

Wappingers Central School District
Course Handbook
District Syllabi
2018-2019



Roy C.
Ketcham



John Jay



Orchard View
Alternative



Wappingers Central School District
PHILOSOPHY OF EDUCATION

We are confronted with an ever-changing society. It is essential to equip our students not only to survive in that society, but also to manage their life experiences effectively. Among the challenges facing our students are:

- **The uncertainties of our world in a time of new scientific, environmental, economic, political and social realities;**
- **Problems related to our economic, political and social systems;**
- **The questioning of fundamental social institutions, traditional values, and the introduction of new cultural patterns;**
- **The threat to individual rights, dignity and freedom**

The task of our school district is to prepare students to deal effectively with these challenges in order to live successfully and happily. Since they will be asked to identify or choose from a vast array of alternative possibilities, **OUR PURPOSE IS TO PREPARE HUMANE CRITICAL THINKERS, DECISION-MAKERS AND PROBLEM SOLVERS.** To accomplish this, our students must develop and utilize:

- **Intellectual curiosity and eagerness for lifelong learning**
- **A positive self-image based on a realistic acceptance of self**
- **The knowledge, skills and attitudes of maintaining physical well-being throughout their lifetimes**
- **Fundamental skills of computation and communication, including demonstrating, observing, speaking, listening, reading and writing**
- **Aesthetic appreciation and self-expression in the fine, performing, practical and popular arts**
- **The ability to think and evaluate constructively and creatively**
- **Self-discipline including effective work habits and responsible behavior**
- **An understanding of a variety of processes that can be used in decision-making situations**
- **Interpersonal and group dynamic skills**
- **Ethical and moral behavior based on respect and appreciation for human values, beliefs and the rights of others**
- **An awareness of our relationships to the family and to local, national and world communities**
- **A knowledge of our American heritage, its civil rights and responsibilities**
- **An understanding of the various types of work, and their function in and contribution to society**

The effective implementation of this philosophy shall require the acceptance, support and participation of the Board of Education, staff, students and community. We commit ourselves to providing the necessary efforts, means and resources.

The mission of the Wappingers Central School District is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.



WAPPINGERS CENTRAL SCHOOL DISTRICT

January, 2018

Dear Students and Families,

Over the next few weeks, you will be assisting your son or daughter in selecting courses for the 2018-19 school year. Our schools and the State of NY Education Department are encouraging all students to achieve higher standards. Please take the time to review carefully his or her selections. There are a few changes in this year's course selection guidebook, so please review each course carefully.

Throughout the year, we have many occasions to talk with graduates of our high schools. Without a doubt, the most common regret expressed by our alumni is, "I wish I had challenged myself more in high school." A great majority of John Jay, Roy C. Ketcham, and Orchard View students do quite well in college and in post-high school careers. Those who do not perform as well as they would like, typically "took the path of least resistance" in high school.

In today's competitive work force and global economy, more and more education is clearly necessary. Good choices now will pave the way toward good opportunities in the future. It is our sincere hope that each of our students, upon graduation, will return to your respective schools and make the comment, "I'm glad I worked hard in high school. It has really paid off."

Our counseling staff and teaching faculty are willing and ready to assist in the process of course selection. Visit the guidance office and the career information centers in both high schools to gain the information you need to make informed choices. Please feel free to speak with your grade administrator or building principal as well as with your school counselor in making these important decisions. Work hard in high school and you will find the effort is well-rewarded whatever your future plans may be.

Sincerely,

Bonnie King, Principal
John Jay High School

David Seipp, Principal
Roy C. Ketcham High School

Laura DiStefano, Principal
Orchard View Alt. High School

Steven Shuchat, Principal
Van Wyck Junior High School

Terrence Thompson, Principal
Wappingers Junior High School

WAPPINGERS CENTRAL SCHOOL DISTRICT

School Year 2018-2019

Dear Parents/Guardians and Students:

In order to ensure an efficient and effective scheduling process, we would like you to be aware of the following calendar:

MARCH

Each student will have the opportunity, either through an individual guidance conference or a small group scheduling session, to select courses, including electives, for the following school year. Changes in selections must be completed by the end of marking period three.

APRIL

Parents will receive this course request in the mail.

AUGUST

Schedules will be available on the Wappingers website under the parent portal in late August. Concerns about the student's schedule must be addressed during the summer prior to the first day of school.

The following schedule change requests cannot be accommodated:

- Lunch period changes (unless accompanied by a doctor's note citing a medical reason)
- Class period changes for the purpose of being with friends
- Change of teacher (unless student has previously failed a course with the assigned teacher)

There may be legitimate exceptions to these procedures, in which case, building administration must approve the change in question. We look forward to working together and we encourage you to actively participate in your child's course selection process.

Sincerely,



Bonnie King

Principal

John Jay High School



David Seipp

Principal

Roy C. Ketcham High School

WAPPINGERS CENTRAL SCHOOL DISTRICT

25 Corporate Park Drive – PO Box 396
Hopewell Junction, New York 12533
298-5000

BOARD OF EDUCATION 2017-2018

Peggy Kelland, President
Rob Rubin, Vice President

Paul Galletta Karen Mauhs-Karath
Barbara Goodman Keith Odoms
John Lumia Mehrdad Sanai
Eddy A. Slosower

SUPERINTENDENT OF SCHOOLS

Mr. Jose Carrion

ASSISTANT SUPERINTENDENT FOR HUMAN RESOURCES AND LABOR RELATIONS

Dr. Dwight Bonk

ASSISTANT SUPERINTENDENT FOR COMPLIANCE AND INFORMATION SYSTEMS

Mr. Daren Lolkema

ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION

Dr. Michelle Cardwell

ASSISTANT SUPERINTENDENT FOR FINANCE AND BUSINESS DEVELOPMENT

Mrs. Kristen Crandall

ASSISTANT SUPERINTENDENT OF SPECIAL EDUCATION AND STUDENT SERVICES

Mr. Richard Zipp

DIRECTOR OF FACILITIES & OPERATIONS

Mr. Ronald Broas

TABLE OF CONTENTS*

*Please Note: This entire WCSD Course Handbook may be viewed on-line at www.wappingersschools.org/course_handbook
The Curriculum Information & Textbook Resources may be viewed on-line at:
www.wappingersschools.org/Academics/CurlInfo.html

Telephone Directory	Page 2	Library Media Center	55
Graduation Requirements	3	Mathematics	55
Alternative Courses	14	Physical Education	69
Senior Options	15	Science	71
Junior Options	15	Second Language	85
Co-Curricular & Extra-Curricular Eligibility	16	Social Studies	89
NCAA Eligibility Center Information	17	Special Education	96
COURSE DESCRIPTIONS		Technology Education & Engineering	97
Orchard View	13	BOCES Programs and Services	104
Business Education	20	Course Selection Worksheet	106
English	31		
Family and Consumer Sciences	39		
Fine and Performing Arts (Art and Music)	43		
Health	54		

Cover created by
Mikayla Mignano, Grade 10 at RCK

TELEPHONE DIRECTORY

John Jay High School 897-6700
 Bonnie King Principal
 Paul Albanese Assistant Principal, Grade 9
 Eleanore Riley Assistant Principal, Grade 10
 Ken Lewis Assistant Principal, Grade 11
 David Kedzielawa Assistant Principal, Grade 12

Guidance Staff:
 Stacy Roe-Marshall - Counselor in Charge
 Karrie Brenner
 Heather Daley
 Jenna Frangione
 June May
 Alicia Loscalzo
 Michele Wells

Roy C. Ketcham High School 298-5100
 David Seipp Principal
 Megan D'Alessandro Assistant Principal, Grade 9
 David Maffei Assistant Principal, Grade 10
 Lisa Talaber Assistant Principal, Grade 11
 Chante Brooks Assistant Principal, Grade 12

