through the study and creation of ceramics and sculptural art. The content includes different techniques of making pottery and other forms with clay, and learning methods of glaze application. A variety of techniques in several media are also implemented to create relief sculpture, sculpture in the round, mobiles, and assembled works. Media may include cardboard, wood, plaster, Pariscraft, paper and clay.

Prerequisite: Studio in Art. Ceramics I is a prerequisite for Ceramics II

STUDIO ART ADVANCED PLACEMENT Full Year – 1 Credit This

Advanced Placement course is intended for students who are highly motivated and who wish to study art seriously and earn college credit. Studio Art AP requires considerable study and portfolio development with emphasis on quality, concentration and breadth. The portfolio format for submission is the Drawing Portfolio. (See "Advanced Placement" on p. 9).

Prerequisite: Studio Art, Drawing I, Painting I, and the permission of the teacher. (Transfer students must submit a portfolio for review and include a recommendation from his/her previous art teacher.)

STUDIO ART ADVANCED Full Year –1 Credit

This course is for highly motivated art majors who want to study art seriously and intensely develop a college admission portfolio. Because the standards and requirements are so close, the curriculum is based on the Advanced Placement Studio Art curriculum. (Portfolios are not submitted to the AP review board).

Prerequisite: Studio Art, Drawing I, Painting I, and the recommendation of the teacher.

(Transfer students must submit a portfolio for review and include a recommendation from his/her previous art teacher).

3 – D DESIGN I Full Year – 1 Credit

In this course, students will explore basic three-dimensional principles of form, space, scale, proportion, surface and structure. Principles are taught through hands-on studio experiences in paper, cardboard, wood, clay, wire, plaster, and found objects/assemblage. Emphasis is placed on developing creative and critical thinking skills, as well as on craftsmanship.

Prerequisite: Open to Grades 9 – 12; priority will be given to juniors and seniors.

3 – D DESIGN II Full Year – 1 Credit

This course is a continuation of 3 – D Design I. It is designated to be student-centered whereby students will be able to go into depth with materials and techniques of their choice.

Prerequisite: Successful completion of 3-D Design 1.

DESIGN & DRAWING FOR PRODUCTION (DDP) Full Year-1 Credit

Students will utilize creative problem solving skills in Industrial Design, Graphic Design, Architecture, and Engineering. Students will learn how to draft ideas on paper in conjunction with rendering design software such as SketchUp and Blender. DDP will lay down a foundation of concepts and skills that combine the arts and sciences to foster and promote innovation in today's high tech society. Students will learn what makes a design aesthetically pleasing, ergonomic, and practical. Some 3-D models will be printed on our 3-D printer. DDP fulfills the New York State diploma requirement in Art/Music.

MEDIA ARTS/TECHNOLOGY

INTRODUCTION TO 2-D COMPUTER ANIMATION Fall Semester – ½ Credit

This course is an introduction to basic computer animation techniques. We will look at a variety of animations to explore the *12 Principles of Animation* and animation terms. Students will start by learning basic motion skills such as a ball rolling and bouncing, scrolling backgrounds, and a walk cycle. We will progress to character development and storyboards. Sample student projects created in Adobe Animate will be animated greeting cards, advertisements, and short creative pieces. Studio Art or DDP are helpful, but not necessary prerequisites.

INTRODUCTION TO 3-D COMPUTER ANIMATION Spring Semester – ½ Credit

This course is an introduction to 3D computer animation. Students will use Blender animation software to learn the fundamentals of working in a three-dimensional environment to the complex nature of modeling characters, objects, and scenery. Students will learn lighting and cinematic techniques to bring their animations to life. Studio Art or DDP, and 2-D Animation are recommended, but not prerequisite.

COMPUTER GRAPHICS-DESIGN Fall Semester - ½ Credit

Design is commercial, social, public, and political. It shapes the meaning and impact of books, magazines, apps, games, websites, and countless other media. Computer Graphic Design shapes students to think conceptually and critically, while applying technical skills in all forms of design practice.

Using Adobe Illustrator and InDesign, students will master a comprehensive slate of visual problem-solving tools from branding, UI/UX, packaging, spatial design, publication design, typeface design, color theory and more.

COMPUTER GRAPHICS-DIGITAL IMAGING, PAINTING AND ILLUSTRATION Spring Semester-½ Credit

This course provides a fundamental understanding of digital imaging, painting and illustration and introduces students to the underlying principles, language, and tools of electronic media. Students will use Adobe Photoshop to build upon art techniques, concepts, and modern art trends. This course will show students how to strategically tailor software tools to their own specific imagery and workflow needs.

