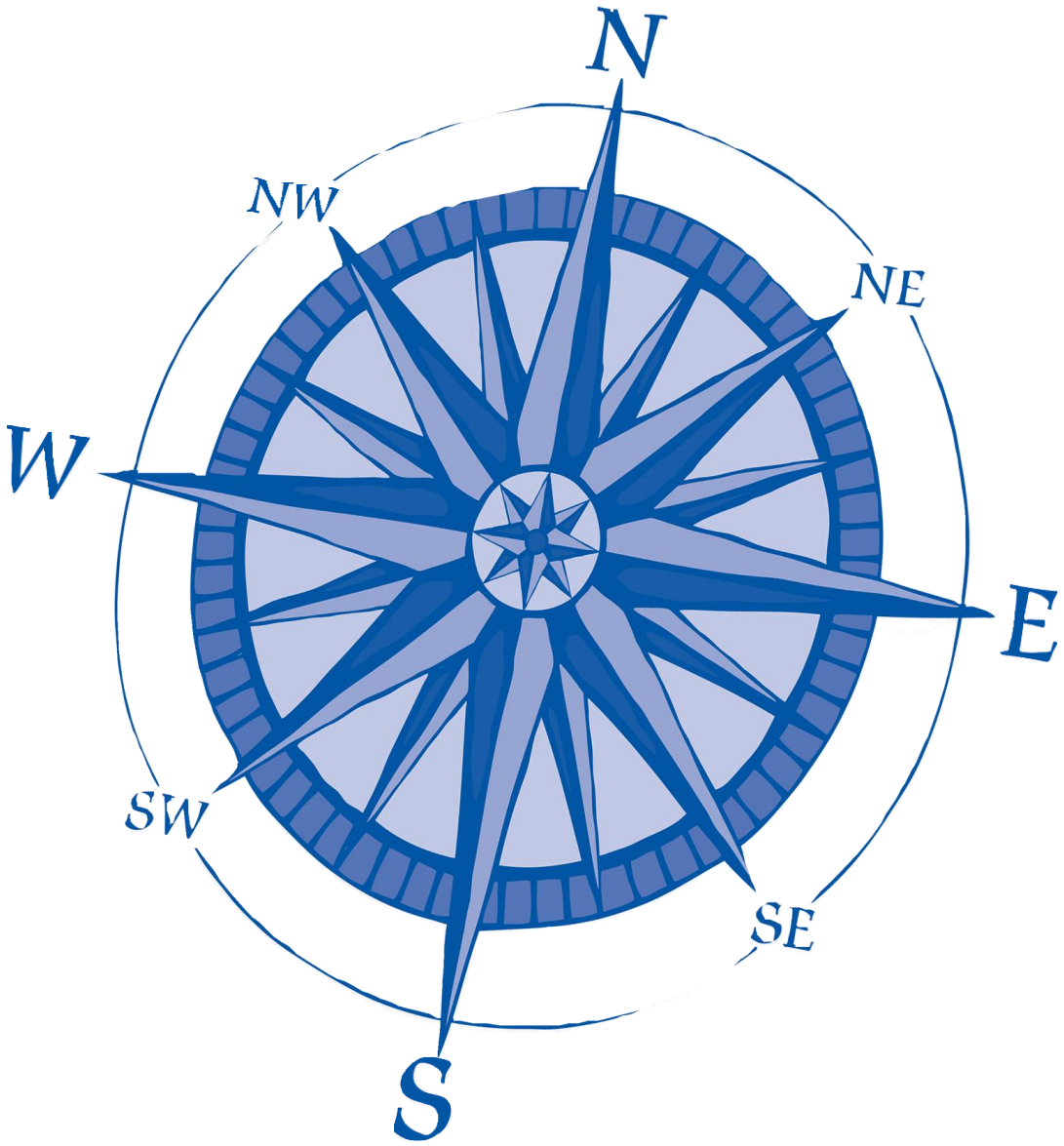
North Salem School District



High School Course Guide

2026-2027

COURSE DESCRIPTION CATALOG

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Dear Student,

This booklet contains a list of all the courses available to you at North Salem High School. Please read it carefully so that you can make wise choices for the upcoming school year. It is advisable that you carry a full program so that you can explore various subjects and career alternatives. Please consider these points: Which courses will be most helpful in planning your college/employment career? Which courses are best suited to your academic ability? Which courses will help you to improve an area of weakness? Please discuss your choices with your parents and teachers. We will do our best to accommodate your course selections.

Sincerely,
Your School Counselors

NORTH SALEM CENTRAL SCHOOL DISTRICT MISSION AND BELIEFS

North Salem High School will engage students to continuously learn, question, define and solve problems through critical and creative thinking.

In pursuit of this, we believe that:

- All students are capable of learning.
- All students are supported and challenged to continuously improve.
- Academic, intra and interpersonal skills are essential for success.
- The learning environment must be safe, ethical and respectful.
- Everyone in the community shares responsibility for student development.
- We must continue to hire and retain staff of the highest quality.
- Collaboration, data and evidence guide decision-making.

STUDENT GOALS

- Students will develop tolerance, compassion and appreciation for diversity in order to be constructive members of society.
- Students will be able to assess personal skills, aptitudes and abilities, in order to make informed decisions, recognize excellence and develop the courage and comfort to take risks when striving for highest achievement.
- Students will develop competence in self-management, develop skills for long-term planning to accomplish multiple tasks and take responsibility for achieving goals.

HIGH SCHOOL PHILOSOPHY

North Salem High School is dedicated to fostering a love of learning while promoting excellence in the educational process. The school provides students with the knowledge, skills and positive attitudes necessary to make the transition to a productive, caring and responsible adulthood. North Salem High School promotes the ideals of good citizenship, stresses ethical values and transmits our multicultural heritage, enabling all students to be committed participants in a democratic society.

North Salem High School recognizes and supports the uniqueness of each individual. The school strives to provide each student with the appropriate opportunity to develop intellectually, emotionally, physically and socially to their maximum potential in an atmosphere which fosters independent thought and actions. The following goals structure the school's efforts to assist all students in experiencing success both during and after their high school years.

GOALS

- To maintain an atmosphere which provides support yet fosters independent thought and action, which will enable the student to become a productive citizen.
- To organize instruction in order to develop appropriate communication, mathematical and reasoning skills essential to live a full and productive life.
- To promote lifetime learning patterns that will enable the student to adapt to the new demands, opportunities and values of a changing world.
- To acquire the appropriate knowledge and attitudes to maintain one's mental, emotional and physical health in order to develop the capacity for creativity, recreation and self-renewal.
- To foster an understanding of human relations – respect for and ability to relate to other people in our own and other nations – including those of different sex, religious origins, racial backgrounds, cultures and aspirations.
- To understand the processes of developing values – particularly the formation of spiritual, ethical and moral values which are essential to individual dignity and a humane civilization.
- To recognize the individual abilities and learning styles of each student and to provide the means necessary for each to achieve their full potential.
- To encourage the development of a career plan perspective and goals necessary to secure employment and perform work in a manner that is gratifying to the individual and to those served.
- To develop an understanding of the processes of effective citizenship to foster responsibility in the school and in the community.
- To foster knowledge of the interdependence between people and their environment to develop a lifelong sense of ecological responsibility.

HOW TO USE THIS GUIDE

This guide, published by the School Counseling Department, in cooperation with the faculty, contains all of the essential information you need to plan your academic schedule for the school year.

PLANNING YOUR PROGRAM

Planning the courses you will take each year requires serious thought. Underclassmen especially should consider a four-year plan, which is based on carefully considered and realistic personal goals. Throughout high school, your counselor can help you develop these plans. Your current teachers have recommended courses for the next school year. Some courses have prerequisites and academic requirements for admission. High school students meet with their counselor in early spring to discuss courses for the following year.

DROPPING OR CHANGING COURSES

If you are considering any change in your course schedule, every effort should be made to accomplish it early in the school year. All course changes require a parent signature of approval.

Students enrolled in full-year courses may drop a course with no entry made on their transcripts, if they do so **prior to the end of the seventh week of school**. Students seeking to drop the course beyond the end of that deadline will have an entry of drop-pass or drop-fail on their transcripts.

No full-year course can be dropped after 30 weeks.

Students may add a course during the first three weeks of a full-year course and during the first two weeks of a semester course.

AP EXAM FEE SCHEDULE

AP Exam Fees for 2026-2027 school year are not finalized yet.

The College Board is now requiring that school districts must order all AP exams scheduled to be taken in May, by **November 15th** each year.

During the 2025-2026 school year, all exams ordered on time cost $99 per exam. If a student qualifies for the free/reduced lunch program, they are eligible for a fee waiver(s) for their AP exam(s). If a student enrolled in an AP course after November 15th, they incurred an additional $40 late order fee imposed by the College Board for a total of $139 per exam. If an exam was ordered for a student and the exam was unused or cancelled the student was responsible for paying the unused/cancelled exam fee of $40 imposed by the College Board. Students transferring in or out of North Salem after the deadline did not incur the fee.

GRADE APPEALS: Please note that all appeals regarding a final grade must be submitted by July 15th.

REPEATING A COURSE OR REGENTS EXAM
Students may elect to retake a course or Regents exam, but will receive credit once. If a student retakes a Regents exam in August and achieves a higher grade then in June, the new grade will be used to re-calculate the final course average. Any time a Regents exam is taken again after August, the higher exam grade will appear on the transcript (though the final grade will not be recalculated).

MINIMUM NUMBER OF COURSES: All students must take the equivalent of five courses each semester plus physical education.

PROMOTION REQUIREMENTS: Eighth-grade students must successfully complete a **minimum** of four of the five basic courses (English, mathematics, science, social studies, and world language) to earn promotion to the next grade level. High school students must earn the following number of credits to earn sophomore, junior or senior status:

Grade 10 – Four credits (including English 9 and Global Studies I)
Grade 11 – Nine credits (including English 10 and Global Studies II)
Grade 12 – Fourteen credits (including English 11 and U.S. History)

We **strongly** urge any student who fails a course to attend summer school. It is extremely difficult for a student to make up a failed course during the school year.

Course requests will be available for parents to review on Parent Portal during the 3rd marking period.

INDEPENDENT STUDY: Students who have an interest in a particular area of study which is not offered in our curriculum may want to consider study of that course on an independent basis. Credit will be granted providing the student works under the direction of a teacher who agrees to monitor the progress made during the independent study process. Independent study for courses required for graduation must follow the regulations set forth by the State Education Department of New York. Final approval for these courses is at the discretion of the Building Principal.

AWARDING CREDIT: The granting of credit will not be based solely on a Regents examination or final exam score, but on a passing final average. Regents and final exams account for 10% of the final average for a class.

SCHEDULING GUIDELINES
Every effort is made to tailor a schedule to individual needs. Your counselor will meet with you each year to conduct an annual review of your program and progress. This is an excellent time to look ahead at your goals. Having a long-range goal in mind, whether it is a particular career, a certain type of college or a specific job, helps considerably when you make decisions about which course to take.

There are some general guidelines one should follow throughout the process. First, if you are considering college of

any type, enrolling in the most challenging courses possible is recommended. Second**,** if you know far enough in advance of graduation that you are not planning to attend college, it is most important to develop a skill before graduation. Having a high school diploma is not enough; our increasingly complex and technological world demands job skills. It is possible to build enough skills for an entry-level job upon graduation through PNWBOCES (see list of Tech Center courses).

REGENTS DIPLOMA REQUIREMENTS

	Units of Credit
English	4
Social Studies	4
Mathematics	3
Science	3
World Language	1
Health	0.5
Art/Music	1
Physical Education	2
Electives	3.5
	22 units

(SEE CHART FOR MORE INFORMATION)

CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT CLASSES

North Salem Middle/High School, in keeping with the vision of the North Salem School District, seeks to help students set challenging goals and plans for themselves, and strives to support them in their work to be motivated and competent learners. To that end, the criteria for enrollment in Honors and Advanced Placement courses at North Salem High School is designed to encourage the participation of capable learners in the challenges of the Honors or Advanced Placement curriculum, while at the same time ensure that the rigor of the course of study can be maintained.

To enroll in Honors and Advanced Placement courses, students must qualify by earning a total of 2 points according to the rubric outlined below:

- Earn minimum of 90 percent on the Regents exam or final exam in the previous course. 1 point
- Earn minimum of 90 percent course average in the previous heterogeneous or Regents level course or earn minimum of 85 percent course average in the previous Honors level course. 1 point
- Earn the recommendation of the teacher based on teacher-developed criteria. 1 point
- Demonstrate mastery on a placement test developed by the department. 1 point

Total points required to enroll = 2 points

All students in AP classes are expected to take the AP exam in May. AP Exam fees must be assumed by the student. The AP designation will be removed from the transcript should a student refuse to take the AP exam. For seniors, a revised transcript will be sent to colleges

COURSE ALTERNATIVES

North Salem High School offers a variety of alternatives to the full five-course schedule to qualified students. Some of these alternatives are listed below. With proper planning and supervision, these experiences can be both satisfying and enriching. Reasonable alternatives proposed by a senior but not listed below will be given serious consideration. The

only limit to the alternatives is individual imagination. These alternatives, however, cannot replace requirements.

Some examples of appropriate alternatives include: BOCES New Visions, courses at area colleges and a foreign exchange student program. Students considering alternatives should consult early with their school counselor.

EARLY GRADUATION

We believe that students benefit from the academic and social skills that are continually developed in the total four-year high school experience. Therefore, we do not recommend that students exercise the option of early graduation. However, we recognize that special circumstances exist in which early graduation may in fact be in the best interest of the student.