David Townsend - Counselor in Charge
 Kalah Boscia
 Kate DeGroat
 Suzanne DeSimone
 Laura Margini
 Antoinette Sarna
 Jennifer Soltish
 Phillip Toretta

Van Wyck Junior High School 227-1700
 Steven Shuchat Principal
 Michelle Kaprinski Assistant Principal, Grade 7
 Michael Siena Assistant Principal, Grade 8

Anne Bogen - Counselor in Charge
 Sandra Parker
 Graceann Smith

Wappingers Junior High School 298-5200
 Terrence Thompson Principal
 Michael Anderson Assistant Principal, Grade 7
 Michael Corsano Assistant Principal, Grade 8

Paul Nostrand - Counselor in Charge
 Christine Lowery
 Elena Peratikos

Orchard View Alternative High School 298-5005
 Laura DiStefano Principal

Michelle Califano

DISTRICT DIRECTORS

Continuing Education/Driver Education Jeffrey Behnke 298-5000 ...X40137
 Fine & Performing Arts/Foreign Language Lori Orestano-James 298-5000 ...X40121
 Elementary Education Jessica Turner 298-5000 ...X 40128
 Social Studies 7-12/English Language Arts 7-12/
 English as a New Language (ENL) K-12 Lizzette Ruiz-Giovinazzi 298-5000 ...X40156
 Mathematics & Science Adam Panzer 298-5000 ...X40170
 Physical Education, Health, Intramurals and
 Interscholastic Athletics Kurt Jesman 897-6700 ...X30096
 (Assistant Director)
 RCK & Wappingers JHS Athletics and Family & Consumer Sciences Joseph Luzzi 298-5100 ...X31096
 Special Education Programs Karen Smith 298-5000 ...X40135
 Public Relations and Evaluations and Business Education Amy Watkins 298-5000 ...X40176
 Instructional Technology/Data Assessments and
 Library Media Services Arthur Schouten 298-5000 ...X40180
 Assistant Director/ John Jay HS and Van Wyck JHS Athletics Maureen Myers 897-6700 ...X30097

New Graduation Pathways

The new regulations include a “4+1” option that permits a student to meet graduation assessment requirements by passing Regents examinations in English language arts, math, science, and social studies, plus an additional Regents examination or a comparably rigorous examination approved by the Commissioner.

The 4+1 pathway option does not change existing graduation course or credit requirements and students must continue to meet all current course and 22 units of credit requirements, even if they were to elect to take advantage of the 4+1 option. However, existing regulations provide several areas of flexibility for meeting course and credit requirements through, for example, the availability of integrated CTE courses and independent study

The 4+1 option applies to students who:

- First entered ninth grade in September 2011 and thereafter OR
- Students who are otherwise eligible to receive a high school diploma in June 2015 and thereafter AND have passed four required Regents exams (or Department - approved alternative assessments) in English, mathematics, science and social studies.

The new regulations create graduation pathways in the Humanities; Science Technology, Engineering and Math (STEM); Biliteracy/Languages Other Than English (LOTE); Career and Technical Education (CTE), and the Arts; students pursuing any of these pathways must pass one of the following assessments in place of the fifth assessment currently required for graduation:

- One additional social studies Regents exam or Department-approved alternative (Humanities Pathway); or
- One additional Regents exam in a different course in mathematics or science or a Department-approved alternative (STEM Pathway); or
- A pathway assessment in a Language Other Than English (LOTE) approved by the Commissioner (which could include a Biliteracy Pathway); or
- A career and technical education pathway assessment approved by the Commissioner, following successful completion of an approved CTE program (CTE Pathway); or
- An arts pathway assessment approved by the Commissioner (Arts Pathway)

A CTE assessment that meets the approved alternative requirements for Science can be substituted for the required Science Regents exam.

The January 2015 Regents Item regarding Pathways to Graduation can be found at: <http://www.regents.nysed.gov/meetings/2015Meetings/January/115p12a2.pdf>



Diploma/Credential Requirements

Revised June 2016

The following charts outline the diploma and credential requirements currently in effect. The chart is intended to provide an overview of the requirements and identify the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer specific regulatory requirements and more detailed information regarding the requirements for each diploma or credential.

Diploma Type	Available to	Requirements
Regents	All Student Populations	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives • Assessment: <ul style="list-style-type: none"> ○ 5 required Regents exams⁽¹⁾ with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and 1 Pathway Assessment⁽²⁾; or ○ 4 required Regents exams⁽¹⁾ with a score of 65 or better as follows: 1 math, 1 science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#regentsdiploma
Regents (through appeal)	All Student Populations	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives • Assessment: <ul style="list-style-type: none"> ○ 4 required Regents exams⁽¹⁾ with a score of 65 or better and 1 Regents exam with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and 1 Pathway Assessment⁽²⁾; or ○ 3 required Regents exams⁽¹⁾ with a score of 65 or better and 1 Regents exam with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 social studies, ELA and meet all the requirements of the CDOS Commencement Credential <p>Note: Non Regents Pathway exams are not subject to the Appeal Process http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore</p>

<p>Regents with Honors</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives • Assessment: 5 required Regents exams⁽¹⁾ with a computed average score of 90 or better as follows: 1 math, 1 science, 1 social studies, ELA and either 1 Pathway Assessment⁽²⁾ or meet all the requirements of the CDOS Commencement Credential (no more than 2 Department approved alternatives may be substituted and will not count in the computed average) <p>http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</p>
<p>Regents with Advanced Designation</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. <p>Assessment: Students may meet the assessment requirements in order to earn a Regents Diploma with Advanced Designation by passing <u>any one</u> of the following combinations of Regents examinations and/or Department approved alternatives if applicable:</p> <ol style="list-style-type: none"> Traditional Combination: ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, 1 must be life science and 1 must be physical science) = 8 Assessments Pathway⁽²⁾ Combination (other than STEM): ELA, 1 social studies, 3 mathematics, 2 science (1 must be life science and 1 must be physical science), <u>and</u> either 1 Pathway (other than science or mathematics) or meet the requirements for the CDOS Commencement Credential = 7 or 8 Assessments STEM (Mathematics) Pathway⁽²⁾ Combination: ELA, 1 social studies 4 mathematics, 2 science (1 must be life science and 1 must be physical science) = 8 Assessments STEM (Science) Pathway⁽²⁾ Combination: ELA, 1 social studies, 3 mathematics, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments <p>In addition a student must pass either a locally developed Checkpoint B LOTE* examination or complete a 5 unit sequence in the Arts or CTE.</p> <p>http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>
<p>Regents with Advanced Designation with an annotation that denotes Mastery in Math</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in mathematics <p>See 100.5(b)(7)(x)</p> <p>http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD</p>

<p>Regents with Advanced Designation with an annotation that denotes Mastery in Science</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) and, in addition, scores 85 or better on each of 3 Regents examinations in science See 100.5(b)(7)(x) http://www.p12.nysed.gov/part100/pages/1005.html#regentsAD
<p>Regents with Advanced Designation with Honors</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. In addition, a student must earn an additional 2 units of credit in LOTE** or a 5 unit sequence in the Arts or CTE. These credits can be included in the 22 required credits. • Assessment: Meets all assessment requirements for the Regents diploma with advanced designation (see above) with a computed average score of 90 or better (no more than 2 Department approved alternatives may be substituted and will not count in the computed average) <p>Note: The locally developed Checkpoint B LOTE* examination is not included in the computed average. http://www.p12.nysed.gov/part100/pages/1005.html#diplomaHonors</p>
<p>Local Diploma (through Appeal)</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. • Assessment: <ul style="list-style-type: none"> ○ 3 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, <u>and</u> 1 Pathway Assessment⁽²⁾ ; or ○ 2 required Regents exams with a score of 65 or better and 2 Regents exams with a score of 60-64 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, <u>and</u> meet all the requirements for the CDOS Commencement Credential <p>Note: Non Regents Pathway exams are not subject to the Appeal process. http://www.p12.nysed.gov/part100/pages/1005.html#regpasscore http://www.p12.nysed.gov/ciai/gradreq/CurrentAppealForm.pdf</p>