DISCOVERIES IN COMPUTER SCIENCE AND CODING Fall Semester Coding 1- ½ Credit

Spring Semester Coding II-½ Credit

This elective course is an introduction to computer science where students learn the basics of coding and computer science as a medium for creativity, communication, problem solving, and fun. Students will gain the skills necessary to combine JavaScript coding with the fabrication of unique physical prototypes. Students will gain the skills necessary to combine coding with the fabrication of unique physical prototypes. Prototypes include: an interactive 2D arcade game with working controllers, moveable objects using microcontrollers, sensors, and servo motors, and a flyable minidrone. Students will also have the opportunity to dissect a computer tower and put it back together. This course requires no prior experience in computer science. It can be used as a springboard class for all of our other computer science courses.

MUSIC

The music offerings are designed to enhance skills and techniques, to aid the student in musical creation and expression, to enhance student self-esteem through successful musical development, and to build a sense of community through the teamwork required for musical performances.

BAND Full Year - 1 Credit (recommended) or Alternate Days – ½ Credit (if scheduling does not allow full participation).
This course fulfills the New York State art/music requirement.

Band is offered to all students with previous experience on a traditional band instrument. The course emphasizes the development of student instrumental skills and musicianship. The ensemble performs a varied repertoire. In addition to the concert band class, all students receive a weekly lesson. Lessons occur during the school day on a rotating basis where the students are excused from their regularly scheduled class once every four weeks. Lessons are required as they are an important component of the learning process. The Band performs three school concerts, at some sporting events and community functions. Regular practice outside of class is strongly recommended.

INTRODUCTION TO ELECTRONIC MUSIC Full Year - 1 Credit
This course fulfills the New York State art/music requirement.

Students will be introduced to the many aspects of music and how electronic instrument development influenced composers and helped change the direction of music. Students in the class will work with the Pro Tools Digital Audio Workstation (DAW) program, and other tools used to create music. The students will also learn about sound manipulation devices and their role in Electronic Music. Each student in the class will work at his/her own computer workstation composing, analyzing and editing music. Students will be involved in projects using a variety of DAW music creation techniques.

CHORUS Full Year - 1 Credit (recommended) OR Alternate Days – ½ Credit (if scheduling does not allow full participation)
This course fulfills the New York State art/music requirement.

Chorus is open to all, from motivated beginners through experienced singers. Singing technique and music reading are taught with varied styles of music. Chorus meets daily to sing, and performs at concerts, assemblies, and local events. In addition to daily class, all students receive a weekly lesson. Lessons occur during the school day on a rotating basis where the students are excused from their regularly scheduled class once every four weeks. Lessons are required as they are an important component of the learning process. Musical progress assessed by a series of vocal assessments given throughout the year. Emphasis on singing and performing fundamentals, and music reading. **Auditions are not required for this ensemble.**

SELECT CHORUS Full Year – 1 Credit (recommended) or alternating days ½ credit (if scheduling does not allow full participation)
This course fulfills the New York State art/music requirement.

This top echelon group is the most active performing group in the school and regularly performs a great volume of advanced music at a very high level. This group has earned many awards in its history, has performed in several prominent venues and has worked with top conductors and composers in the choral field. This group is for those wishing to major/minor in music in college and/or love to make music at a high level. This ensemble is for those who wish to make music at a high level, and are perhaps considering studying music in college. Emphasis on advanced singing and performing techniques, advanced music reading, and individual practice. **Auditions are required for this ensemble.**

MUSIC THEORY I Full Year – 1 Credit

This introductory course includes the following topics: Notations (pitch, intervals, and rhythm); Scales; Modes; Intervals; Tonality; Key; the Anatomy of Harmonic Progression; the Anatomy of Melody; Instruments and Voices; and Style periods. The class meets daily for either the Fall semester or the entire school year. This class is required, along with Music Theory II, for a 5-credit sequence in music.

MUSIC THEORY II Full Year – 1 Credit

This course further develops the information and skills which are the content of Music Theory I. Both Music Theory I and Music Theory II are required for a 5-credit sequence in music.

Prerequisite: A full credit of Music Theory I or permission from the teacher.