Students considering early graduation must schedule an appointment with their school counselor by May 1 of their sophomore year to review credits and graduation requirements. A letter from the student's parent or guardian requesting this option is required at that time. Students considering this option will be required to meet the requirements for graduation during the junior year. Other course requirements may be met through enrollment in a college or university course at the family expense. A course description must be submitted and the course must be approved by the director of counseling and the high school principal before enrollment.
In unusual circumstances, students will be required to complete participatory government and economics, as well as all other courses required for graduation during the first semester of the senior year.

COMMUNITY SERVICE

We believe in the value of student service to school and community. As a result, we encourage students in grades 9-12 to participate in our Community Service Program. Participation in this program requires that students take action to assist others rather than themselves. Such action can occur during or after school hours and is conducted on a volunteer basis (without pay). Students completing 130 hours or more of community service in an academic year will be recognized at our Awards Program in the spring.

Interested students should complete a community service form. Forms are online on the North Salem website under the student tab. Completed forms are due in April.

RECOGNITION FOR ACADEMIC EXCELLENCE

Valedictorian/Salutatorian

The valedictorian and salutatorian of the graduating class is determined after 14 quarters (3 ½ years). To be eligible for valedictorian or salutatorian, a student must be a full time North Salem student for at least eight consecutive quarters, beginning with and including MP3 of sophomore year. Only North Salem courses will be awarded numeric grades.

Honor Rolls

Based on their academic average determined by all subjects except for physical education, students are recognized for their achievement through enrollment in the following honor rolls:
Principals' List – Average of 95 and above High Honor Roll – Average of 90–94 Honor Roll – Average of 85–89

English National Honor Society

A minimum weighted numerical grade point average in core English classes (English 9/9H, English 10/10H, English 11/11AP) of 90 percent for the first five semesters of high school.

- An overall weighted academic average of 90 percent.
- Two English teacher recommendations.

International Thespian Society

The International Thespian Society is an honor society for high school theatre students, recognizing achievement in theatre. It is a division of the Educational Theatre Association. Criteria for admission to the International Thespian Society is as follows:

- Students must be in grades 9, 10, 11, 12

- Students must complete at least 100 hours of excellent work in theatre - onstage or backstage over the course of at least two North Salem productions - to be inducted
- Students continue to accrue points to advance in the society after induction
- Evidence of character must also be present, including, but not limited to:
    - work ethic in rehearsal
    - preparation between rehearsals
    - professional attitude in performance

Math National Honor Society
The North Salem Math National Honor Society recognizes achievement, encourages scholarship and promotes enjoyment of mathematics among high school students.
Criteria for the Math National Honor Society are as follows:

- Overall academic average of 90 percent (weighted) or higher.
- Average of the grades for all high school math classes must be 92 (weighted) or higher.
- At least four years of college-preparatory mathematics must be completed at the high school level (including courses leading to algebra, geometry, algebra II/trig, pre-calculus, calculus, or financial literacy).
- Two teacher recommendations, including one from a mathematics teacher.
- Mathematical scholarship must continue to be demonstrated to maintain membership.
- Members will encourage other students in their study of mathematics through example and through service projects, such as peer tutoring

National Art Society Requirements
Open to sophomores, juniors and seniors.
Students must apply for membership annually; membership does not carry over from year to year.

- Students have a minimum 88 weighted average in all courses.
- Students have a weighted average of 90 or above in art courses; students not currently in visual arts courses may join as long as they fulfill other requirements of the society.
- Two Art teacher recommendations.
- Maintaining membership requires regular attendance at meetings, at least one monthly meeting must be attended.
- Maintaining membership requires participation in 50% of activities, projects, and fundraising.
- Members must reply to all e-mails that request a reply sent by advisor and officers.
- Students must be a member in good standing for two years to wear an honor cord at graduation.

National Honor Society
The purpose of the North Salem National Honor Society shall be to stimulate a desire to render service, promote worthy leadership, and encourage the development of character.

Criteria for admission and ongoing membership:

- Sophomore, junior or senior
- Minimum cumulative unweighted average of 92
- Exhibiting quality of character, leadership, and citizenship
- Candidacy process involves approval by the NHS faculty council
- Attendance at monthly meetings, educational, and service events
- Individual participation in self-directed, ongoing approved service activities
- Participation in numerous whole group NHS projects

National Social Studies Honor Society
The mission and the purpose of North Salem High School's chapter of Rho Kappa, the National Social Studies Honor Society, is to promote scholarship and to recognize academic excellence in social studies among North Salem

High School students, to provide opportunities for exploration in the social studies in secondary school environments and the community, and to encourage interest in, understanding of, and appreciation for the social studies.

Candidates for membership must have been in attendance at North Salem High School for the equivalent of one semester prior to being considered, and must have completed two core courses in the field of social studies and be prepared to complete at least three core courses. The candidate's cumulative weighted high school GPA must be 90% or higher, and their cumulative weighted GPA for high school social studies classes must be 92% or higher. Applicants must receive letters of recommendation from one current social studies faculty member as well as one other faculty member from North Salem High School. The application process will require candidates to also show participation in activities that demonstrate civic / community / school engagement and their desire and aspiration to be a member of the organization. Finally, a 250-word reflection (typed, double-spaced) on the following statement is required: "How can I best use my talents to engage myself and others to better my community, school, and nation?"

Science National Honor Society

The purpose of the Science National Honor Society is to encourage participation in and recognition of scientific and intellectual thought. It is to advance the students' knowledge of classical and modern science, to communicate with the scientific community, and to aid the civic community with its comprehension of science. It is to encourage students to participate in community service and, in turn, encourage a dedication to the pursuit of scientific knowledge that benefits all mankind.

Criteria for students to be accepted into the Science National Honor Society:

- Student must be a current Junior or Senior
- Student must have and maintain an overall GPA of at least 85%
- Student must have and maintain a science GPA of at least 90%
- Student must be currently enrolled in a science course

NORTH SALEM CO-CURRICULAR ACTIVITIES

This is a year to year decision based on student enrollment.

Amnesty International
Art Club
Art Honor Society
Drama Club
Environmental Club
Golden Stage Society
International Club
Junior Class
Math Club
Math Honor Society
Model U.N.
National English Honor Society
National Honor Society
Podcast Club
Rho Kappa/National Social Studies Honor Society
SAFE
Science Honor Society
Senior Class
Student Council
Technology Education Club
Thespian Honor Society
Tiger Times Newspaper
Video Broadcasting Club
Warr;ors
Yearbook

Updated June 2022

New York State Diploma Requirements Applicable to All Students Enrolled in Grades 9-12

Credit Requirements

(Apply to all diploma types: local, Regents, Regents with advanced designation)

	Minimum number of credits
English	4
Social Studies *Distributed as follows:* *U.S. History (1)* *Global History and Geography (2)* *Participation in Government (½)* *Economics (½)*	4
Science *Distributed as follows:* *Life Science (1)* *Physical Science (1)* *Life Science or Physical Science (1)*	3
Mathematics	3
World Languages	1(**)
Visual Art, Music, Dance, and/or Theater	1
Physical Education *(participation each semester)*	2
Health	½
Electives	3 ½
Total	**22**

(**)Students with a disability may be excused from the requirement for 1 unit of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate.

1.) **Pathways**

A student must either:

- earn the Seal of Civic Readiness; or
- pass an additional Regents Exam or Department Approved Alternative in a different course (English, mathematics, science, or social studies); or
- pass a Department Approved Pathway Assessment (Arts, CDOS, World Languages); or
- successfully complete a NYSED-approved CTE program, including the associated 3-part technical assessment; or
- successfully complete all the requirements for earning the CDOS Commencement Credential.

Beginning in fall 2022, a select number of NYS schools will pilot the Individual Arts Assessment Pathway (IAAP). Reference Multiple Pathways and Department Approved Alternative Examinations.

2.) **Traditional Appeals**

All appeals are subject to local district approval. Reference: Appeals, Safety Nets, and Superintendent Determination

3.) **Special Endorsements**

Honors: A student earns a computed average of at least 90 on the Regents Exams applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for Regents Exams. The locally developed Checkpoint B examination in World Languages 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 Exams and/or 3 science Regents Exams.

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 a Department approved CTE program including the 3-part technical assessment.

Seal of Biliteracy: A student meets the criteria for earning the NYS Seal of Biliteracy.

Seal of Civic Readiness: A student meets the criteria for earning the NYS Seal of Civic Readiness.

Reference the Endorsements and Seals webpage or NYS Diploma/Credential Requirements for additional information related to awarding special endorsements to students with exam exemptions due to COVID-19.

4.) **World Languages Exemption**

Students with a disability may be excused from the required units of credit in World Languages if so indicated on their IEP, but they must still earn 22 units of credit to graduate. Such student who seeks a Regents diploma with advanced designation does NOT have to complete the 5-unit sequence in the Arts or CTE in lieu of the sequence in World Languages in order to meet the assessment requirements for the advanced diploma.

5.) **Superintendent Determination of a Local Diploma**

Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. Reference: Appeals, Safety Nets, and Superintendent Determination

6.) **Flexibilities due to the COVID-19 Public Health Emergency**

Exemptions: Students granted an exemption from any exam due to COVID-19 are not required to pass such specific exam to meet the assessment requirements for any diploma type. Reference the following FAQs: June/August 2020, January 2021, June/August 2021, and January 2022

Special Appeals: Eligible students may use lower scores (50-64) on Regents Exams taken during the 2021-22 or 2022-23 school year to meet the assessment requirements for any diploma type. Reference: Special Appeals Memo and FAQ.

Special Determination: Students who are scheduled to graduate in **June 2022** and either do not qualify for a Special Appeal or who are unable to participate in one or more required Regents Exam(s) because of illness, including isolation restrictions due to COVID, may request a Special Determination to Graduate with a Local Diploma in June 2022.

7.) **Exemptions from the Regents Exam in US History and Government (Framework)**

Eligible students shall be granted an exemption from the June 2022, August 2022, or January 2023 Regents Exam in US History and Government (Framework). Reference: FAQ on Cancellation of Regents Exam in US History and Government (Framework)

Updated June 2022

Assessment Requirements

	Regents Diploma for **All Students**		Regents Diploma via Appeal for **All Students**		Local Diploma via Appeal for **All Students**		Local Diploma for **Students with a Disability**		Local Diploma via Appeal for **English Language Learners**	
REGENTS EXAM or passing score on a Department approved alternative	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score	# of Exams	Passing Score
English Language Arts (ELA)	1	65[!]	1	1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65[!] or above	1	2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65[!] or above	1	55[*^]	1	Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65[!] or above, OR 1 Regents exam with a score of 60-64 and the ELA Regents with a score of 55-59 for which appeals have been granted for both by the district, and the remaining Regents exams with a score of 65[!] or above [†]
Math	1	65[!]	1		1		1	55[*^]	1	
Science	1	65[!]	1		1		1	55[*^]	1	
Social Studies	1	65[!]	1		1		1	55[*^]	1	
Pathway *(See note 1 on reverse side)*	1 or CDOS	65[!] if Regents Exam	1 or CDOS		1 or CDOS		1 or CDOS	55[*^] if Regents Exam	1 or CDOS	
Compensatory Safety Net	*Non-Applicable*		*Non-Applicable*		*Non-Applicable*		Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65[!] or above on another required Regents exam including ELA and Mathematics.		*Non-Applicable*	

Regents Diploma with Advanced Designation

Students seeking the Regents diploma with advanced designation must:

- Meet the credit and assessment requirements for a Regents diploma; and
- Pass **two additional** Regents **exams** or Department approved alternatives **in mathematics**; and
- Pass **one additional** Regents **exam** or Department approved alternative in **science**
  - students seeking advanced designation must pass at least one Regents exam or Department approved alternative in both sciences (**one life** and **one physical**); and
- Complete a **sequence**:
  - earn an additional 2 units of credit in World Languages and pass a locally developed Checkpoint B World Languages examination, or
  - complete a 5 unit sequence in the Arts, or
  - complete a 5 unit sequence in CTE.

Assessment Combinations for Advanced Designation

Traditional Combination	ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science (1 life science, 1 physical science) = 8 assessments
Pathway Combination (other than STEM)	ELA, 1 social studies, 3 math, 2 science (1 life science, 1 physical science), 1 Pathway (other than science or math) = 7 (+Pathway) or 8 assessments.
STEM (Mathematics) Pathway Combination	ELA, 1 social studies, 4 math[‡], 2 science (1 life science, 1 physical science) = 8 assessments.
STEM (Science) Pathway Combination	ELA, 1 social studies, 3 math, 3 science (at least 1 life science, at least 1 physical science) = 8 assessments.

* A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. Reference New York State Diploma/Credential Requirements: Local diploma for Students with Disabilities.

^ In the event a student with a disability is unable to attain a passing score on any Regents examination, the student may be eligible for a Superintendent Determination of a local diploma. Reference Appeals, Safety Nets, and Superintendent Determination.

† English Language Learners seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible if they entered the United States in grade 9 or after and were classified as an English Language Learner when they took the test the second time. Reference New York State Diploma/Credential Requirements: Local diploma for English Language Learners.

‡ The 4th mathematics examination can be selected from the list of Department Approved Alternative Examinations.

! For the purposes of determining a student's diploma type, exemptions and Special Appeals should be considered passing scores. Both exemptions and Special Appeals may be applied to all diploma types.