<p>Local Diploma (through Superintendent's Determination)</p>	<p>Students with disabilities with an IEP</p> <p>Does NOT INCLUDE students with a Section 504 Accommodation Plan</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)* 2 physical education, 3 ½ electives. • Assessment: <ul style="list-style-type: none"> • A score of 55 or better on both the ELA and 1 math Regents exams, or a successful appeal of a score between 52 and 54; <u>and</u> • Participation in at least 1 social studies Regents exam, 1 science Regents exam, and either 1 Pathway exam (or meet the requirements for the CDOS commencement credential), for which no passing score was obtained utilizing the low pass, safety net, the compensatory safety net or the 52-54 appeal; <u>and</u> • A superintendent's determination, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State's learning standards through the assessment required for graduation. <p>More information can be found at: http://www.p12.nysed.gov/specialed/publications/superintendent-determination-of-graduation-with-a-local-diploma.htm</p>
<p>Local Diploma</p>	<p>English Language Learners Only</p>	<ul style="list-style-type: none"> • Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. • Assessment: <ul style="list-style-type: none"> ○ 4 required Regents exams⁽¹⁾ with a score of 65 or better and the ELA Regents exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7); or ○ 3 required Regents exams with a score of 65 or better, 1 Regents exam with a score of 60-64, and the ELA Regents exam with a score of 55-59. For both the 60-64 and the 55-59 scores, an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and either 1 Pathway Assessment⁽²⁾ or meet the requirements of the CDOS Commencement Credential <p>Note: Students who choose the CDOS pathway may still appeal an ELA score of 55-59 and on other Regents exam score of 60-64</p> <p>http://www.regents.nysed.gov/meetings/2015Meetings/February/215p12a1.pdf</p> <p>Note: Non Regents Pathway exams are not subject to the Appeal process</p>
<p>Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Career and Technical Education Endorsement</p>	<p>All Student Populations</p>	<ul style="list-style-type: none"> • Credit: Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program. • Assessment: Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed. <p>http://www.p12.nysed.gov/part100/pages/1005.html#carteched</p>

Local ⁽³⁾	Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan	<ul style="list-style-type: none"> ● Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. ● Assessment: <ul style="list-style-type: none"> a. Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 math, 1 science, 1 social studies, ELA <u>and</u> either 1 Pathway Assessment⁽²⁾, or meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#assessment; or b. Low Pass Safety Net and Appeal: <ul style="list-style-type: none"> I. 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 Pathway Assessment⁽²⁾; or II. 2 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements of the CDOS Commencement Credential <p>Note: Non Regents Pathway exams are not subject to the Appeal process.</p> <ul style="list-style-type: none"> c. Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm; or d. Compensatory Safety Net Option: scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned. <ul style="list-style-type: none"> ● http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html
----------------------	--	---

Local ⁽³⁾	Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan	<ul style="list-style-type: none"> ● Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE)*, 2 physical education, 3 ½ electives. ● Assessment: <ul style="list-style-type: none"> a. Low Pass Safety Net Option: 5 required Regents exams with a score of 55 or better as follows: 1 math, 1 science, 1 social studies, ELA <u>and</u> either 1 Pathway Assessment⁽²⁾, or meet all the requirements of the CDOS Commencement Credential http://www.p12.nysed.gov/part100/pages/1005.html#assessment; or b. Low Pass Safety Net and Appeal: <ul style="list-style-type: none"> I. 3 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and 1 Pathway Assessment⁽²⁾; or II. 2 required Regents exams with a score of 55 or better and 2 Regents exams with a score of 52-54 for which an appeal is granted by the local district per Commissioner's Regulation 100.5(d)(7) as follows: 1 Math, 1 Science, 1 Social Studies, ELA, and meet all the requirements of the CDOS Commencement Credential <p>Note: Non Regents Pathway exams are not subject to the Appeal process.</p> <ul style="list-style-type: none"> c. Regents Competency Test (RCT) Safety Net Option for students entering grade 9 prior to September 2011: passing score on corresponding RCT if student does not achieve a score of 55 or higher on the Regents examination http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm; or d. Compensatory Safety Net Option: scores between 45-54 on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics, but compensates the low score with a score of 65 or higher on another required Regents exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned. <ul style="list-style-type: none"> ● http://www.p12.nysed.gov/specialed/publications/safetynet-compensatoryoption.html
----------------------	--	---

- Pass an additional social studies Regents exam in a different course or Department Approved Alternative ; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass an approved CTE Assessment after successfully completing an approved CTE program
- Pass a Department approved pathway assessment in the Arts⁽⁴⁾
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CTE or LOTE found at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

The Department is working to identify Pathway assessments in LOTE. When those examinations are identified they will be posted at <http://www.p12.nysed.gov/ciai/multiple-pathways/>

³The low pass (55-64) option for general education students to earn a local diploma has been phased out and students who entered high school in 2008 and thereafter no longer have access to this option. There may still be students in the K-12 system that entered grade 9 in 2007 or earlier and still have access to this option.

Examination Requirements

REGENTS EXAM or passing score on a Departmentally-approved Alternative	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	
	# 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	65	1	65	1	55*	1	55*
Math	1	65	1	65	1	65	1	55*	1	55*
Science	1	65	1	65	1	65	1	55**	1	55**
Social Studies	1	65	1	65	1	65	1	55**	1	55**
Pathway (See note 1 on reverse side)	1 or CDOS	65 if Regents Exam	1 or CDOS	4 exams with a minimum score of 65 and 1 exam with a score of 60-64 for which an appeal has been granted by the district	1 or CDOS	3 exams with a minimum score of 65 and 2 exams with a score of 60-64 for which an appeal has been granted by the district	1 or CDOS	55** if Regents exam	1 or CDOS	Either 4 exams with a minimum score of 65 and ELA with a score of 55-59 for which an appeal has been granted by the district OR 3 exams with a minimum score of 65, and 1 exam with a score of 60-64 and ELA with a score of 55-59 for which an appeal has been granted for both by the district
Compensatory Safety Net	Non Applicable		Non Applicable		Non Applicable		Scores of 45-64 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

Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in a multiple ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options:

Traditional Combination
 ELA, Global History and Geography, US History and Government, 3 mathematics, 2 science, (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.

Pathway Combination (other than STEM)
 ELA, 1 social studies, 3 Math, 2 Science (1 must be life science and 1 must be physical science), 1 Pathway (other than Science or math) or complete the requirements for the CDOS Commencement Credential = 7 or 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.

STEM (Mathematics) Pathway Combination:
 ELA, 1 social studies, 4 math, 2 Science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam or a 5 unit sequence in the Arts or CTE.

STEM (Science) Pathway Combination:
 ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 Assessments. In addition the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE Exam OR a 5 unit sequence in the Arts or CTE.