ADVANCED MUSIC THEORY Full Year-1 Credit

This is a preparation course for the Advanced Placement Music Theory test. In addition to studying music concepts, the students will receive extensive training in developing their ear. The students will learn how to sight sing, notate melodies played by an instrument, and notate chord progressions along with the melody and bass line played on the piano.

Prerequisite: Music Theory 1 & 2 or permission from the instructor.

JAZZ ENSEMBLE No Credit

This group meets weekly to practice performing jazz. The group performs at least twice a year. Various styles are introduced and students are led to expand their skills with an emphasis on technique development, musicality, and improvisation.

Auditions are required.

BASS CHOIR No Credit

This group meets after school once a week and offers male students the opportunity to enrich their choral experience through the singing of literature composed for men's voices. The group routinely performs at concerts, competitions and NYSSMA major organizations festivals.

Auditions are required for this ensemble.

TREBLE CHOIR No Credit

This group meets after school once a week and offers female students the opportunity to enrich their choral experience through the singing of literature composed for women's voices. The group routinely performs at concerts, competitions and NYSSMA major festivals.

Auditions are required for this ensemble.

WORLD LANGUAGE DEPARTMENT

The study of foreign languages will develop an awareness of other cultures and prepare students to participate in a modern, interdependent world. Adequate study will also develop an ability to communicate in a second language.

AMERICAN SIGN LANGUAGE

AMERICAN SIGN LANGUAGE 1 Full Year -1 Credit

This course has been designed to satisfy the New York State Regents requirement for Languages other than English (LOTE) credit. This course of ASL I is the first of a series of three sequential courses that will teach you introductory level vocabulary, basic grammatical structure and the cultural background needed to communicate with deaf individuals. Information that will be covered will include the language functions;asking for and giving information, making requests, giving directions, agreeing and disagreeing, expressing likes and dislikes as well as many other basic skills required to communicate on a rudimentary level. The multimedia exposure students experience in this class will help them better understand the deaf culture. ASL I offers students a variety of experiences that will increase their awareness of the world around them. Sufficient enrollment in ASL I classes along with ASL II and III will ultimately lead toward the offering of a Checkpoint B exam in American Sign Language III.

AMERICAN SIGN LANGUAGE 2 Full Year -1 Credit

This course is a study of more complex grammatical structures along with further vocabulary to develop proficiency in communication skills in ASL.

Prerequisite: Passing grade in ASL 1 and passing grade on the Checkpoint A exam (middle school). It is recommended that students score at least 80 on the Checkpoint A exam. Transfers from outside New York State must have earned a high school credit in ASL.

AMERICAN SIGN LANGUAGE 3 Full Year -1 Credit

This course is conducted mainly in ASL and students are required to communicate expressively and receptively in ASL. Advanced grammar is studied. Students will take the Checkpoint B exam at the end of the course which will award a Regents with Distinction diploma upon graduation.

MANDARIN CHINESE

ELEMENTARY MANDARIN CHINESE 1 Full Year – 1 Credit

This distance learning experience is designed for students with little or no Chinese language background. Students will acquire the necessary skills to communicate effectively in socially, culturally, and developmentally appropriate ways. As students develop their oral skills, they will be introduced to the writing of Chinese characters. In addition to developing their proficiency in the target language through activities which focus on all aspects of language learning: speaking, reading, writing, and listening, students will be able to understand and appreciate the cultural practices and perspectives of Chinese culture.

INTERMEDIATE MANDARIN CHINESE 2 Full Year – 1 Credit

This distance learning experience is designed for students to attain novice-mid to novice-high level proficiency through a standards-based approach. Students will acquire the necessary skills to communicate effectively in socially, culturally, and developmentally appropriate ways. Students will give brief oral reports and presentations in each thematic unit, and also write sentences in Chinese characters about the covered topic.

Prerequisite: Passing grade in Mandarin Chinese 1.

MANDARIN CHINESE 3 R Full Year-1 Credit

This distance learning experience provides Mandarin Chinese language instruction utilizing a variety of technologies including videoconferencing. Mandarin Chinese 3R is an intermediate level course in spoken and written Mandarin Chinese. Students will engage in widening their array of vocabulary, pronunciation skills, and conversational **s**kills**.**
An interactive and technology-rich approach will be used to build student confidence and skill in listening, speaking, reading, and writing. Students will learn about the culture, history and geography of China through their language-based studies. This course prepares students for the NYS Checkpoint B exam.
Prerequisite: Passing grade in Chinese 2.