POTENTIAL COURSE OFFERINGS

ENGLISH
*English 9
*English 10 Honors
*English 10
*AP English Language and Composition
*English 11
*AP English Literature and Composition
*English 12
*Creative Writing I & II
Behind the Screen: Film Criticism and Appreciation
*Modern Topics in Debate
Introduction to Drama
*Eastern and Western Philosophy

MATHEMATICS
*Algebra
Topics in Geometry
*Geometry
*Geometry Honors
*Algebra II
*College Algebra I
*College Algebra II
Discovering Computer Science
*Algebra II Honors
*Pre-Calculus
*College Calculus
*AP Calculus (AB)
*AP Calculus (BC)
*CS100 Python
*AP Computer Science Principles
*Statistical Applications and Modeling
Financial Literacy

MUSIC
Music and Video Production and Analysis I
Music and Video Production and Analysis II
High School Concert Band
Foundations of Music
High School Madrigal Choir
Musical Theater Performance I
Musical Theater Performance II
Music Theory I
Music Theory II
AP Music Theory
Jazz Ensemble

PHYSICAL EDUCATION
Varsity Options for Juniors/Seniors

Alternative PE Program
High School PE Health

SCIENCE
*Physical Setting/Earth Science Regents
*Living Environment/Biology Regents
*Living Environment/Honors Biology Regents
*Chemistry
*Honors Chemistry
*Physics
*Applied Chemistry
*AP Biology
*AP Chemistry
*AP Physics 1
* AP Environmental Science
*Anatomy and Physiology
*Applications of Forensic Science
*Methods of Forensic Science
*Scientific Research – Introductory, Intermediate, Advanced
*Advanced CSI

SOCIAL STUDIES
*Global History I
*Global History II
*AP European History
*U.S. History & Government
*AP U.S. History
*Participation in Government
*Economics
*AP World History: Modern
*Psychology
*Human Rights Issues of the 20th and 21st Centuries
*Human Rights II - Activism in the 20th and 21st Centuries
*U.S. Military History
*Law Studies

O.P.T.I.O.N.S. – 12th Grade
P.L.A.C.E.

SPECIAL PROGRAMS
English (Grades 9-12)
Science (Grades 9-12)
Math (Grades 9-12)
Global History and Geography I (Grade 9)
Global History and Geography II (Grade 10)
U.S. History/Government (Grade 11)
Government (Grade 12)
Economics (Grade 12)
Academic Support (Grades 9-12) non-credit bearing

TECHNOLOGY
Architectural Drafting I
Energy & Power
*Principles of Engineering
Basic Woodworking
Intermediate Woodworking
Engineering II

VISUAL ARTS
Studio in Art
Drawing/Painting I
Drawing/Painting II
Digital Photography I
Digital Photography II
Studio in Media Arts I
Studio in Media Arts II
Studio in Media Arts III
Creative Crafts
AP Studio Art (in 2-D)
Animation and Motion Graphics

WORLD LANGUAGES
*French I
*French II
*French III
*French III Honors
*French IV/SUNY UHS I
*French IV Honors/SUNY UHS I
*French V/SUNY UHS II
*AP French Language and Culture
*Spanish I
*Spanish II
*Spanish III
*Spanish III Honors
*Spanish IV/SUNY UHS I
*Spanish IV Honors
*Spanish V/SUNY UHS II
*AP Spanish Language and Culture
SUNY Albany – University in High School (UHS) Program

***Core Courses for NCAA**

Click for:
PNW BOCES course offerings

POTENTIAL ELECTIVE COURSE SELECTIONS

Please be aware that some courses may not be offered due to low enrollment numbers or teacher availability

English

_____ Creative Writing I (1/2 cr.)
_____ Creative Writing II (1/2 cr.)
_____ AP English Language (1 cr.)
_____ AP English Literature (1 cr.)
_____ Behind the Screen (1/2 cr.)

General

_____ P.L.A.C.E

Math

_____ Discovering Computer Science (1 cr.)
_____ AP Calculus AB (1 cr.)
_____ AP Calculus BC (1 cr.)
_____ Financial Literacy (1 cr.)
_____ CS Python and Multimedia (1 cr.)

Music

_____ Music and Video Production & Analysis I, II, III (1/2 cr.)
_____ Musical Theory (1/2 cr.)
_____ Concert Band (1 cr.)
_____ Madrigal Choir (1 cr.)
_____ Foundations of Music (1 cr.)
_____ Jazz Ensemble (1/2 cr.)

Science

_____ Anatomy and Physiology (1/2 cr.)
_____ Methods of Forensic Science (1/2 cr.)
_____ Application for Forensic Science (1/2 cr.)
_____ Applied Chemistry (1 cr.)
_____ Advanced CSI (1 cr.)
_____ Scientific Research – Introduction (1 cr.)
_____ Scientific Research – Intermediate (1 cr.)
_____ Scientific Research – Advanced (1 cr.)
_____ AP Biology (1 cr.)
_____ AP Chemistry (1 cr.)
_____ AP Physics I (1 cr.)
_____ AP Environmental Science (1 cr.)

Social Studies

_____ Human Rights (1/2 cr.)
_____ Psychology (1/2 cr.)
_____ AP European History (1 cr.)
_____ AP US History (1 cr.)
_____ AP World History (1 cr.)

Technology

_____ Energy & Power (1 cr.)
_____ Principles of Engineering (1/2 or 1 cr.)
_____ Woodworking (1 cr.)

Visual Arts

_____ Digital Photo I (1/2 cr.)
_____ Digital Photo II (1/2 cr.)
_____ Media Arts I (1 cr.)
_____ Media Arts II (1/2 cr.)
_____ Media Arts III (1/2 cr.)
_____ Creative Crafts (1 cr.)
_____ Studio in Art (1 cr.)
_____ Drawing and Painting I (1 cr.)
_____ Drawing and Painting II (1 cr.)
_____ AP Studio Art (1 cr.)
_____ Animation and Motion Graphics (1/2 cr.)

World Language

_____ Spanish 1 (1 cr.)
_____ AP Spanish (1 cr.)
_____ AP French (1 cr.)

COURSE DESCRIPTIONS

The following is a comprehensive list of course descriptions for all approved courses at the North Salem MS/HS. Course offerings vary from year to year dependent upon student enrollment.

ENGLISH DEPARTMENT PHILOSOPHY AND GOALS

Through a cognitive approach to literary analysis, the English Department's focus is to incorporate a wide array of resources including fictional text, literary non-fiction, and student generated conceptual insights to engage students to think effectively (in both written and oral forms) and solve the inherent problem of literary interpretation. Using both State and National standards as frameworks, the Department's focus remains directed towards bolstering students' capacities to critically and creatively think about how the study of literature impacts one's understanding of the "human condition." The North Salem Mission contends that a conscious attempt to use thinking skills as a guiding lens for academic focus provides the greatest return in terms of meaningful, long-lasting student learning and is the most effective way to prepare students to excel on formalized State and National assessments. Research clearly illustrates that students' capacity to critically and creatively think to solve problems is directly correlated to their academic performance, in both structured and unstructured settings. The use of literary analysis as the vehicle to improve students' problem solving and thinking skills is tangibly linked to the expectations conveyed by the North Salem Mission. The processes associated with literary analysis takes many forms requiring metacognitive reflection of author's purpose as suggested by literary technique and supported by textual evidence. Through use of sound pedagogical practices and careful consideration of multiple interpretations (formal critical analysis, student- generated interpretations, and historical theoretical underpinnings), our focus inexorably connects student performance with the North Salem Mission.

COURSES

CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT CLASSES.

English 9

This course concentrates on literary genres. Research skills are reinforced. Vocabulary is gleaned from literature and outside sources. Since students are grouped heterogeneously, major emphasis is placed on writing skills and grammar in the context of writing. A wide array of supplemental reading sources are considered as well as several major works, and four student-choice selections. Character analysis studies from the various works are developed in expository essays. A Shakespearean unit is introduced featuring the tragedy *Romeo and Juliet.* A group of teachers is currently working on the criteria for a grade 9 student to earn an Honors distinction. This criteria will not be determined until the end of the 2025-26 school year but will be shared with each Grade 9 English class in the beginning of the 2026-27 school year.

English 10 Honors

English 10 Honors is for a select group of honors students who already exhibit advanced skills in writing and reading. Emphasis is placed upon independent study skills, composition, classical literature, and formal research. Students complete interdisciplinary English social studies writing/research projects. Several major literary essays are assigned and monitored throughout the various phrases from thesis formulation to finished product. The Honors program introduces the use of literary criticism. A wide array of supplemental reading sources are considered, and two student-choice books. Students in this course will take the New York State ELA Regents Exam.

English 10
English 10 is a heterogeneous program designed to develop proficiency in reading and writing skills. A generic approach to literature is used. Short stories, nonfiction, poetry and fantasy units are featured. Character analysis and theme comparison papers are monitored at every stage leading to an acceptable first draft. A wide array of supplemental reading sources are considered, as well as several major works and student-choice books. Students complete interdisciplinary English and social studies writing/research projects. Students in this course will take the New York State ELA Regents Exam.

AP English Language and Composition
The students recommended for the grade eleven Advanced Placement English Language course have demonstrated superior writing ability and consistent motivation. This college-level course concentrates on the art of prose writing in a variety of forms on a variety of subjects, with a specific emphasis on the study and writing of analytic or persuasive essays on nonliterary copies. A wide array of supplemental reading sources are considered, as well as primary texts. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

English 11
Listening skills, vocabulary, reading comprehension and interpretation, usage, study skills, literature and composition, and research skills are components of English 11. Units of SAT prep focus on vocabulary development to improve performance on the national exam. A wide array of supplemental reading sources are considered, as well as key literary works.

AP English Literature and Composition
The students recommended for the grade twelve Advanced Placement English Literature course have demonstrated superior writing ability and consistent motivation. This college-level course concentrates on World Literature from the sixteenth century to present. A wide array of supplemental reading sources considered, as well as several major selections. Analysis of poetry and the essay form (sensitivity to audience, purpose, tone, and diction) receive heavy emphasis. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

English 12
This course focuses on "point of view" and includes a key unit on "voice"/narrator in the short story. Modern Literature is emphasized. A wide array of supplemental reading sources are considered, as well as key literary works. Writing skills include persuasive writing and experimentation with point of view and "voice" in narrative writing. Short research papers emphasize skills of formulation of a thesis statement, developing an outline, using quotes, etc. "Writing-to-a-prompt" exercises prepare for college "blue-book" essay writing. Oral communication skills are an essential component to provide support to seniors for their final presentations. For any student enrolled in O.P.T.I.O.N.S., English 12 will end in April.

Creative Writing I & II
Develop your personal writing skills. Here is a creative outlet for the student writer. Students will produce an original illustrated children's story, write original narratives, describe real-life experiences, create fables and tall tales, and write dialogues and TV scripts. Class members will share responses with each other. During the second semester, students may opt to create longer writing selections or alternative writing tasks.

English A.I.S.
English A.I.S. exists to assist identified students in the heterogeneous ninth, tenth, eleventh, and twelfth grades who might benefit from curriculum and skills reinforcement. If scheduling permits, students meet with a staff member in small groups and receive support affording them the opportunity to progress in the regular classrooms. Extra credit toward the regular English quarterly grade is derived from effort and performance in the support classes and based on the number of scheduled sessions attended during a six-day cycle. The curriculum develops skills and supports classroom tasks. Close communication on student progress is maintained between the course support teacher and

regular classroom teacher. If a student's quarterly grade reaches 85% as a result of extra credit from A.I.S., the student will have the option of dropping the A.I.S., or continuing (if he or she wishes) but without the bonus points.

Behind the Screen: Film Criticism and Appreciation
Why do movies make us laugh or cry, feel tense or exhilarated? This course will explore the movies by evaluating the cinematic, dramatic, and literary techniques, as well as the historical context, of various films. Each student will take the role of critic as they watch eight to 10 full-length films, giving their own thumbs-up or thumbs-down to each movie. This course will also include the examination of various film roles (acting, directing, editing, etc.) and the study of film lingo (by reviewing key scenes from many films).

Public Speaking Through Film
This course will serve as an introduction to film appreciation and analysis. Students will view a selection of films and analyze aesthetic elements such as cinematography, editing, sound, script, acting and direction. The study of film may also include contexts such as cultural roles, genre, political issues, economics, ethics and history. Students will analyze the films by actively participating in class discussions, writing critical reviews and conducting research. In addition, students will be expected to analyze various aspects of films in the form of speeches. This course teaches the use of verbal communication to organize and deliver effective oral presentations. Additionally, this course will provide students with the tools necessary to overcome any fears associated with public speaking in order to communicate more effectively. Students will identify and develop their unique speaking style, and will learn the accepted practices for public speaking and the many ways it can affect their personal and professional life.

Modern Topics and Debate
This course uses current arguments within the media as a foundation from which the class will engage in high level debate. Bias, propaganda, rhetoric and cognitive dissonance will be explored as a way to make sense of one's own thinking and perspective.

Introduction to Drama
Drama 101 introduces students to the fundamentals of theater arts, including acting, improvisation, technical theater, and the history of drama. The course emphasizes collaboration, self-expression, and creative problem-solving, culminating in a final performance project.

Eastern and Western Philosophy
This course will serve as an introduction to both Eastern and Western philosophy. It will require an openness to questioning, different ways of seeing, and a desire to look beneath the surface of human life. We will wrestle with enduring (and haunting) philosophical questions that last the span of our lives. These questions will focus on morality, existence, and meaning -- essentially, we will study what it means to be human.