* 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. See: <http://www.p12.nysed.gov/cia/igradreq/revAppealForm2015.pdf>

** In the event a student with a disability is unable to attain a passing score on this examination the student may seek a Superintendent's Determination of a local diploma. See <http://www.p12.nysed.gov/specializedpublications/superintendent-determination-of-graduation-with-a-local-diploma.htm>

NEW YORK STATE DIPLOMA REQUIREMENTS APPLICABLE TO GRADE 9 STUDENTS FIRST ENTERING HIGH SCHOOL IN 2016

	MINIMUM NUMBER OF CREDITS
English Social Studies <i>Distributed as Follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (1/2) Economics (1/2)	4
Science <i>Distributed as Follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science	3
Mathematics Languages Other than English (LOTE)	3 1 ⁽¹⁾
Visual Art, Music, Dance, and/or Theater Physical Education (participation each semester)	1 2
Health	0.5
Electives	3.5
Total	22

⁽¹⁾ Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate

Notes:
 1.) Pathways:
 • A student must either complete all the requirements for the CDOS Commencement Credential at <http://www.p12.nysed.gov/specialed/publications/2016-memos/cdos-graduation-pathway-option.html>; or
 • Pass an additional math Regents examination in a different course or Department Approved Alternative; or
 • Pass an additional science Regents examination in a different course or Department Approved Alternative; or
 • Pass an additional social studies Regents examination in a different course or Department Approved Alternative; or
 • Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
 • Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
 • Pass a Department approved pathway assessment in a Language other than English (LOTE)
 • Pass a Department approved pathway assessment in the Arts; or
 • Pass a Department approved pathway assessment in a Language other than English (LOTE)
 See Multiple Pathways at: <http://www.p12.nysed.gov/sai/multiple-pathways/>
 See Department Approved Alternatives at <http://www.p12.nysed.gov/assessment/nsgen/archivelist.pdf>

Appeals:
 Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found at <http://www.p12.nysed.gov/cda/gradreq/Documents/CurrentAppealForm.pdf>

3.) **Special Endorsements:**
 Honors: A student earns a computed average of at least 90 on the Regents examinations 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 examinations and the locally developed Checkpoint B LOTE examination is not included in the calculation.
 Mastery In Math and/or Science: A student meets all the requirements for a Regents Diploma with Advanced Designation AND earns at score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.
 Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3 part technical assessment

4.) **Transition to the Common Core Regents Assessments:**
 ELA: Students who enter grade 9 in 2013 and thereafter must pass the Regents examination in ELA Common Core in order to meet the diploma requirements.
 Mathematics: In 2013 and thereafter any student, regardless of grade level or cohort who begins their first commencement level course in mathematics must be provided with instruction aligned with the NYS P-12 Common Core Learning Standards for Mathematics and take the corresponding Common Core Regents examination. More information can be found at <http://www.p12.nysed.gov/assessment/commoncore/transitionccregents1131ev.pdf>

5.) **Students with disabilities who entered grade 9 prior to September 2011:**
 Students with disabilities who enter grade 9 prior to the 1-12 school year who fail one or more Regents examinations may take the corresponding Regents Competency Test (RCT) in order to meet the assessment requirements. This option may not be used in conjunction with the Compensatory Safety Net Option.

6.) **Languages other than English (LOTE) exempt students:**
 Students with a disability may be excused from the requirement from the required units of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate. A LOTE exempt 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 LOTE in order to meet the assessment requirements for the Advanced Diploma.

Orchard View Alternative High School

WHAT IS ORCHARD VIEW?

Orchard View Alternative High School is a Wappingers Central School District (WCSD) is dedicated for students who have not reached their full potential in the traditional high school setting. Our school provides students with a full range of courses required for high school graduation, as well as certain electives. Students enrolled in Orchard View are actively involved in their own education. Their future success in life rests on making good decisions, which is enforced through Orchard View's positive behavior supports and interventions. Students have the opportunity to take control of their future in a highly structured, supportive environment

- **Grades 9-12.**
- **Small Teacher to Student Ratio**
- **School hours: 7:55am – 1:40pm**
- **Transportation Provided**
- **Class schedule: eight (8) forty-two (41) minute academic periods.**
- **There is limited food service and vending machines.**

WHO CAN ATTEND?

Students attending Orchard View are in need of a non-traditional setting that is responsive to a diverse range of adolescence issues. Students who attend Orchard View represent a diverse population of learners with various strengths and abilities. Any high school student in the Wappingers Central School District who is interested in attending Orchard View should speak to their current high school counselor to learn about the application process.

SOCIAL/EMOTIONAL LEARNING

All students at Orchard View participate in Empowerment Academy. Through the Academy, students are able to learn various skills that encourage critical thinking, accountability, and team building. Our Faculty serves as advisors to all students and meets regularly throughout the school year.

COMMUNITY SERVICE

Community service is an integral component of the Orchard View student experience. Through service to others, students gain an appreciation for their community while enhancing their own emotional development. In addition, this experience provides the opportunity to foster and develop interpersonal skills, teach responsibility, and build self-confidence. Every student at Orchard View is required to complete 20 hours of community service each school year. While students may choose to participate in service opportunities organized by the faculty of Orchard View, they are also permitted to independently complete the community service requirement.

COUNSELING PROGRAM

Orchard View's support staff includes a school counselor and a social worker, who work to improve the social/emotional well-being of students in the school setting. The support staff's role includes, but is not limited to, the following:

- **Counsel individual students with needs or concerns relating to academic, behavioral, and social/emotional issues.**
- **Counsel small groups with needs or concerns relating to academic, behavioral, and social/emotional issues.**
- **Provide support for families regarding school related problems.**
- **Provide referrals to appropriate specialists, special programs, or agencies**

ENROLLMENT PROCEDURE

Students who are interested in applying to Orchard View should contact their current school counselor for an application and to learn more about the intake process. Applications that have a completed student and parent/guardian section should be submitted for review by the student's current school counselor and building administrator. The current school counselor will initiate the intake process with Orchard View Administration and an intake meeting will be scheduled. Applications may be submitted at any time during the school year. Admitted students may start the program at the beginning of **either** the Fall or Spring Semester.



ALTERNATIVE COURSES THAT MEET GRADUATION REQUIREMENTS

CORE REQUIREMENT	ALTERNATE COURSE
Art/Music/1 credit	Interior Design & World of Fashion (1 credit) SIA/Communication Systems Theatre I (1 credit) Design & Drawing for Production (1 credit)
4th credit in English	Corporate Communications (1 credit) (must have passed English 11 Regents)
3rd credit in Mathematics or Science	Financial Math (1 credit) Math only Design and Drawing for Production (Math or Science) Digital Electronics (Science) Principles of Engineering (Science) Civil Engineering and Architecture (Science)
Economics	Business Economics College Business Economics DCC 105

It is important to remember that course enrollment and staff availability determine whether or not a course can be offered. Therefore, as you make your preliminary selections, develop reasonable alternatives as well.

TITLE VII & IX OFFICER - EMPLOYEES

**Dr. Dwight Bonk, Assistant Superintendent for Human Resources
and Labor Relations**
(845) 298-5000 x40115

TITLE VII & IX OFFICER - STUDENTS

**Mr. Daren Lolkema, Assistant Superintendent for Compliance
and Information Systems**
(845) 298-5000 x40131

Wappingers Central School District
PO Box 396
25 Corporate Park Drive
Hopewell Junction, NY 12533

SENIOR OPTIONS

Articulation agreements have been made with two local colleges so that qualifying seniors can complete their first year of college at the same time they conclude their final year of high school. Talk with your guidance counselor or principal, or with the college contact person if you have questions. Although college tuition/fees and transportation are family responsibilities, the rates are favorable -- and so is the one-year headstart! As another option please also note the "New Visions" pre-college program sponsored by BOCES.