MANDARIN CHINESE 4 - COLLEGE 1 Elementary Chinese 1 (CHN 101) and Elementary Chinese 2 (CHN 102)
Full Year-1 Credit
3 College Credits

College Mandarin Chinese 4 is a distance learning experience in spoken and written Mandarin Chinese which aims to develop the students' vocabulary, pronunciation, and mastery of simple conversations. The course consists of two semester-long courses offered through SUNY Orange County Community College: Elementary Chinese 1 (CHN 101) and Elementary Chinese 2 (CHN 102). Using an interactive language, the course expands students' ability to function in Mandarin, the predominant dialect of Mainland China, and at the same time offers students insight into Chinese culture. At the end of the course students will receive a total of six college credits (see OCCC on p. 13).
Prerequisite: 85 average in Chinese 3 or teacher recommendation.

MANDARIN CHINESE 5 - COLLEGE 2 Intermediate Chinese 1 (CHN201) and Intermediate Chinese 2 (CHN 202)
Full Year-1 Credit
3 College Credits

College Mandarin Chinese 5 is a distance learning experience that further develops the language and cultural foundations that were set in College Mandarin Chinese 4, including vocabulary, pronunciation, mastery of simple conversations, and use of Chinese in social situations. The approach is interactive and multimedia. The course consists of two semester-long courses offered through SUNY Orange County Community College: Intermediate Chinese 1 (CHN201) and Intermediate Chinese 2 (CHN 202). At the end of the course students will receive a total of six college credits (see OCCC on p. 13).
Prerequisite: 85 average in Chinese 4 or teacher recommendation.

SPANISH

SPANISH 1 Full Year – 1 Credit

An introduction to the Spanish sound system, basic vocabulary and grammatical structures along with customs and culture of Spanish speaking nations.

SPANISH 2 Full Year – 1 Credit

This course is a study of more complex grammatical structures along with further vocabulary to develop proficiency in communication skills in Spanish.
Prerequisite: Passing grade in Spanish 1 and passing grade on the Checkpoint A exam. It is recommended that students score at least 80 on the Checkpoint A exam. Transfers from outside New York State must have earned a high school credit in Spanish. Students who have not taken the Checkpoint A exam will be required to take a Spanish Placement exam.

SPANISH 3 R Full Year – 1 Credit

This course is primarily conducted in Spanish, and students are expected to communicate, read, and write in Spanish. Advanced grammar concepts are covered throughout the program.

Students will take the Checkpoint B exam at the end of the course which will award a Regents with Distinction diploma upon graduation.

Prerequisite: Strongly recommended that students earn at least an 80 in Spanish 2.

SPANISH 4 HONORS Full Year – 1 Credit

Conducted in Spanish, this course offers intensive training in modern spoken and written Spanish. Students will strive to read with understanding, write clearly and sustain a conversation in Spanish. An integral part of this course is introducing students to the use of Spanish in everyday life.

Prerequisite: 80 on the Spanish 3 Checkpoint B exam, teacher recommendation and an 80 average in Spanish 3.

SPANISH 5 - COLLEGE 1 and 2 Intermediate Spanish 1 (SPN201) and Intermediate Spanish 2 (SPN 202)

Full Year – 1 Credit

3 College Credits

These two semester-length courses are offered through Orange County Community College. The first semester is *Intermediate College Spanish II*: Students will concentrate on refining previously acquired linguistic skills, further understanding the formal structures of the language, and building cultural awareness. Authentic cultural and literary texts are introduced. The second semester is *Advanced Conversation and Composition*: This will be an intense study of selected topics allowing students to express themselves orally and through writing exercises. At the end of the year students will receive a total of 6 college credits through the State University of New York. Note: A student may choose to take the Advanced Placement exam in Spanish Language after completing Intermediate College Spanish II.

Prerequisite: 80 average in Spanish 4 or teacher recommendation.

SPANISH FOR NATIVE SPEAKERS Full Year - 1 Credit

This is a Checkpoint B level course for native Spanish speakers that will serve as a substitute for level 1, 2 and 3. This course will be conducted in Spanish and will focus on a variety of topics to enhance the understanding of language, culture, literature, art and history of hispanic culture around the world including the United States. In this course we will read several novelas and we will learn about the different countries and their influence in the United States. We will continue to develop reading, writing, listening and speaking skills in Spanish.