GENERAL COURSES

The P.L.A.C.E. (Personal Learning Assistance Center)
This course provides academic coaching and support for regular education high school students emphasizing academically tangible skills (e.g., writing, reading) and intangible skills (e.g., habits of mind, emotional intelligence, study skills, organization, self-advocacy) necessary to be successful in high school, college, and the workplace. Curricular goals are implicitly accomplished through the completion of work for students' core curriculum classes, with individualized attention for each student's needs. This course meets every other day and is Pass/Fail.

SENIOR O.P.T.I.O.N.S. (Opportunity for Professional Training In and Out of North Salem)
The Senior O.P.T.I.O.N.S. program is a credit-bearing, full-year course for seniors that endeavors to build bridges between the school and the career world. Guided by the principles of the North Salem Mission, students explore careers of personal interest to enhance their learning while solving a real-life problem in the workplace. The Senior Exhibition fulfills the required exit-outcome for graduation by suggesting that North Salem graduates are able to

"question, define, and solve problems through critical and creative thinking."

MATHEMATICS

The Math Department is committed to developing critical thinking and problem-solving skills through the discovery and application of mathematical concepts. Students will engage in abstract mathematical thinking that is grounded in real-world application. Over the course of three years of middle school, students will develop skills needed to independently solve increasingly complex mathematical questions.

At the high school, the Math Department aims to create a synergy between the acquisition of content knowledge, the delivery of instruction, the infusion of instructional technology, and the implementation of a variety of traditional, authentic and digital assessment tools. Students become effective problem solvers as they learn to communicate and reason mathematically while making sense of problems and persevere in solving them.

The four-year program is designed to foster independent thought, rigor, collaboration, and emphasize conceptual understanding. The program begins with Algebra 1 and culminates in the study of Calculus. A rich curriculum, including Honors and Advanced Placement courses, allow students to exercise choice and take the opportunity to further challenge themselves.

An overview of the North Salem High School Mathematics program includes:

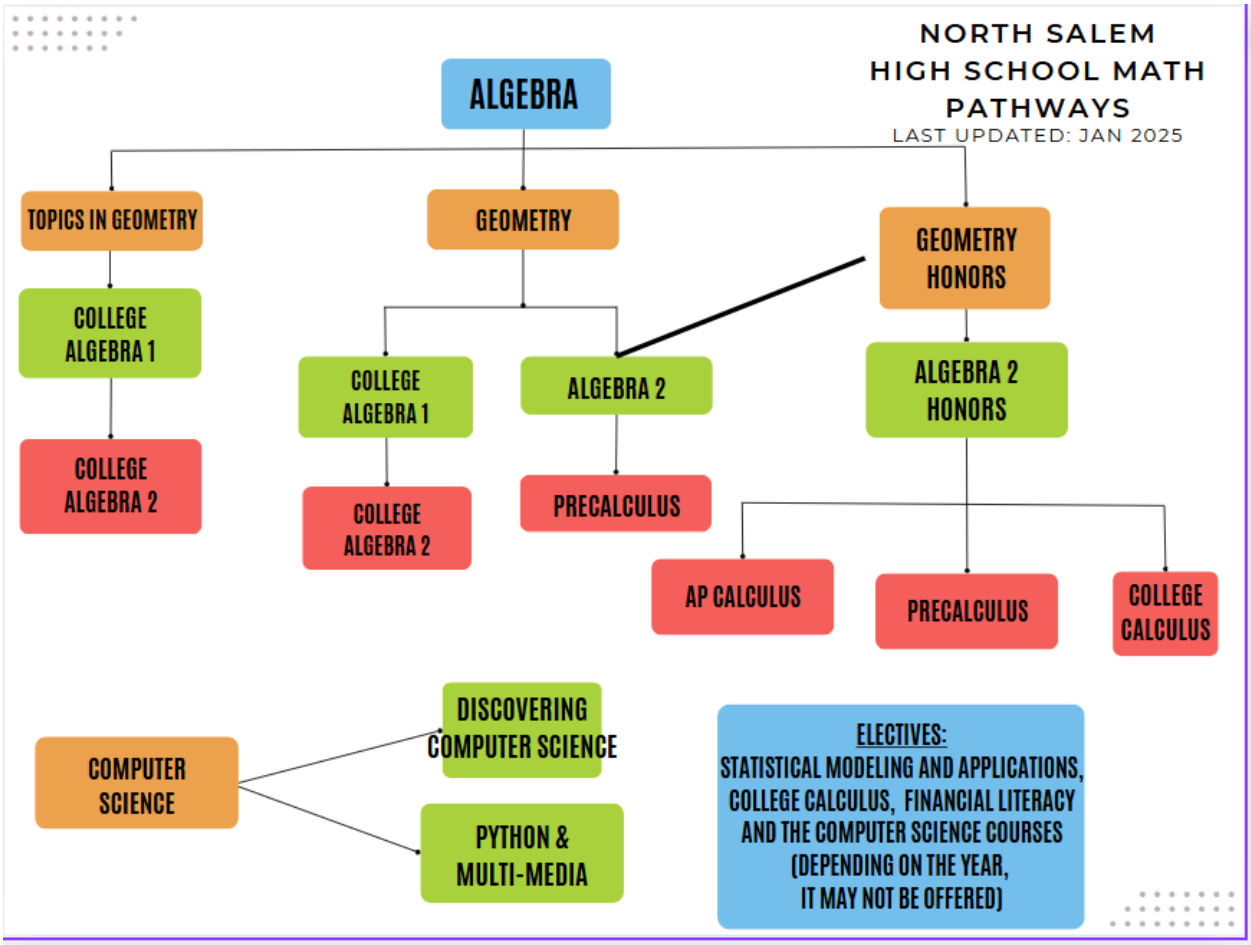
Accelerated Program

8th	Algebra	Algebra
9th	Geometry Honors	Geometry
10th	Algebra II Honors	Algebra II
11th	AP Calculus AB	Pre-Calculus
12th	AP Calculus BC	AP Calculus AB/College Calculus/Statistical Application & Modeling/Computer Science/AP Computer Science

Non-Accelerated Program

9th Algebra
10th Geometry
11th Algebra II
12th Pre-Calculus/Statistical Application & Modeling/Computer Science/AP Computer Science

CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT CLASSES.



Algebra Common Core
Prerequisite: Satisfactory completion of eighth-grade Math.
This is a full-year course that meets every day and every other day for an additional period. Topics include functions and their graphs, algebraic operations, factoring, problem-solving, and statistics. A graphing calculator is required for this course. Students will be required to take the New York State Algebra Common Core Regents exam in June.

Topics in Geometry
Prerequisite: Satisfactory completion of Common Core Algebra curriculum.
This course explores all the concepts of geometry including triangles, angle relationships, transformational geometry, and coordinate geometry. This course does not include geometric proofs.

Geometry Common Core
Recommended: Satisfactory completion of Common Core Algebra with a grade of 75 percent or more.
This is a full-year course that explores all concepts of Common Core geometry, including transformational geometry, coordinate geometry and Euclidean geometry. There will be an emphasis on inquiry and exploration to prove basic concepts of geometry.

Geometry Common Core Honors
Prerequisite: Satisfactory completion of Common Core Algebra and meets all Math Department criteria for honors.
This is a full-year course that meets every day and every other day for an additional period. This course explores all concepts of Common Core geometry, including transformational geometry, coordinate geometry and Euclidean

geometry. There will be an emphasis on inquiry and exploration to prove basic concepts of geometry. This course will be heavily supplemented with analysis of special topics in geometry.

Algebra II Common Core
Recommended: Satisfactory completion of Geometry with a grade of 75 or better.
Students in this course will be engaged in creative problem-solving activities and explore advanced topics in algebra, functions and trigonometry. A graphing calculator is required for this course.

College Algebra 1
This course is a fundamental approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of functions and their graphs to include inequalities, linear, quadratic, absolute value, square root, piecewise defined, rational, polynomial, exponential, complex and logarithmic functions. A graphing calculator is required for this course. Students will take a final exam upon completion of this course.

College Algebra 2
Prerequisite: Successful completion of College Algebra 1.
This course is a fundamental approach to trigonometric functions and their graphs. This course incorporates the use of appropriate technology as well as higher-level applications. Use of one of the following graphing calculators will be required: TI-84 or a TI- 84 Plus or TI-Nspire. Students will take a final exam upon completion of this course.

Algebra II Honors
Prerequisite: Satisfactory completion of Algebra or Algebra Honors, Geometry honors and meets department criteria for honors.
This is a full-year course that meets every day and every other day for an additional period. Students in this course will be engaged in creative problem-solving activities. Students will be engaged in an in-depth exploration of advanced topics in Algebra II, including topics such as statistics, sequences, and series.

Math 12 Pre-Calculus
Prerequisite: Completion of Algebra II with a 75 or higher. This is a full-year course which is designed to prepare college-bound students for a first course in calculus. Topics include graphing techniques, special functions, trig functions and identities. Polynomial function sequences, limits and differentiation are language necessary for the calculus-bound student. Use of the graphing calculator is a component part.

College Calculus
Prerequisite: Completion of Pre-Calculus or Algebra II Honors with an 80 or better.
This is a course for students who do not wish to take AP Calculus but want the college experience. It covers topics in differential and integral calculus, as well as applications. Students must have knowledge of the use of a graphic calculator. Upon completion of the course, a final exam will be given.

AP Calculus (AB)
Prerequisite: Completion of Pre-Calculus or Algebra II Honors and district criteria for AP program.
This is a full-year course that meets every day and every other day for an additional period. This is a college-level course covering topics in differential and integral calculus. Students must have knowledge of the use of a graphing calculator. It is designed to prepare a student to take the Advanced Placement exam to possibly receive college credit for calculus. (Practical problems and applications are included.) All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

AP Calculus (BC)
Prerequisite: Completion of Pre-Calculus or Algebra II Honors and district criteria for AP program.
BC Calculus is a full-year course in calculus as a single variable. It includes all topics of AB Calculus plus parametric, polar and vector functions, polynomial approximations and series that include concept of series, series of constants and the Taylor series. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

AP Computer Science Principles
Prerequisite: Algebra I Regents with a full understanding of Functions and their behavior
AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem-solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

Discovering Computer Science
Prerequisite: Successful completion of math 8
This is an introductory course for students with minimal prior experience in computer science. The course presents an overview of the history, principles, and transformative applications of computer science, as well as a comprehensive introduction to programming. Students will start programming in a way that will allow them to express themselves by creating interactive games, animations, and stories, while learning the fundamentals of computer programming. Students will continue to develop their programming and problem solving skills using the text-based language Python. Finally, students will learn how to design their own website using HTML, CSS, and JavaScript.

Statistical Applications and Modeling
Prerequisite: Successful completion of geometry or topics in geometry
In this course students will be presented with problems and will design and build devices or models to solve the problems, applying math and science concepts in the solution, research skills, technical skills communication and presentation skills will also be strengthened. Additionally, students will be exploring, measuring and modeling data sets, distribution analysis, statistical inference and interpreting data by regression analysis, and hypothesis testing of one or more variables. Students must have some knowledge of the graphing calculator.

CS110 Python
Prerequisite: Successful completion of Algebra 1
This Siena College dual-enrollment course is a broad introduction to a variety of fundamental topics in computer science through the theme of multimedia. Using the Python programming language, students express themselves creatively and solve problems involving images, sounds, and animations. Students are also introduced to important computer science topics including data representation, computer organization, history and societal impact of computing, and artificial intelligence. Students taking this course at the high school have the option to earn 3 college credits for a (flat) $200 tuition rate. (Tuition is waived for students qualifying for free or reduced lunch.) This is a dual enrollment course through Siena College. If students desire, they may pay $200 tuition and receive 3 credits from Siena College on a Siena College transcript. The dual enrollment is an option not a requirement. The curriculum is robust, and offers an opportunity for students to experience a strong introductory level CS course not tied to an AP exam.

Financial Literacy
Prerequisite: successful completion of Algebra common core.
This comprehensive course in financial literacy helps students explore their existing financial habits, relationship with money, and current financial situations. Through this course, students will gain knowledge in 10 key areas: financial

psychology, loans and debt, budgeting, entrepreneurship, account management, economic and government influences, careers and job planning, risk management and insurance, credit profiles, investments and personal finance planning.

MUSIC

Music is an art, a form of expression and a unique way of knowing and experiencing our world. The music department believes in providing a comprehensive music education for students and courses are designed to meet New York State music standards, and fulfill the humanities requirement for a New York State diploma.

Music Theory
Introduction to Music Theory is an introductory half-credit course that meets every other day in the six-day cycle. This class explores the theory and structure behind music. Students will learn basic fundamentals of music reading in order to construct rhythms, scales, chords and melodies, as well as analyze how composers have constructed music over time. This course is recommended for students who wish to deepen their understanding of music and is highly recommended for those who are interested in pursuing a career in music. This course does not fulfill the Humanities requirement for graduation.

Music Theory II
Prerequisite: Music Theory 1
Music Theory II is a half-credit course that meets every other day in the six-day cycle. In this class, students learn the theory and structure behind music and apply this learning to construct rhythms, scales, chords and melodies, as well as analyze how composers have constructed music over time. This course is a continuation of Music Theory I. It is recommended for any student who has a basic knowledge of music theory and wishes to deepen their understanding of music and is highly recommended for those who are interested in pursuing a career in music. This course does not fulfill the humanities requirement for graduation.