BRIDGE



Poughkeepsie, New York 12601-1387
(845) 575-3300

High school juniors who are judged by their high school and the Marist College admissions committee to have the necessary qualifications to complete the Bridge Year Program successfully are eligible to participate in the program during their senior year. Academic competence and maturity are among the factors that will be considered. All Bridge students will take the English course (AP English Literature) which will be taught at the high school by its own faculty. Approved and supervised by Marist College, it will receive full Marist course credit. Bridge students will come to the Marist campus to complete their academic program with other college students. Bridge students will be allowed to take up to 15 credits plus one laboratory course each semester.

Contact person: Kathryn DiCorcia, Interim Director of Academic Learning Center

TRANSITIONS

DUTCHESS
COMMUNITY COLLEGE

53 Pendell Road
Poughkeepsie, New York 12601-1595
(845) 431-8000

Full-time admission is dependent upon high school GPA and passing a qualifying examination taken in the junior year as well as recommendation by the high school and the Dutchess Community College admissions staff. This will allow students to participate in after school activities if they choose. The 30-32 credits earned during the year may be used to fulfill the first year of an Associate degree at DCC, or transferred to other colleges. To receive high school credit they must receive a grade of C or higher. For part-time admission, the qualifying exam in English is needed to enroll in Eng 101.

Contact person: Coleen Trogisch, Associate Dean of Academic Affairs

JUNIOR OPTIONS

ADVANCED PLACEMENT/HONORS PROGRAM

Students enrolled in Advanced Placement courses are encouraged to take the AP exams that are associated with the courses. The transcripts of students who do not take the required AP exams will show the courses as Honors courses, not AP courses.

For purposes of determining class rank only, Advanced Placement grades will be weighted at 1.10 and Honors course grades will be weighted at 1.05.

DIVERSIFIED CO-OP PROGRAM

The Diversified Co-op Program is a general work-based learning program for Seniors not enrolled in other Co-op programs. The program consists of 300 hours of paid, school-related, supervised work-experience, along with a minimum of one period per week of related in-school instruction. The student will receive one unit of elective credit.

CO-CURRICULAR AND EXTRA-CURRICULAR ELIGIBILITY

Board of Education Policy #5205 ~ Adopted: July 19, 2004

The Wappingers Central School District believes that participation in co-curricular and extra-curricular activities, including athletics, benefits both the participant and the school community. To insure the integrity of these programs, however, all students are expected to meet guidelines for academic eligibility and to follow the student code of conduct with respect to behavioral responsibilities. A full explanation of the district's guidelines governing participation in co-curricular and extra-curricular activities is available by obtaining a copy of Board Policy #5205 or as printed in the WCSD Student Handbook, the WCSD Code of Conduct, or the Interscholastic Eligibility and Participation Booklet. A brief summary of the eligibility guidelines appears below:

Eligibility – The Student Conduct Component: When students are given the privilege of representing our school and community in co-curricular activities, we expect them to conduct themselves in an exemplary and acceptable manner. This includes attendance in school and all scheduled classes on the day of an activity in order to participate in that co-curricular activity (e.g., game, practice, performance, rehearsal, etc.) Additionally, the expectation for appropriate student conduct shall apply at all times and in all public places; not only to school premises, school hours, or those times when a student is actually participating in the co/extra-curricular activity. Any student activities participant or athlete who engages in misconduct or other inappropriate behavior will be subject to discipline or denial of the continuing privilege of participating.

Eligibility – The Academic Standards Component: Prior to beginning a co-curricular or an athletic program or participating in the tryout period in either case, a student must demonstrate his academic eligibility status based upon the previous marking period report card. Once the program begins, eligibility status must be maintained throughout the marking periods. Once a student falls below the minimum requirements, he/she may no longer participate in the activity. A student may regain their eligible status through an appeals process. The academic eligibility standards in brief include:

- **A student must be considered a full-time student by carrying the correct minimum number of courses, with Physical Education counting as one course. Freshman, Sophomores and Juniors must carry and maintain acceptable averages in six (6) courses. Seniors must carry and maintain acceptable averages in five (5) courses, including college level, bridge, internship and co-op courses.**
- **A student must have had and must continue to maintain an overall average of 70%, with no more than one failure. The most recent marking period report card will be used in making this determination.**
- **Probationary Status: Under the rules outlined above, a student may remain eligible for participation in co-curricular activities, including athletics, with one course failing grade if he/she maintains an overall average of 70% or better. However, if a student is so identified, he/she will be placed on “probationary status” until the next marking period grades have been awarded. This means the student will be expected to pass the “failed” course by the time of the next marking period, as well as continuing to pass all other courses and achieving an overall average of 70% or better. If at the time of the next marking period, the student has not passed the course which triggered the probation, the student is changed to ineligible. If the student should fail any other course and/or fall below an overall average of 70%, even if he/she has passed the course that had triggered the probation, the student is changed to ineligible.**

The Wappingers Central School District believes that participation in co-curricular and extra-curricular activities benefits both the participant and the school community. It provides the participant with the opportunity to develop self-confidence, respect for self and others, commitment, independence, leadership, social interaction skills and problem solving skills. It is the hope that all students will strive for this well-rounded education and participate in these activities.

The Business Education program is comprehensive and designed to meet the personal, college and career needs of the Wappingers Central School District students.

Student-Athletes who attend high school in the Wappingers Central School District and their parents are responsible for monitoring their own progress toward meeting the required standards set by the NCAA to be eligible to receive athletic-based scholarships and

NCAA ELIGIBILITY CENTER INFORMATION

participate in athletics at an NCAA Division I or Division II college or university. The following pages serve as basic information for students and parents about this process.

Throughout the course catalog and syllabi courses which meet the NCAA requirements for “core-courses” are designated with this symbol:



If you, as a student-athlete, aspire to play a sport in college please see your guidance counselor as soon as possible and talk to them about the necessary steps that you need to take.

The information provided to you in this course handbook is intended to serve as a guide, more information can also be found at www.eligibilitycenter.org.

FREQUENTLY ASKED QUESTIONS

What is the NCAA Eligibility Center?

The NCAA was setup for students who plan to play Division I or Division II sports during their freshman year of college. All students who plan to play collegiately at the Division I or Division II level must register with the NCAA during their senior year of high school. This registration process certifies that the student has met certain academic and other standards, as required under NCAA guidelines in order to compete and receive athletic-based financial aid.

Why are the NCAA Eligibility Center Requirements Important?

Prior to competing at the Division I or Division II level all students must be approved by the NCAA Eligibility Center. In order to be approved by the NCAA Eligibility Center and deemed eligible for athletic competition, all students must have completed all of the required coursework at the high school level. Requirements for eligibility will vary depending upon whether a student plans to compete at the Division I or the Division II level. The NCAA Eligibility Center requirements are very important in a student's class scheduling process. All students who play high school sports, AAU, or are a member of any type of travel team should inform his/her guidance counselor during their freshman year in order to ensure they are placed on the appropriate scheduling track.

NCAA ELIGIBILITY CENTER INFORMATION

DIVISION I INITIAL ELIGIBILITY

For students to be eligible to compete in NCAA sports during their first year at a Division I school, they must meet standards for their core courses, core-course grade-point average (GPA) and test scores.

Students must graduate high school and meet ALL the following requirements:

1. Complete 16 core courses:
 - o **4 years of English**
 - o **3 years of math (Algebra 1 or higher)**
 - o **2 years of natural/physical science (including 1 year of lab science if your high school offers it)**
 - o **1 additional year of English, math or natural/physical science**
 - o **2 years of social science**
 - o **4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy**
2. Complete 10 core courses, including seven in English, math or natural/physical science, before the replace any of those 10 courses to improve their core-course GPA.
3. Earn at least a 2.3 GPA in their core courses.
4. Earn an SAT combined score or ACT sum score matching their core-course GPA on the Division I sliding scale, which balances test scores and core-course GPA. If students have a low test score, they need a higher core-course GPA to be eligible. If they have a low core-course GPA, they need a higher test score to be eligible.