Music and Video Production and Analysis I
Music and Video Production and Analysis is a music or art elective that focuses on creating music and/or video using technology, advanced recording and video editing software. Students will also engage in multimedia analysis that integrates music and video with society and culture. Students will learn fundamental production skills, LogicPro and/or Final Cut software, and learn to make interpretive claims about music and its meanings.

Music and Video Production and Analysis II and III
Prerequisite: Music and Video Production and Analysis I
This course further develops the skills learned in Music and Production and Analysis, adding increased complexity to the music, analysis, performance and use of software.

High School Madrigal Choir
High School Madrigal Choir
This course is open to students in grades 9-12 and may be repeated for credit. Students choosing Madrigal Choir should be strong sight-readers with previous choral experience, or those who are willing to work hard to improve their sight-reading and choral skills quickly. Students will continue their studies in vocal technique and will expand their knowledge in professional performance, as well as sight-reading, historical periods, and composers, often in conjunction with special theme months such as Black History Month and Women's History Month. As the premiere vocal ensemble in NSHS, Madrigal Choir performs three school concerts each year, plus several out-of-school performances. Madrigal Choir fulfills the Regents diploma Humanities requirement.

High School Concert Band
Prerequisite: Ability to play a band instrument and read standard music notation.
HS Concert Band can fulfill the Humanities credit required for a Regents Diploma. Band offers students the opportunity to perform with fellow instrumental musicians. Emphasis is placed on musicianship, music reading and

the performance of literature of various styles and historical periods. Students are responsible for practicing individual parts and for contributing to a positive, cooperative rehearsal atmosphere. The band performs three concerts during the year, as well as at the North Salem Memorial Day Parade and High School graduation ceremony.

Foundations of Music
Foundations of Music can fulfill the Humanities credit required for a Regents diploma. Students will study the elements of music and use these in composing, performing, arranging, analyzing, evaluating and listening to a variety of musical styles. Students incorporate their individual musical goals into assignments and projects. Although it is not necessary to play an instrument, those students who sing, play a band instrument, piano, guitar, electric bass or percussion will be able to use their instruments in class. A variety of live instruments, music software and recording technology will be used.

AP Music Theory
Prerequisite: Music Theory II or teacher permission
AP Music Theory is a course that builds upon skills and knowledge learned in Music Theory I and II. Students learn the theory and structure behind music and apply this learning to construct rhythms, scales, chords and melodies, as well as analyze how composers have constructed music over time. The curriculum focuses on Aural Skills, Analytical Skills, Composition/Arranging Skills, and Performance Skills. Exam, upon passing, should receive college credit by placing out of the first semester of college Music Theory. This course is recommended for those who are interested in pursuing a career in music. This course does not fulfill the humanities requirement for graduation. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

Musical Theater Performance I/II
This course will be offered every other day in the six-day cycle. It combines vocal technique in singing and speaking, as well as acting and text study required for musical theater performance. Students will learn proper vocal production techniques and employ those methods with speaking voices. Songs are broken down to barest form and studied from a monologue standpoint, focusing on text, after which music is added. Vocal production techniques are reinforced and songs are studied again with music, compounding intensity of study. There is also a social and historical study element of shows written in, for example, the Great Depression, or set in turn-of-the century New York City or the tenements of the Upper West Side in the 1950s, or written by current and up-and-coming musical theatre composers.

Jazz Ensemble
Jazz Ensemble is an instrumental performance class open to students who play saxophone, trumpet, trombone, guitar, piano, drumset, or bass. Students will learn and perform jazz, blues, funk, and rock music in a Big Band setting while improving their improvisation skills. This course is recommended for students who love playing their instruments and are looking for more performance opportunities. High School Jazz Ensemble is a .5 credit class that is open to 9-12 graders.

PHYSICAL EDUCATION DEPARTMENT

PHYSICAL EDUCATION
.5 credit All students are required to take Physical Education all four years in order to satisfy NYS requirement for a high school diploma. Physical Education is required annually for all students during their tenure in high school. Two credits are required for graduation.

Our physical education curriculum provides the students with opportunities to engage in cooperative games, lifelong fitness activities, net and racquet sports, team sports, alternative program, and varsity option. The primary focus is to make fitness based concepts a consistent routine throughout the year and more importantly a student's everyday life.

As a result of the Physical Education program, our students will learn how to use a variety of Fitness concepts to increase lifelong physical activity as a foundation for a healthy, productive and fulfilling life. The physical education program includes a variety of activities with an emphasis on personal fitness designated to promote growth in skill, knowledge, and appreciation of an active, healthy lifestyle. An emphasis is placed on the instruction of skills and activities that reflect current trends in fitness and active lifestyles.

Examples of these activities include the following:
COOPERATIVE GAMES
Team and Partner based activities
LIFELONG FITNESS ACTIVITIES
Fitness training and program design, circuit training, mindfulness, archery, dance, golf, pilates, yoga, mindfulness, and outdoor education
NET/RACQUET SPORTS
Badminton, pickle-ball, ping pong/table tennis, and volleyball
TEAM SPORTS
Basketball, baseball, European handball, flag football, floor hockey, soccer, softball, ultimate Frisbee, and pickleball

HEALTH EDUCATION

All students are required to take one semester of Health Education in order to satisfy NYS requirements for a high school diploma. Health is scheduled during the seventh grade and sophomore year whenever possible.

This course addresses critical health issues and behaviors of relevance to teenagers in the areas of physical, social and mental well-being. Students will learn functional knowledge that includes diseases and disorders, nutrition, alcohol, tobacco and other drugs, human sexuality, HIV/AIDS, and first aid and CPR.

**The NYS Commissioner's regulation requires instruction of hands only cardiopulmonary resuscitation and the use of an automated external defibrillator by the time the student graduates high school.* As a result, students will be able to recognize the signs of a possible cardiac arrest to call 911, and provide an opportunity to demonstrate compressions necessary to perform hands-only CPR and provide an awareness of the use of an AED.

Students will also learn topics that are covered within the context of developing life skills, including decision-making, refusal skills, self-improvement, communication skills, stress management and social skills. Emphasis is placed on student participation through assessments, projects and exams.

ADAPTED PHYSICAL EDUCATION
Adapted Physical Education in the North Salem Central School District is a specially designed program of development activities, games, sports, and rhythms. These activities are suited to the interests, abilities, and limitations of pupils who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. Students are placed in A.P.E. after a referral and additional motor proficiency testing indicate the need for this support. Referrals may be made by at the building level through CST and then ultimately to either the Section 504 Committee or CSE. Letters and permission slips are sent home to parents when their child has been referred.

ALTERNATIVE PHYSICAL EDUCATION
Alternative Physical Education is offered to Juniors and Seniors who must be passing Physical Education for the 1st, 2nd, and 3rd marking period with a minimum of 85 or played a varsity sport for the prior season. A minimum of 2hrs. and 45 minutes per week must be spent in the Alternative Program. Students may elect to take the Alternative Program during the 2nd, 3rd, and half of the 4th marking periods. Activities not in the scope of the Physical Education Program will be eligible.
Juniors and Seniors must:
1. Pass PE for the first marking quarter with a minimum grade of 85 or played a varsity sport for the prior season.

2. Demonstrate an acceptable level of fitness.
3. Application must be submitted and approved prior to the start of the marking period.
4. Maintain a daily log.
5. Submit an evaluation by the instructor.

ATHLETIC OPTION

Athletic Option is offered to Juniors and Seniors who are Varsity athletes that are exempt from attending physical education as long as they are "in season" and actively participating in their sport.

Fall: August-November
Winter: November-February
Spring: March- June

Students will need to sign up for physical education class. The philosophy behind this option is to provide junior and senior varsity athletes with a period during the day to study. Freshman and Sophomore varsity athletes need to participate in physical education. Students in grades 9 and 10 need instruction, practice, and participation time to accomplish the mastery, competency and proficiency standards within the curriculum.

North Salem Athletic Program

FALL

Varsity	JV	Modified
Cross Country – Boys		
Cross Country – Girls		
Field Hockey		Field Hockey
Football *merged River	Football *merged	
Soccer – Boys	Soccer – Boys	Soccer – Boys
Soccer – Girls	Soccer – Girls	Soccer – Girls
Tennis - Girls		
Volleyball	Volleyball	Volleyball

WINTER

Varsity	JV	Modified
Alpine Ski – Boys *Shadow/ JJCR		
Alpine Ski – Girls *shadow/JJCR		
Basketball - Boys	Basketball - Boys	Basketball - Boys
Basketball - Girls	Basketball - Girls	Basketball - Girls
Bowling - Boys		
Bowling - Girls		
Ice Hockey - Boys *merged with Brewster/Somers/Yorktown		Ice Hockey *merged with Brewster/Somers/Yorktown
Ice Hockey – Girls *Section 1 Girls Merged Team		
Swim –Boys *merged with John Jay		
Indoor Track – Boys		
Indoor Track – Girls		
		Indoor Track- Boys and Girls
Wrestling		Wrestling

*shadow/Somers		*shadow/ Somers

SPRING

Unified Boys and Girls Bowling
Unified Boys and Girls Basketball

Varsity	**JV**	**Modified**
Baseball		Baseball
Golf		
Lacrosse – Boys		Lacrosse - Boys
Lacrosse – Girls	Lacrosse – Girls	Lacrosse - Girls
Softball		
Track & Field - Boys		Track & Field - Boys
Track & Field - Girls		Track & Field - Girls

HEALTH EDUCATION

All students are required to take one semester of Health Education in order to satisfy NYS requirements for a high school diploma. Health is typically scheduled during the seventh grade and sophomore year whenever possible.

This course addresses critical health issues and behaviors of relevance to teenagers in all areas of wellness. Students will learn functional knowledge that includes diseases and disorders, fitness, substance abuse, human sexuality, HIV/AIDS, and first aid and CPR.

Students will also learn topics that are covered within the context of developing life skills, including decision-making, refusal skills, self-improvement, communication skills, stress management and social skills. With the practice of these skills, students are empowered to make informed decisions in all areas of their wellness. Emphasis is placed on student participation through assessments, projects and exams.

**The NYS Commissioner's regulation requires instruction of hands only cardiopulmonary resuscitation and the use of an automated external defibrillator by the time the student graduates high school.* As a result, students will be able to recognize the signs of a possible cardiac arrest to call 911, and provide an opportunity to demonstrate compressions necessary to perform hands-only CPR and provide an awareness of the use of an AED.

***Health education meets every other day for the whole school year. Progress reports are provided in the first and third quarters. Report cards will be provided for the second and fourth quarter.

SCIENCE

Science courses are consistent with the district's mission, as students in science are given opportunities to use critical and creative thinking skills to define questions, develop and implement plans to solve problems, answer questions and communicate their findings to others.

Science courses support the Common Core State Standards for Literacy in Science and Technical Subjects. Students in science will be able to respond to reading scientific textual material by:

- Summarizing central ideas.
- Using science-specific language.
- Identifying the structure and purpose.
- Creating visual representations.
- Objectively taking a stand.
- Creating critiques of scientific content.
- Writing with logic, coherence and knowledge.

The New York State Learning Standards for Math, Science and Technology are a powerful resource for the design and evaluation of science curricula at North Salem. These teaching standards include:

- Students will use mathematical analysis, scientific inquiry and engineering designs, as appropriate, to pose questions, seek answers and develop solutions.
- Students will access, generate, process and transfer information using appropriate technologies.
- Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.
- Students will understand the relationships and common themes that connect mathematics, science and technology, and apply the themes to these and other areas of learning.
- Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

Recommended Science Course Sequences

Accelerated Program: For the highly motivated student who wishes to pursue science as a possible academic major beyond high school. Students are selected by the seventh-grade science teacher.

8th	Intermediate Level Science / Earth Science
9th	Life Science Biology Regents
10th	Earth and Space Sciences Regents, Chemistry and Scientific Research
11th	Physical Setting/Chemistry and Physics/or AP Biology, AP Environmental Science, AP Chemistry, AP Physics, Scientific Research and/or other electives
12th	Physical Setting/Physics and /or AP Biology, AP Environmental Science, AP Chemistry, AP Physics, Scientific Research and/or other electives

Regents Program: For those students who desire a strong academic background in the sciences.

9th	Life Science Biology Regents
10th	Earth and Space Sciences Regents
11th	Physical Setting/Chemistry, and/or other electives
12th	Physical Setting/Physics and/or AP Biology, AP Environmental Science, AP Chemistry, AP Physics, and/or other electives

Please refer to CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT CLASSES.

Intermediate Level Science / Earth Science

The Intermediate Level Science curriculum is fully aligned with the Next Generation Science Standards (NGSS), the curriculum shifts focus away from rote memorization toward the active application of scientific concepts to the real-world with a focus on the Earth Science topics including weather, plate tectonics and astronomy. This course will commence with the Intermediate Level Science Exam.

Life Science /Biology Regents
The New York State Life Science: Biology curriculum serves as the state's standard high school biology course, replacing the older "Living Environment" curriculum. Fully aligned with the New York State P-12 Science Learning Standards (NYSSLS), this course shifts the focus from simple fact memorization to phenomena-based, three-dimensional learning with a focus on structure and function, the inheritance and variation of traits, natural selection and evolution, and the interdependent relationships in ecosystems. This course will commence with the Life Science Regents Exam.

Earth and Space Sciences Regents
The New York State Earth and Space Sciences curriculum is a high school level course aligned with the New York State P-12 Science Learning Standards (NYSSLS). Replacing the older "Physical Setting/Earth Science" framework, this modern curriculum emphasizes three-dimensional learning that connects real-world phenomena with critical planetary and astronomical systems with a focus on the history of the earth, space systems, weather and climate and human sustainability and engineering. This course will commence with the Earth and Space Science Regents Exam.

Physical Setting/Applied Chemistry
This course develops the fundamental concepts of chemistry with major emphasis on the qualitative aspects needed to understand and appreciate the nature of chemistry. Topics of study include, Measurement, Matter and Energy, Atomic Structure, The Periodic Table, Kinetics, Acids and Bases and Organic Chemistry. Laboratory activities will serve to develop an appreciation of scientific methods and aid in the development of critical and creative thinking skills as applied to problem solving. Much emphasis will be placed upon the practical application of chemical principals and how they can be applied to real world situations.

Physical Setting/Chemistry
Recommended Prerequisite: Successful completion of Algebra.
The major topics of chemistry are studied from the forces that create atoms, molecules and our world to the energy involved in physical and chemical changes. Connections to other sciences and daily life are stressed. Problem-solving skills are applied throughout the course. Laboratory exercises are often quantitative in nature and are designed to familiarize the student with techniques and apparatus used in chemistry labs.

Physical Setting/Honors Chemistry
Recommended Prerequisite: Successful completion of Geometry or Honors Geometry, Honors Admission Criteria.
The Honors section involves significantly more enrichment topics and activities studied at a much more rapid pace. Students should be highly motivated and competent, independent learners. Successful students will be well prepared to enter Advanced Placement Chemistry.

Physical Setting/Physics
Physics is an algebra-based, college preparatory-level physics course. Students cultivate their understanding of Physics through inquiry-based, and technology rich, investigations as they explore these topics: motion; gravitation; energy; momentum; torque; electrical and magnetic charge, fields, force and potentials; DC electrical circuits; waves and sound; thermal energy; atomic and nuclear physics; relativity; and astrophysics. 1 Credit. Successful completion of algebra.

Physical Setting/Applied Physical Science

This course develops the fundamental concepts of a physical science with major emphasis on the qualitative aspects needed to understand and appreciate the nature of physics. Topics include the study of motion, the understanding of energy principles, using wave characteristics to understand sound and light and the applications of electricity and magnetism. Laboratory activities will serve to develop an appreciation of scientific methods and aid in the development of critical thinking skills as applied to problem solving scientific discrepancies.

Methods of Forensic Science
Recommended Prerequisite: Open to Juniors and Seniors; successful completion of Living Environment/Biology and Physical Setting/Chemistry.
Methods of Forensic Science will discuss scientific methods as they relate to the law and solving crimes. Topics will include physical evidence, crime scene processing, fingerprinting, recognition of bloodstains and patterns, forgery and counterfeiting. Students will develop the knowledge and skills associated with a forensic scientist.

Application for Forensic Science
Recommended Prerequisite: Open to Juniors and Seniors; successful completion of Living Environment/Biology and Physical Setting/Chemistry.
Applications of Forensic Science will explore the varied fields of professional forensic scientists. Topics will include pathology, toxicology, archeology/anthropology, entomology, psychology and engineering, as they apply to solving crimes.

Advanced CSI
Recommended Prerequisite: Successful completion of Methods of Forensic Science
Advanced CSI challenges students to explore crime scenes through a critical lens.
Students will actively engage in the assessment of different crime scenes through videos, podcasts, pictures, and text. Activities will include researching, experimenting, and data collection/analysis as it pertains to the crime scene.

Astronomy
This course is based on international, standards based high school astronomy curriculum. Students will learn topics in archaeoastronomy, observational astronomy, the size and scale of the Universe, objects in the Universe, types and evolution of stars, and cosmology (the origin and evolution of the Universe). Throughout the course there is a focus on laboratory work and understanding how we know what we know about the Universe. 1 Credit. Successful completion of chemistry and algebra.

Anatomy and Physiology
Anatomy and Physiology is an elective course that integrates class work, dissections, and other laboratory experiences to present the human as a marvel of biological engineering. The topics discussed will be tissue studies and a systematic study of the human form (bones, muscles, nerves, circulation, digestion, respiration, endocrinology, reproduction and excretion.) Students will possess a variety of dissection skills and be able to use them to explore body systems. Students will understand in modern terms the functions of a variety of body systems and organs. This course is set up as an introduction to students heading into various health care related fields. It is intended to expose those students to the terminology and techniques that they will be using in their advanced education. This introduction will be invaluable as students begin their college courses in Anatomy / Physiology.

AP Environmental Science
Recommendation: Successful completion of Earth Science Regents and Biology Regents, AP Admission Criteria.
The goal of this course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. There are several major unifying constructs or themes that cut across the many topics

included in the study of environmental science. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

AP Biology
Recommended Prerequisite: Successful completion of Regents Biology and Chemistry.
This course is the equivalent of a college biology course at the introductory level. Topics covered include those of the Regents course, but in greater depth and with greater emphasis on biochemistry, energy dynamics, genetics, animal behavior, homeostasis in organisms, population ecology and statistics. All students must have successfully completed Regents/Honors Biology and Regents/Honors Chemistry in order to take this class. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

AP Chemistry 11, 12
Recommendation: Successful completion of Honors Chemistry AP Admission Criteria. Grade of 85 or better in Algebra.
This course is the equivalent of a college chemistry course at the introductory level. Topics covered include those of the introductory course, but in greater depth and with greater emphasis on chemical calculations. Laboratory work is more extensive, and for the most part, individualized. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

AP Physics 1
AP Physics 1 is an algebra-based, college level course equivalent to one semester of introductory algebra based physics. Students cultivate their understanding of Physics through inquiry-based and technology rich investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion. 1 Credit. Successful completion of algebra. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

Scientific Research
This three-year program of study begins in the sophomore year. In the first year, students will develop the skill sets required for independent research, identify an area of study and prepare a research proposal. Students will then carry out their project over their junior and senior year. Throughout the program students will give public presentations of their reading and research. All students will present their work at the end of the year at the North Salem Science Research Symposium and students will be encouraged to participate in a number of science competitions throughout the program.

SOCIAL STUDIES

Social Studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within North Salem High School's program, Social Studies provides coordinated, systematic study that draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems, and sociology, as well as upon appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. New York State requires all students to take four full years of Social Studies.

Here's a link to the New York State Common Core Social Studies Framework for Grades 9-12.

GUIDELINES:
After successful completion of middle school social studies courses, four years of social studies are required at the high school level for all students. The curriculum follows the guidelines established by the Regents of New York State Education Department.

Grade 9 Global History and Geography I
Grade 10 Global History and Geography II
Grade 11 U.S. History and Government
Grade 12 Participatory Government (one semester) and Economics (one semester)

CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT CLASSES.

Global History and Geography I Regents
The Global History I Regents core curriculum is designed to focus on the five Social Studies Standards, and six Social Studies Practices while implementing Reading and Writing Standards for Literacy. Global I 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. The course emphasizes the key themes of interactions over time, shifts in political power and the role of belief systems. Global I culminates with a final exam in June. A group of teachers is currently working on the criteria for a grade 9 student to earn an Honors distinction. This criteria will not be determined until the end of the 2025-26 school year but will be shared with each Grade 9 Global class in the beginning of the 2026-27 school year.

AP European History
The AP European History course introduces students to both a chronological and thematic development of European history from 1450 to the present. The program of study contains clear learning objectives for the course and exam, emphasizing the development of thinking skills used by historians and aligning with contemporary scholarly perspectives on major issues in European history. The course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in European history. The five key concepts support the investigation of historical developments within a chronological framework, while the course themes allow students to make crucial connections across the different historical periods. The key concepts will help students understand, organize and prioritize historical developments within each period. The course's organization around a limited number of key concepts allows students to spend more time learning essential concepts and developing the historical thinking skills necessary to explore European history. Students are expected to take the AP European History exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information. Students are also required to take the New York State Global History Regents in June.

Global History and Geography II Regents
The Global History II Regents core curriculum is designed to focus on the five Social Studies Standards and six Social Studies Practices while implementing Reading and Writing Standards for Literacy. This course provides a snapshot of the world circa 1750 and continues chronologically up to the present. Several concepts are woven throughout the course, including industrialization, nationalism, imperialism, conflict, technology and the interconnectedness of the world. Students are required to take the New York State Global History and Geography Regents in June, based on the 10th-grade curriculum only.

U.S. History and Government 11 Regents
Grade 11 begins with the colonial and constitutional foundations of the United States and explores the government structure and functions provided 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,

evolving social beliefs and behaviors, and the nation's place in an increasingly globalized and interconnected world. Students are required to take the New York State Regents Exam in United States History and Government in June.

Advanced Placement U.S. History
The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualization, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses, increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It is intended and designed to be the equivalent of a two-semester introductory college or university U.S. history course. There are no prerequisites for the AP U.S. History course. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information. The course will culminate with the students taking the New York State Regents in U.S. History and Government in June.

Advanced Placement World History: Modern
In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. AP World History: Modern is designed to be the equivalent of an introductory college or university survey of modern world history. There are no prerequisites for AP World History: Modern. Students should be able to read a college-level textbook and write grammatically correct, complete sentences. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

Participation in Government & Economics 12
In the beginning third of the course (its first 10 weeks), all 12th grade students will create civics-oriented projects in which they will apply civic knowledge, skills, and dispositions to engage with the process of creating social and political change in their communities. This civic action project will require the examination of local, state, and national issues and will be followed by the selection of a specific topic of student interest. Students will embark on a process of developing a theory of action, and then taking action to specifically address an issue aimed to impact a system in place. Students / student groups that reflect on and showcase to an authentic audience after taking civic action will be eligible for the NYS Seal of Civic Readiness. The Civics portion of this class will count as 40% of a student's final grade in both Participation in Government and Economics 12.

In either the first or second marking periods, students will undertake Participation in Government, a mandatory one quarter "hands on" course focusing on New York State Social Studies Learning Standard #5 — Civics, Citizenship, and Government offered through the North Salem Social Studies Department. Participation in Government is the civics capstone of the K–12 social studies experience, designed to engage students in the political process and in an analysis of public policies and relevant issues facing our society today. Students will leave grade twelve with a deeper understanding of the institutions of American government, increased awareness of public policy and the knowledge needed for effective citizenship. This class is a requirement for graduation from high school. The Participation in Government portion of this class will count as 40% of a student's final grade in Participation in Government.

In either the second or third marking periods, students will undertake the study of Economics 12. The course will cover issues in Economics, the Enterprise System, and Finance by examining the principles of the United States free market economy in a global context. Students will analyze the role of incentives, basic economic concepts such as supply & demand in determining the prices individuals and businesses face in the product and factor markets, and the

global nature of modern economic markets. Students will study changes to the workforce in the United States, the role of entrepreneurs in our economy, and the effects of globalization. The class will conclude with students exploring the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to the government to address these challenges**.** The Economics 12 portion of this class will count as 40% of a student's final grade in Economics 12.

Social Studies A.I.S.
This class meets in lieu of a study hall to assist students in completing assigned homework and projects. It also provides a support service to promote the following social studies skills: reading, writing, analysis and notebook organization. Hints in preparing for quizzes and tests in the classroom help students to relieve unnecessary anxieties. Practice with document-based questions and a written essay form is provided to each student.

Psychology
This half-year course is a study of human behavior with major emphasis on the basic psychological theories and methods. Students will explore personality development, motivation, and human behavior, both normal and abnormal.

Human Rights Issues of the 20th and 21st Centuries
This is a half-credit elective course that either runs every day one semester or every other day throughout the school year. It will examine the meaning and universality of human rights. The foundation of this course is rooted in the principles associated with the Universal Declaration of Human Rights, created by the United Nations in the post-World War II era. This course is designed to raise awareness of current and past human rights abuses on a local, state and global level. This course is further designed to explore people and organizations that have made great strides to protect worldwide human rights. Students will be required to think critically and creatively on difficult issues pertaining to our rights as human beings. Activities will include presentations, role playing, simulations, problem-solving, discussions and research.

Human Rights II - Activism in the 20th and 21st Centuries
Human Rights II is a twenty-week (one semester) course that encourages students to examine the universality of human rights as reflected in our world today, and to directly engage in action planning. This course is designed to promote students' critical thinking, social-emotional learning and understanding of multifaceted human rights issues. Students will identify human rights issues they are most passionate about, and study people and/or organizations that have contributed to the advancement of securing such human rights. Students will learn strategies needed for meaningful action, and will study the impact of activism. Students will be assessed based on collaboration, problem-solving tasks, discussions/debates, research and action based projects.

United States Military History: Civil War to Today
This one semester course will analyze the tactical and strategic decisions of United States military and political leaders from the Civil War to the present. Specific battles and campaigns of various wars will be studied in detail. Students will assess the decision-making and leadership skills of small and large-unit commanders as well as the country's political leaders. An emphasis will be placed on how the country's military has adapted to technological improvements over time. The course will conclude with a detailed look at the makeup of today's armed forces and the future of the military as its role as global peacemaker emerges and takes shape.

Law Studies
Law Studies is a one-semester course in criminal justice that is offered as an elective in the Social Studies Department. The prevalent units will cover various aspects of the Constitution, police, crime and courts. The main objective of the course is to help students develop an understanding of the internal structure and operation of the United States legal system. The students will strive to assimilate the practical aspects of the legal system and, in turn, elevate their social awareness. An interactive legal roles based project, incorporating various elements of the criminal justice system will be completed by groups of students at the end of the course.