*Please see www.eligibilitycenter.org for more detailed information.

DIVISION II INITIAL ELIGIBILITY

For students to be eligible to compete in NCAA sports during their first year at a Division II school, they must meet standards for their core courses, core-course grade-point average (GPA) and test scores.

Students must graduate high school and meet ALL the following requirements:

1. Complete 16 core courses:
 - o **3 years of English**
 - o **2 years of math (Algebra 1 or higher)**
 - o **2 years of natural/physical science (including 1 year of lab science if your high school offers it)**
 - o **3 years additional of English, math or natural/physical science**
 - o **2 years of social science**
 - o **4 additional years of English, math, natural/physical science, social science, foreign language, comparative religion or philosophy**
2. Earn at least a 2.0 GPA in core courses.
3. Earn an SAT combined score or ACT sum score matching their core-course GPA on the Division II partial qualifier sliding scale.

*Please see www.eligibilitycenter.org for more detailed information.

INITIAL ELIGIBILITY

Initial-eligibility standards help ensure you are prepared to succeed in the first year of college. The eligibility process also protects the fairness and integrity of college sports by ensuring student-athletes are amateurs.

If you want to practice, compete and receive an athletics scholarship during your first year at a Division I or II school, the NCAA Eligibility Center must certify you as eligible. Throughout the process, NCAA Eligibility Center staff members partner with students and their families, as well as high school administrators and coaches.

As a college-bound student-athlete, you are responsible for your eligibility – that means planning ahead, taking high school classes seriously and protecting your amateur status. It can be a difficult first step, but the benefits of being a student-athlete are worth the effort.

GET READY. GET SET. GO!

GRADE 9

- o Start planning now: take the right courses and earn the best grades possible.
- o Ask your counselor for a list of your high school's NCAA-approved core courses to make sure you take the right classes. Find your high school's list of NCAA-approved courses at NCAA.org/courselist.

GRADE 10

- o Register with the NCAA Eligibility Center at eligibilitycenter.org.
- o If you fall behind, ask your counselor for help with finding approved courses you can take.

GRADE 11

- o Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses.
- o Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- o At the end of the year, ask your counselor to send or upload your official transcript to the NCAA Eligibility Center. If you took classes at more than one high school or program, submit an official transcript for each school.
- o Make sure you are on track to graduate on time with your class.the High School Portal . This will help ensure that courses taken by your students can be matched to their transcript during the final academic certification process.

GRADE 12

- o Complete your final NCAA core courses as you prepare for graduation.
- o Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.
- o Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (spring enrollees) in your NCAA Eligibility Center account at eligibilitycenter.org.
- o After you graduate, ask your counselor to send or upload your final official transcript with proof of graduation to the NCAA Eligibility Center.
- o Only students on an NCAA Division I or II school's certification request list will receive a certification.

Information obtained from the NCAA Initial Eligibility Clearinghouse
www.eligibilitycenter.org

BUSINESS EDUCATION

The purpose of the Business Department is to prepare students for entry-level employment in the business office and marketing occupations, for post-secondary studies in business and to provide all students access to key college and career ready skills utilized in all fields and majors..

The Business Department was awarded CTE (Career and Technical Education) endorsement from New York State in Business. This pathway prepares all students, regardless of major or future career decision, with essential skills in college and career readiness. The CTE endorsement is 'weighted' equivalent to an Advanced Regents diploma. Students must complete the following 3 ½ credits to earn the CTE endorsement on their diploma.

- ½ credit in Microsoft Office
- ½ credit in Money Management (Formerly Financial Health)
- ½ credit in Career and Financial Management
- 1 credit in Business Ownership
- 1 credit in Virtual Enterprise OR Business Co-Op (Work-Based Learning) [For the endorsement, only one credit from either of these courses is required, but both courses can be taken in Junior and Senior Year.]

To enhance participation in the Business Education course work, students are encouraged to join Future Business Leaders of America (FBLA) and the National Business Honors Society.

Please note the following:

- Career and Financial Management is a suggested course for all students, especially students in Business Education.
- Students have the opportunity to earn a technical endorsement on their diploma, a NYS Career and Technical Education (CTE) approved 4 + 1 pathway. (A CTE Pathway is weighted equal to an Advanced Regents diploma.) This pathway requires the following:
 - 22 credits total
 - Pass the following: English Regents, Math Regents, Science Regents, Social Studies Regents
 - Complete a 3.5 credit sequence inclusive of
 - Microsoft Office
 - Money Management
 - Career and Financial Management
 - Business Ownership, and
 - Virtual Enterprise OR Work-Based Learning (Co-Op)
 - Complete the Employability Profile
 - Earn 70% on the Fundamental Business Concepts assessment
- Students who complete a 5-credit Career and Technical Education sequence (Business, Career and Life Sciences and/or Technology), may use this in place of the additional 2 units of Foreign Language and Regents exam for an Advanced Regents diploma.
- Corporate Communications satisfies a 4th English credit after passing the English Regents exam.
- College Business Economics (B655) satisfies the ½ unit of credit requirement in Economics (D655).
- Financial Math satisfies a third year math credit after passing the Algebra examination.
- Business Co-Op Education (Work-Based Learning) is available to students who have taken or are enrolled in a Business course **other than** Microsoft Office or Word Processing.
- Diversified Co-Op Education (Work Experience) is available to seniors not enrolled in another Co-Op program. This course is specifically designed for students who do not qualify for Business Co-Op for CALS Co-Op (Cornell College of Agriculture and Life Sciences.)

BUSINESS EDUCATION

CAREER AND FINANCIAL MANAGEMENT

Code: 0700 Half Year (9-12) (½ credit) (rank weight 1.00)

Prerequisite: Required for (CTE) Career and Technical Endorsement on High School Diploma

Required for (CTE) Career and Technical Endorsement on High School Diploma

This course is a one-semester Business elective. The primary goal of this course is to help students set up an action plan for adult life with a career that fits their personality, talents, and interests while providing a salary that finances their desired lifestyle. This course is recommended for all students who are unsure what career path they plan to take. Students will explore concepts they are likely to encounter in a typical workplace including:

- o Personality, career choice, and education / training
- o Job search including cover letter, resume, interview, and thank you notes
- o Personal budget
- o Workplace norms and regulations
 - Labor law
 - Compensation
 - Collective bargaining
- o Leadership
 - Corporate culture and management styles
 - Ethics, social responsibility, and cultural sensitivity
- o Digital footprint
- o Business environment
 - Forms of business
 - Entrepreneurship
 - International trade

MONEY MANAGEMENT (Formerly FINANCIAL HEALTH)

Code: B650 Half-Year (10-12) (1/2 credit) (rank weight 1.00)

Prerequisite: None - Requirement for CTE (Career & Technical Education) Certification on Diploma

Unit 1: Saving and Budgeting

Chapter 1. Introduction to Personal Finance

Introduces the topic of personal finance, explores the evolution of the American credit industry, and highlights the importance of both knowledge and behavior when it comes to managing money.

- The reason why we work
- Earnings Statements, W-4, W-2, gross vs. net income
- Setting Smart Goals
- Needs Vs. Wants

Chapter 2. Saving

Emphasizes the importance of saving and explains the three reasons to save: emergencies, large purchases, and wealth building.

- Reasons to save
- Different kinds of savings: Savings accounts, money market accounts, CDs, savings bonds
- Interest rates
- Rule of 72
- Different kinds of banks: credit unions, banks, brokerage houses
- Fees associated with banking

Chapter 3. Budgeting

Explores the purpose and process of writing a budget and the basics of banking, including balancing and managing a checking account.