SPECIAL PROGRAMS

The North Salem Central School District is committed to preparing all students to lead productive lives as critical and creative thinkers and effective problem solvers. In support of this mission, the District recognizes its obligation to provide students with disabilities equitable access to appropriate educational programs and services. These services include the necessary supplementary aids and supports to ensure meaningful participation in age-appropriate learning environments within their neighborhood schools.

To the greatest extent possible, the District supports students with disabilities in chronologically age-appropriate general education classrooms in their home schools. Specialized instruction and related services, as identified in each student's Individualized Education Program (IEP), are delivered within the context of the general education curriculum and classroom activities whenever appropriate.

To meet the diverse needs of students with disabilities, the District maintains a full continuum of special education programs and placements. This continuum includes services provided within general education settings (consultation teacher services, integrated co-teach classes), specialized programs within the District (special classes, academic support), and, when necessary, programs and placements outside of the District, including residential settings.

TECHNOLOGY AND ENGINEERING

Our High School Technology and Engineering Program offers several courses. These courses will help prepare students who are interested in pursuing college degrees – or post-high school training – in any number of technical areas. Some of these areas include industrial design, interior design, architecture, engineering, construction, finish woodworking and carpentry.

Architectural Drafting I
This is a fascinating course in which students design and construct scale-model homes, decks, landscapes and structures. Fundamental concepts of architectural drafting may be explored. The computer will be used as a drawing, simulating and modeling tool. Approximately 75 percent of this course is devoted to project work. The remaining 25 percent will be demonstrations, lessons and other instructional techniques.

Energy & Power
Students can't wait to be thrilled by this hands-on course which may include project activities such as slot cars, electric motors and light- guided robots. Approximately 75 percent of this course is devoted to project work. The remaining 25 percent will be demonstrations, lessons and other instructional techniques. This course will fulfill the graduation requirement for a third science credit.

Engineering Technology/Principles of Engineering I, II, III, IV
This exciting course is based on a hands-on set of real-world case studies that give a basic understanding of engineering principles. Among the many interesting roles students find themselves playing are those of civil, aerospace, electrical and mechanical engineers. Students have been involved in designing and constructing projects in areas such as auto safety crash test, CO2 dragsters, programmable robotics, wind- powered generators, pinball machines, gumball machines, sorting machines, rat-trap powered vehicles, hovercrafts, solar tracking devices, and building structures. There will be plenty of opportunities to individualize the projects to match your own interests. Approximately 75 percent of this course is devoted to project work. The remaining 25 percent will be demonstrations, lessons and other instructional techniques.

Basic Woodworking
This exploratory course teaches the correct and safe use of power tools as students are introduced to working with

wood. Students may construct simple wooden projects that they or others design. All methods required to build and finish the projects will be taught. There will be plenty of opportunities to individualize the projects to match your own interests. Approximately 75 percent of this course is devoted to projects. The remaining 25 percent will be demonstrations, lessons and other instructional techniques.

Intermediate Woodworking
Prerequisite: Basic Woodworking or instructor's approval.
This course is designed for the students who enjoyed Basic Woodworking and would like to expand their skills even further by being given the freedom to choose their own projects. Students may construct wooden projects using intermediate techniques. All methods required to build and finish the projects will be taught. There will be plenty of opportunities to individualize the projects to match your own interest. Approximately 75 percent of this course is devoted to projects. The remaining 25 percent will be demonstrations, lessons and other instructional techniques.

Advanced Wood/Residential Structures
Prerequisite: Basic Woodworking or instructor's approval.
This course deals with advanced methods of woodworking. Machine tools are stressed, as well as the creation of wood projects using advanced techniques. Some of the materials may need to be provided by the student. Also included may be a segment on the components necessary for constructing a residential structure. Students may build a scale-model home from blueprints. They may experience the processes of mixing and pouring cement; framing walls, floors, ceilings, windows and doors; roofing; hanging and taping drywall; as well as some basic electricity. Approximately 75 percent of this course is devoted to projects. The remaining 25 percent will be demonstrations, lessons and other instructional techniques.

Furniture Construction
Prerequisite: Basic Woodworking and Intermediate Woodworking or instructor's approval.
Furniture Construction is truly an advanced course which teaches the design and the methods needed to build furniture. Each student will build a piece of furniture. Some of the materials may need to be provided by the student. All major design categories will be discussed and applied to the student's project. Approximately 75 percent of this course is devoted to projects. The remaining 25 percent will be demonstrations, lessons and other instructional techniques.

VISUAL ARTS

The arts are a form of expression and a unique way of knowing and experiencing our world. The art department believes in providing a comprehensive art education for students, and courses are designed to New York Visual Arts standards, and fulfill the humanities credit for a New York State diploma.

Studio in Art
Studio in Art is a full-year, comprehensive foundation art course. Students will use the elements and principles of art as they explore a range of materials and techniques. Students will learn about the critique process and participate in oral critiques of their work. There will be several units which require drawing from observation throughout this course. Other units may include painting, printmaking and sculpture. This course fulfills the one-credit graduation requirement for humanities at the high school.

Drawing & Painting I
Prerequisite: Studio in Art or Creative Crafts
This course is for students interested in learning fundamental skills in drawing. Drawing from observation and learning to see to draw realistically are emphasized in this class. Students will be introduced to a variety of drawing and painting materials, watercolor, acrylic and oil painting among them. Assignments are designed to develop critical thinking and creative problem solving. Students are encouraged to refine and revise their work and to reflect on their process. A portfolio of artwork will be developed during this course.

Drawing & Painting II
Prerequisite: Drawing and Painting I
This course is an advanced-level art course designed to emphasize observational drawing and painting skills, as well as creative expression. Assignments are designed to develop critical thinking and creative problem-solving skills and to encourage independent thought. Students are encouraged to refine and revise their work, as well as reflect on their process. A portfolio of artwork will continue to develop during the year.

Digital Photography I
In this course, students will develop an understanding of photographic media, techniques, and processes. Students will learn the technical aspects of a digital camera, the principles of composition, lighting techniques, and image editing using Adobe Lightroom Classic CC and Adobe Photoshop CC. The works of historical and contemporary photographers will be presented and analyzed. Students will apply critical and creative thinking skills, and explore a variety of photographic styles and themes that encourage independent thought.

Digital Photography II
Prerequisite: Digital Photography I
This is an advanced elective course that furthers the technical and aesthetic study of digital photography. Projects are designed to enhance students' technical knowledge and serve as inspiration to experiment with various approaches. Students will continue their study of photographers who inspire them and further develop their processing skills using Adobe Lightroom Classic CC and Adobe Photoshop CC. Assignments are designed to develop critical thinking and creative problem-solving skills and encourage independent thought. Students are encouraged to refine and revise their work, as well as reflect on their process. A portfolio of artwork will continue to develop during the year.

Media Art / Graphic Design 1 is where creativity meets technology. No experience is required—just imagination and curiosity. In this hands-on course, you'll learn industry-standard tools like **Adobe InDesign, Photoshop, and Illustrator** while creating eye-catching designs. You'll be introduced to, and employ the principles of design as you create **brochures**, **posters, DVD covers, cereal boxes, drink labels and more**—the kind of work you see in the real world. You'll explore color, typography, layout, and visual storytelling while building projects that can become part of a design portfolio. If you're interested in art, design, or digital media, Media Art / Graphic Design 1 offers a solid foundation course and a creative outlet.

Media Art / Graphic Design 2

Prerequisite: Media Art/Graphic Design 1

This course is the next step for students who want to deepen their design skills and take on more advanced creative challenges. This half-year course builds on the foundations learned in Media Art / Graphic Design 1, expanding students' understanding of **InDesign, Photoshop, and Illustrator** through more complex tools and techniques. Students will apply their skills to a wide range of engaging projects, including **menu design, playing cards, posters, license plates, and currency design**. Emphasis is placed on problem-solving, refinement, and thoughtful design choices as students learn how to work within constraints and develop strong visual concepts. This course is ideal for students interested in strengthening their design abilities, preparing a portfolio, or exploring future pathways in graphic design. Prerequisite Media Art/Graphic Design 1

Media Art / Graphic Design 3:

Prerequisite: Media Art/Graphic Design 2

This course is an advanced half-year course for motivated students who want to pursue personalized design projects and refine their creative voice. Building on the skills developed in Media Art / Graphic Design 1 and 2, students work independently to plan, design, and complete self-directed projects based on their interests, using their preferred

software. Emphasis is placed on creative exploration, professional workflow, critique, and refinement. Working independently with teacher support will allow students to deepen their technical skills through research, and foster the development of original, portfolio quality work. Projects created in this course can be used in an AP Art portfolio during Senior year. Prerequisite Media Art/Graphic Design 2

Creative Crafts
Creative Crafts is a foundation level art course that explores three-dimensional materials, and emphasizes a wide range of processes, including paper and cardboard sculpture, weaving, and hand-built ceramics. Projects are designed to develop critical thinking and creative problem-solving skills, and encourage independent thought. Students are encouraged to refine and revise their work and reflect on their process. This course fulfills the one-credit graduation requirement for humanities at the high school.

Animation and Motion Graphics
This half credit, every other day course has no prerequisites and is open to students 9-12 who want to explore the subject of motion graphics and simple animation processes. Stop motion, a technique that uses camera shots of positioned props to create the illusion of movement will be one of the methods used in this course. Motion graphics will be explored through Adobe software such as Photoshop and After Effects. Students will work on individual and collaborative projects.

Advanced Placement (in 2-D) Studio Art
Prerequisite: Media Art I, II & III or Studio in Art, Drawing and Painting I & II or Digital Photography I & II
The Advanced Placement program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. AP work involves significantly more commitment and accomplishment than the typical high school art course and is not for the casually interested. AP Studio Art does not culminate with an 'exam.' The development of a student's portfolio over time is the measure of success. Students will need to work outside of the classroom and beyond scheduled periods, including assignments given over the summer. The AP exam consists of a portfolio of 15 highly accomplished artworks that demonstrate Sustained Investigation through practice, experimentation and revision, and a synthesis of materials, processes and ideas. Students must submit written statements to accompany the work. Additionally, for the Selected Works section of the portfolio, students submit 5 works that demonstrate 2D Art & Design or Drawing skills and a synthesis of materials, processes and ideas. All students are expected to submit a portfolio to the College Board. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

WORLD LANGUAGES

In March of 2021 NYSED announced the revised Standards for World Language (WL) instruction. These new State Standards, which are in turn derived from ACTFL (American Conference of Teachers of Foreign Languages) Standards, reflect an increased emphasis on communicative proficiency (interpretive, interpersonal, and presentational modes) and cultural competency (relating cultural practices and products to perspectives and cultural comparison). Both the communicative and cultural standards are defined by clear, sequentially expanding performance indicators.

Districts are required to implement these new Standards which began with the first year of instruction (Sixth grade for the MS/HS) in 2023/2024 and will culminate with their implementation in 12th grade by September 2028. These Standards will be in effect through 9th grade beginning in September 2025.

Fortunately, many aspects of our discipline have long reflected the spirit of the revised Standards. Guided by our understanding of the purpose and potential of WL study, we have always striven to produce students who are both linguistically sophisticated and globally aware.

In sum, while adhering to the overarching guidelines of the revised Standards and the district's stated mission, we view it as our responsibility to provide our students a world-class WL experience that maximizes their potential, opens doors of academic and professional opportunity and is a joy in itself.

THE WORLD LANGUAGE DEPARTMENT GOALS

The goals of the World Language Department are to develop five competencies in the Standards for Foreign Language Learning:

Anchor Standard: Communication

Learners communicate effectively in the target language in order to function in a variety of contexts and for multiple purposes.

- Standard 1: Interpretive Communication Learners understand, interpret, and analyze what is heard, read, received*, or viewed on a variety of topics, using a range of diverse texts, including authentic resources.
- Standard 2: Interpersonal Communication Learners interact and negotiate meaning in spontaneous, spoken, visual*, or written communication to exchange information and express feelings, preferences, and opinions.
- Standard 3: Presentational Communication Learners present information and ideas on a variety of topics adapted to various audiences of listeners, readers, or viewers* to describe, inform, narrate, explain, or persuade.

Anchor Standard: Cultures:

Learners use the target language to identify, describe, compare, and explain the practices, products, and perspectives of the cultures studied.

- Standard 4: Relating Cultural Practices and Products to Perspectives Learners use the target language to identify, describe, and explain the practices and products of the cultures studied as well as the cultural perspectives they suggest.
- Standard 5: Cultural Comparisons Learners use the target language to compare the products and practices of the cultures studied and their own.

Completion of the middle school curriculum, including earning a passing grade on the local Checkpoint A exam, earns one high school credit in World Languages.

Please refer to CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT CLASSES.

French I
Emphasis is on the use of the language for oral communication. Understanding, speaking, reading, and writing are developed in that order of priority. In addition to the basic text, visual and audio materials are widely used. Assignments for home study are given daily. Cultural experiences via performances/videos, internet sources, and celebrations of ethnic holidays are offered as enrichment. Topics include food and meals, leisure-time activities, city life, urban activities, and daily routines.

French II / II Honors
Prerequisite: Successful completion of French I (6th, 7th, 8th grade French)

Increased fluency is the primary goal of the French II Honors course. Building a solid foundation of grammar, students will speak and write French with increasing accuracy. Verb tenses and vocabulary facilitate the reading of a wide range of authentic texts needed to prepare students for upcoming levels of French. Topics studied include daily routines, household responsibilities, ecology, and the environment, shopping, and travel. Cultural projects are also interspersed to expand students' knowledge of the Francophone world.
A group of teachers is currently working on the criteria for a French II student to earn an Honors distinction. This criteria will not be determined until the end of the 2025-26 school year, but will be shared with each French II class in the beginning of the 2026-27 school year.

French III / III Honors
Prerequisite: Successful completion of French II / II Honors
French III Honors is the continuation of the French II Honors course. Topics covered include travel, health, city life, personal relationships, and preparing for the professional world. The material is meant to provide students with a good foundation of French for use beyond high school. Students' writing, reading, listening, and speaking skills are all enhanced through new tenses and more extensive vocabulary. These new skills are put to use in a variety of authentic contexts. Cultural projects are interspersed in order to expand students' knowledge of the Francophone world. The course culminates in the Checkpoint B Exam.

French IV/UAlbany in the High School Fre 221Y
Prerequisite: Successful completion of French III / III Honors
This course integrates listening, speaking, reading, writing, and culture to develop increased proficiency in all skills, to promote cultural awareness, and to enhance the ability to discuss important topics. Materials provide cultural perspectives that encourage critical thinking on topics including changes in French culture and the Francophone world (France, Canada, Belgium, The French West Indies, and French-speaking Africa). Contemporary magazines and newspapers, songs, poems, French films, telecommunications via the internet, and other activities are utilized to prompt the creative use of vocabulary and cultural knowledge. May be taken for college credit. See information on UHS.
French IV Honors /UAlbany in the High School Fre 221Y
Prerequisite: Successful completion of French III / III Honors
French IV Honors is designed to meet the needs of those students who plan to continue their study of AP French because of interest in conversation, current events and history. The class is conducted in French. Grammar and vocabulary are reviewed and augmented in a manner sufficient to the needs of students going onto AP French. Emphasis is placed on developing a high level of oral proficiency in using and understanding the spoken language in formal and conversational situations.TV5, France 24, cultural celebrations, plays, movies and cartoons provide valuable cultural enrichment. May be taken for college credit. See information on UHS.

AP French Language and Culture/UAlbany in the High School Fre 222Y
Prerequisite: Successful completion of French IV/SUNY French I or instructor approval
This AP French Language and Culture course emphasizes the use of language for active communication and has for its objectives the development of:

1. The ability to understand spoken French in many contexts, Document Based Questions (DBQs) are used to facilitate listening and writing skills
2. A French vocabulary more than ample for reading all newspaper and magazine articles, literary tests and other non-technical writings without dependence on a dictionary; and
3. The ability to express oneself coherently, resourcefully and with fluency and accuracy in both written and spoken French.
4. Specific knowledge of Francophone culture, organized according to the following six themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities, along with beauty and aesthetics.

Extensive training in the organization and writing of compositions is emphasized. Course content reflects intellectual interests shared by the students and teacher in the arts, current events, literature, sports, etc. The course culminates in the AP French Language examination, which is equivalent to the third year of French at colleges

and/or universities. Students will be given access to the new online AP classroom resources. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

Beginning in 2023/2024, the AP French course has also been accepted by UAlbany in the High School as:
A FRE 222Y Intermediate French II (4 credits)
For students who have completed A FRE 221, three semesters of college French, or three years of high school French. Continuing with a functional and thematic approach to building proficiency and a lively, interactive approach to learning, this course builds on students' previous knowledge to expand and refine their ability to express themselves, both orally and in writing. Culture continues to play a central role, as does reading. Students read a variety of short texts as well as a work chosen by the instructor. By the end of A FRE 222, students should be able to express themselves and read with reasonable fluency on a variety of topics**.** Language courses must be taken in sequence. A student may not earn graduation credit for a lower-level course taken concurrently with a higher-level course or after receiving credit for a higher-level course in the sequence.

Spanish I
Emphasis is on the use of the language for oral communication. The communicative approach is used with extensive use of visuals, employed in presenting vocabulary and basic, high frequency concepts. The four communication skills (reading, writing, speaking and listening) are developed with emphasis on communication of ideas and information consistent with the New York State Standards at Checkpoint A. The primary goal is to help students develop linguistic proficiency and cultural sensitivity. By interweaving language and culture, the course seeks to broaden students' communication skills while deepening their appreciation of other cultures. Each unit contains cultural information geared towards areas of student interest, such as family, friends, school life, sports, foods, social customs, and leisure time activities. The foundation provided in Spanish I is the basis for further developing these topics in subsequent courses of study.

Spanish II
Prerequisite: Successful completion of Spanish 6, 7, and 8 or Spanish I.
Students enrolled in Spanish II will continue to develop their communication skills with a variety of listening, speaking, reading, and writing opportunities. Classroom activities, such as dramatizations, utilizing technology to access information, conducting interviews and surveys, and writing dialogues allow students to utilize Spanish in meaningful everyday circumstances. Topics covered in Spanish I are reintroduced, reinforced, and expanded on as the students' language proficiency increases. Students progress from speaking only in the present tense to talking about past experiences. A group of teachers is currently working on the criteria for a Spanish II student to earn an Honors distinction. This criteria will not be determined until the end of the 2025-26 school year, but will be shared with each Spanish II class in the beginning of the 2026-27 school year.

Spanish III
Prerequisite: Successful completion of Spanish II.
Spanish III reinforces the skills learned in grades 7-9. Extensive use of new verb tenses and vocabulary facilitates the reading of a wide range of culturally diverse commentaries needed to prepare students for a locally developed Checkpoint B assessment and prepare students for upcoming levels of Spanish. Emphasis is on oral proficiency and speaking skills will be enhanced by the study of a greater variety of practical situations. Writing skills will be further developed as students learn to use multiple tenses to express themselves more fully. Cultural celebrations, cartoons, movies and other authentic resources provide valuable cultural enrichment and enhance proficiency in the four modes of communication: Reading, Listening, Speaking and Writing. Course culminates in Checkpoint B Exam.

Spanish III Honors
Prerequisite: Satisfactory completion of Spanish II / II Honors
Students in Spanish III H have, as their ultimate goal, success on the AP exam in their senior year. This exciting intermediate Spanish course features high interest topics, an effective and uniquely sequenced review of selected grammatical topics as well as thorough integration of language and culture. Topics include the internet, world events,

human rights, foreign policy and diversity, as well as entertainment, sports, family and friends. Projects, cultural celebrations, including foods and music, are an integral part of the Spanish III Honors experience. This course culminates in the checkpoint B exam.

Spanish IV/UAlbany in the High School ASPN 200 Intermediate Spanish I
Prerequisite: Satisfactory completion of Spanish III/ III Honors
Spanish IV is designed to meet the needs of those students who plan to continue their study of Spanish with special emphasis on oral and written proficiency. The class is conducted primarily in Spanish and students are required to make every effort to participate in Spanish. Emphasis is placed on developing a high level of oral proficiency in using and understanding the spoken language in formal and conversational situations. Grammar and vocabulary will be presented in the content of various themes and current events. Authentic materials will be used to increase literacy. The investigation of Hispanic cultures will include both historical topics and current events. This course culminates in a final project and cumulative written and oral exam. May be taken for college credit. See information on UHS.

Spanish IV Honors
Prerequisite: Satisfactory completion of Spanish III/ III Honors
Spanish IV Honors is intended for highly qualified students who are seeking a challenging opportunity to strengthen the skills needed for success on the AP in Level V. This class is built around a core of Spanish language literature, including short stories, plays and poetry. The themes highlighted in the literature will be further explored through reading current events articles. Debates and argumentative writing on these themes feature prominently in this course.

Spanish V/SUNY UAlbany in the High School ASPN 201 Intermediate Spanish II
Prerequisite: Satisfactory completion of Spanish IV/SUNY I or IV Honors
Emphasis is placed on developing a high level of proficiency in using and understanding the spoken language in formal and conversational situations. Our goal is for the students to be able to function in a Spanish-speaking culture and be able to use the language for a lifetime of personal enjoyment and enrichment. Focus on Spanish contemporary and world issues plays an important part of the Spanish V program. Vocabulary and grammar will be studied in these contexts, providing the backdrop for discussions and debates. The students will continue to work on their oral proficiency and will appreciate the role of Hispanic cultures in a global context. This course culminates in a final project and cumulative exam. May be taken for college credit. See information on UHS.

AP Spanish Language and Culture
The goal of the AP Spanish Course is to be the equivalent of a third-year college course in advanced Spanish composition and conversation. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. College credit may be obtained by successful completion of the Advanced Placement Examination sponsored by The College Board. The course seeks to develop language skills that are useful in themselves and that can be applied to a wide variety of activities and disciplines. Finally, extensive training in the organization and writing of compositions, particularly DBQs, will be an integral part of this course. Students will be given access to the new online AP classroom resources. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the AP Exam Fee Schedule for more information.

SUNY Albany - UAlbany in the High School
SUNY UHS is a program developed by and offered through SUNY Albany, which enables junior and senior year high school students with a B (85) average or higher to earn college credits at an economical rate. In exceptional cases, and with SUNY's approval, sophomores with advanced academic standing may also be admitted to this course. Letter grades ranging from A - E are assigned by the instructor, and become part of the student's permanent academic record at SUNY Albany. There is no S/U (pass/fail) option. Credits earned through this program may also be eligible for transfer to colleges and universities around the country. As SUNY requires that the course be conducted at least

90 percent of the time in the target language, students selecting this course should be capable of and dedicated to using the target language virtually at all times. Grades will be based on participation, homework, and writing assignments, oral projects and presentations, as well as exams and quizzes. For further details, please visit the SUNY UHS website at https://www.albany.edu/uhs/ .

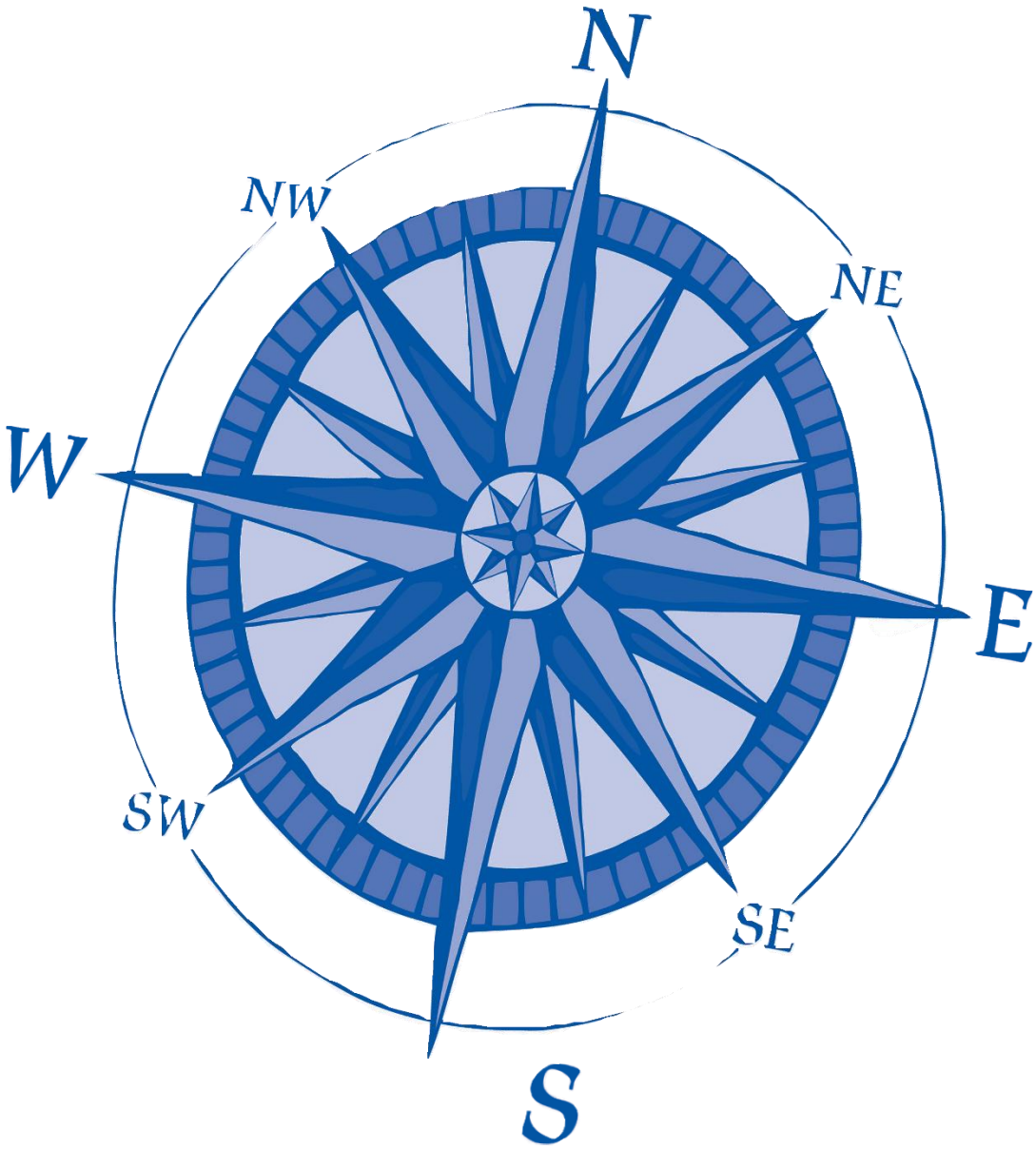
For Students interested in Collegiate Athletics

NCAA Eligibility Center: https://web3.ncaa.org/ecwr3/

Please utilize the following links for information about NCAA Academic Eligibility Requirements

Division I http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/DI_ReqsFactSheet.pdf

Division II http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/DII_ReqsFactSheet.pdf


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