- Sample young person's budget: Budget as a college student, first job, single, married.
- Fixed expenses vs. variable living expenses

- Debit cards
- Importance of knowing your account balances.

Unit 2: Credit and Debt

Chapter 4. Debt

Identifies the devastating costs of using debt as a financial tool, debunks credit myths, explains the elements of a credit score, identifies organizations that maintain consumer credit records, and summarizes major consumer credit laws.

- Weigh the benefits and risks of borrowing
- Compare the costs and terms of borrowing options
- Start the journey to establish a good credit rating
- Explore the rights and responsibilities of borrowers and lenders
- Credit cards – “positives” and “pitfalls”

Chapter 5. Life after High School

Explores 21st Century post-secondary education and career exploration, highlights the importance of avoiding debt as a young adult, and explains how to cash flow a college education.

- Explore the payoffs of investing in yourself
- Create your game plan for success
- 5 Ways your career powerfully impacts your life
- Identify how education can impact earnings
- Strategies to minimize the costs of education

Chapter 6. Consumer Awareness

Identifies factors that influence consumer behavior and the effect of inflation on buying power.

- Identity Theft
- Consumer fraud
- Warranty / Guarantee

Unit 3: Financial Planning and Insurance

Chapter 7. Bargain Shopping

Highlights the importance of bargain shopping as part of a healthy financial plan and identifies important negotiation strategies.

- Smart Shopping / Couponing
- Comparative Shopping
- Shopping “Apps” and Websites

Chapter 8. Investing and Retirement

Establishes basic investing guidelines, describes and compares various types of investments, and identifies elements of employer benefits and retirement plans.

- Investments
- Retirement
- Employer Plans

Chapter 9. Insurance

Identifies the purpose of financial risk management as well as the appropriate and most cost-effective risk management strategies.

- What is insurance and why we need insurance.
 - Risk Management
 - Auto Insurance
 - Home / Renters Insurance
 - Life Insurance
 - Health Insurance
 - Disability Insurance

Unit 4: Income, Taxes, and Giving

Chapter 10. Money and Relationships

Identifies the differences among people's values and attitudes as they relate to money and highlights communication strategies for discussing financial issues.

- Envisioning the lifestyle you would like to lead
- Needs vs. Wants

BUSINESS EDUCATION

- Your lifestyle now vs. the lifestyle you want to live in the future
- Setting lifestyle goals
- Spending habits you have and may need to change

Chapter 11. Careers

Examines the importance of pursuing a career in line with your strengths, the elements of effective goal setting, and the best practices of successful people.

- Envisioning your future career
- Your Personal Profile
 - Aptitude Tests
 - Your definition of a successful career
 - Identify your strengths
 - Roles, Occupations and Vocations
 - Career Goals (OOH)
 - Educational needs to achieve goals

Chapter 12. Giving

Highlights the importance of giving of your time, talents, and money in order to serve others and leave a lasting legacy.

- Giving back to the community
 - Assessing your Time/Talents/Money
 - Evaluating charitable organizations
 - What legacy do you want to leave behind?

WORD PROCESSING

Code: B730 Half Year (9-12) (½ credit) (rank weight 1.00)

Prerequisite: None

NOTE: IT IS RECOMMENDED THAT ALL STUDENTS TAKE THIS COURSE. It is a necessary skill to function in today's world.

NOTE: Speed and accuracy development is required.

Areas of Study Include:

- Introduction to computer basics
 - Identification of computer parts
 - Instruction on opening a document
- Keyboard readiness
 - Instruction on touch keyboarding method
 - Identify parts of the Word screen
- Introduction to Microsoft Word
 - Identification of operation commands
 - Identify parts of the Word screen
- Production of Word documents
 - Centering
 - Enumerations
 - Letters
 - Reports
 - Resume
 - Memorandums
 - Proofread and spell documents
- Skill Development
 - Three minute timed writings

Assessment: District-wide portfolio project

BUSINESS LAW

Code: B610 Full Year (9-12) (1 credit) (rank weight 1.00)

Prerequisite: None

Business Law - What rights do I have in school? Can they really search my locker? Are you planning on buying a car? What if I get arrested? What happens in court? Whether you are planning on a legal career or just have everyday legal questions, this is the course for you. Visit a real courtroom,

view real court cases. Students will visit the Dutchess County courthouse as part of the course. Business Law is a great compliment to the other courses offered in the Business department, as it relates closely with our Business Ownership, Marketing, Financial courses.

Areas of Study Include:

- Ethics and the Law
 - Defining Ethics
 - Sources of Law • The Court System
 - A Dual Court System
 - Trial Procedures • Criminal Law
 - What Is a Crime? Particular Crimes
 - The Law of Torts
 - Intentional Torts
 - Marriage Formalities and Restrictions
 - Marriage Laws
- Divorce and Its Legal Consequences
 - Ending a Marriage
 - Divorce Settlement
- Renting a Place To Live
 - The Rental Agreement
 - Responsibilities of Landlord and Tenant • Buying a Home
 - Evaluating Housing Alternatives
 - The Home Buying Process • Insurance Protection
 - The Insurance Contract
 - Life and Health Insurance - Property Insurance
- Retirement and Wills - Retirement Income - Estate Planning
 - "A Day In Court"
 - DC Courthouse Trip

Assessment: District-wide final exam taken as Part 1 in January and Part 2 in June.

SPORTS LAW

Code: B620 Half Year (10-12) (½ credit) (rank weight 1.00)

Prerequisite: Business Law

NOTE: Topics pertain specifically to amateur and professional sports

Areas of Study Include:

- Introduction
 - Torts
 - Contracts
 - Civil Law
- What is Sports Law?
 - Understanding the difference between what is a sport and what is not a sport
- Sports Contracts
 - Classification of Sports
- Amateur Sports
 - Title IX
 - Penalties for violation of eligibility for recruitment
 - Letter of Intent
 - Unethical Conduct
 - Contract to Participate in Sports
 - Endorsements
 - Contractual Right to an Education
 - Contractual Right to Academics and Sports
 - Duty of Care
 - Drug Testing
 - Case Studies

BUSINESS EDUCATION

- Professional Sports
 - Contract to Participate in Sports
 - Conduct
 - Antitrust Law
 - Morality Clause
 - Breach of Contract
 - Unique Issues with Long Term Sport Contracts
 - Case Studies
- Common Torts and Crimes in Sports
 - Betting/Gambling
 - Liability of One Participant to Another
 - Vicarious Liability
 - Stadium Safety against Fans (No-Duty Rule)
 - Negligence
 - Duty of Care Doctor/Trainer
 - Drug Testing
 - Reverse Discrimination
 - Health and Disability Issues
 - Case Studies
- Video Conference
 - Baseball and Football Hall of Fame

Assessment: District-wide final project

ENTERTAINMENT LAW

Code: B630 Half Year (10-12) (½ credit) (rank weight 1.00)

Prerequisite: Business Law

NOTE: Topics pertain specifically to entertainment and the media

Areas of Study Include:

- Business Law Review
 - Torts
 - Contracts
 - Civil Law
- Freedom of Speech
 - Constitution
 - Government Regulation
 - Freedom of Speech v. Artistic Expression
 - Regulating Freedom of Speech in the Entertainment Industry
 - Motion Picture Association Ratings System
 - Case Studies
- Privacy
 - Invasion of Privacy vs. Freedom of the Press
 - Privacy in Public Areas
 - Privacy in Semi-Public Places
 - Privacy of Public Figures
 - Types of Invasions
 - Categories of Invasion of Privacy Torts
 - Defenses in Invasion of Privacy Cases
 - Case Studies
- Defamation
 - Case Studies
- Intellectual Property
 - Copyrights
 - Fair Use and Fair Use and Parodies
 - Work for Hire
 - Transfer of Copyright
 - Music Plagiarism
 - Case Studies

Assessment: District-wide final project

FINANCIAL MATH

Code: B415 Full Year (11-12) (1 credit) (rank weight 1.00)

Prerequisite: Two years of Math

NOTE: The final exam will be given in two parts. Part 1 is given at the end of the 2nd quarter and Part 2 is given in June. Each part counts for 50% of the final exam grade. Students MUST take both parts. This course satisfies a third math credit after passing of the Algebra Regents Examination.

Areas of Study Include:

- Gross Income
 - Hourly Pay
 - Overtime Pay
 - Piecework
 - Salary
 - Commission
 - Graduated Commission
- Net Income
 - Federal Income Tax
 - State Income Tax
 - Graduated State Income Tax
 - Social Security Tax
 - Group Insurance
 - Earnings Statement
- Checking Accounts
 - Deposits
 - Writing Checks
 - Check Registers
 - Bank Statements
 - Reconciling the Bank Statement
- Savings Accounts
 - Deposits
 - Withdrawals
 - Passbooks
 - Account Statements
 - Simple Interest
 - Compound Interest
 - Compound Interest Tables
 - Daily Compounding
- Cash Purchases
 - Sales Tax
 - Total Purchase Price
 - Unit Pricing
 - Finding the Better Buy
 - Coupons and Rebates
 - Markdown
 - Sale Price
- Charge Accounts and Credit Cards
 - Sales Receipts
 - Account Statements
 - Finance Charge – Previous-Balance Method
 - Finance Charge – Unpaid-Balance Method
- Loans
 - Single – Payment Loans
 - Installment Loans
 - Simple Interest Installment Loans
 - Installment Loans – Allocation of Monthly Payment
 - Paying Off Simple Interest Installment Loans
 - Determining the APR
 - Refund of Finance charge

BUSINESS EDUCATION

- Automobile Transportation
 - Purchasing A New Automobile
 - Dealer's Cost
 - Purchasing a Used Automobile
 - Automobile Insurance
 - Operating and Maintaining an Automobile
 - Leasing an Automobile
 - Renting an Automobile
- Housing Costs
 - Mortgage Loans
 - Monthly Payment and Total Interest
 - Closing Costs
 - The Monthly Payment
 - Real Estate Taxes
 - Homeowner's Insurance
 - Homeowner's Insurance Premium
 - Other Housing Costs
- Insurance and Investments
 - Health Insurance Premiums
 - Health Insurance Benefits
 - Term Life Insurance
 - Other Types of Life Insurance
 - Certificates of Deposits
 - Effective Annual Yield
 - Stocks
 - Stock Dividends
 - Selling Stocks
 - Bonds
- Record keeping
 - Average Monthly Expenditure
 - Preparing a Budget Sheet
 - Using a Budget
- Personnel
 - Hiring New Employees
 - Administering Wages and Salaries
 - Employee Benefits
 - Disability Insurance
 - Travel Expenses
 - Employee Training
- Production
 - Manufacturing
 - Break-Even Analysis
 - Quality Control
 - Time Study – Number of Units
 - Time Study – Percent of Time
 - Packaging
 - Purchasing
 - Trade Discounts
 - Trade Discount-Complement Method
 - Trade-Discount Rate
 - Chain Discounts
 - Chain Discounts-Complement Method
 - Cash Discounts-Ordinary Dating
 - Cash Discounts-EOM Dating
- Sales
 - Markup

- Markup Rate
- Net Profit
- Net-Profit Rate
- Determining Selling Price-Markup Based on Selling Price
- Markup Rate Based on Cost
- Determine Selling Price-Markup Based on Cost
- Markdown
- Marketing
 - Opinion Surveys
 - Sales Potential
 - Market Share
 - Sales Projections
 - Sales Projections-Factor Method
 - Newspaper Advertising Costs
 - Television Advertising Costs
 - Pricing
- Services
 - Building Rental
 - Maintenance and Improvement
 - Equipment Rental
 - Utilities Costs-Telephone
 - Utilities Costs-Electricity
 - Professional Services
- Corporate Planning
 - Inflation
 - Gross National Product
 - Consumer Price Index
 - Budget

Assessment: District-wide final exam taken as Part I in January and Part II in June.

ACCOUNTING 1

Code: B452 Full Year (9-12) (1 credit) (rank weight 1.00)

Prerequisite: None

Areas of Study Include:

- Introduction to Accounting
 - Accounting Equation
 - Classification of Accounts
- Basic Accounting Cycle for the Sole Proprietorship
 - Analyzing Business Transactions
 - Journalizing to the General Journal
 - Posting to the General Ledger
 - Six-Column Worksheet
 - Financial Statements for the Sole Proprietorship
 - Closing Entries
 - Banking Procedures
- Payroll Accounting
 - Calculating Payroll
 - Journalizing and Posting the Payroll
- Accounting Cycle for Merchandising Business
 - Sales and Cash Receipts
 - Purchases and Cash Payments
 - Special Journals
 - 10-Column Worksheet and Adjustments
 - Financial Statements for a Corporation
 - Closing Entries for a Merchandising Business
- Special Accounting Procedure
 - Change and Petty Cash
 - Assets and Depreciation

Assessment: District-wide simulation project

BUSINESS EDUCATION

COLLEGE ACCOUNTING - DCC ACCOUNTING 101 AND 102

Code: B652 Full Year (11, 12)(1 credit) (rank weight 1.10)

Prerequisite: None

NOTE: This is a college level course. The accelerated pace demands a willingness to accept the responsibility of intensive preparation. Students successfully completing this course will be awarded 3 SUNY credits. This course is a mandatory 2 - semester experience.

Areas of Study Include:

- Accounting in Action
 - Why study accounting?
 - What is accounting?
 - Financial statements
 - The accounting profession
- Recording Process
 - The account: debits and credits
 - Steps in the recording process
 - The trial balance
- Adjusting Accounts
 - Timing issues
 - Adjusting entries
 - Adjusting trial balance and financial statements
- Completion of the Accounting Cycle
 - Preparing and adjusting a work sheet
 - Preparing and posting closing entries
 - Reversing entries
 - Classified balance sheet
- Accounting for Merchandising Operations
 - Operating cycles and inventory systems
 - Recording purchases and sales of merchandise
 - Adjusting and closing entries
- Inventories
 - Classifying and determining quantities
 - Cost under a periodic inventory system
 - Inventory errors
 - Statement presentation and analysis
- Accounting Information Systems
 - Principles of accounting information systems
 - Developing an accounting system
 - Subsidiary ledgers
 - Sales, cash receipts, purchase, and cash payments journals
- Internal Control and Cash
 - Principles of internal control
 - Limitations of internal control
 - Cash controls
 - Use of a bank
 - Reporting cash
- Accounting for Receivables
 - Types of accounts receivables
 - Recognizing accounts receivables
 - Notes receivables
 - Statement preparation and analysis
- Plant Assets, Natural Resources, and Intangible Assets
 - Determining the cost for plant assets (land, buildings, & equipment)
 - Factors in computing depreciation
 - Depreciation methods
 - Accounting for intangibles
- Current Liabilities and Payroll Accounting
 - Accounting for current liabilities
 - Contingent liabilities
 - Payroll accounting
- Accounting Principles
 - Objectives of financial reporting
 - Qualitative characteristics of accounting information
 - Elements of financial statements
 - Assumptions
 - Principles
 - Constraints in accounting
- Accounting for Partnerships
 - Characteristics of a partnership
 - Advantages and disadvantages of a partnership
 - Basic partnership accounting
 - Liquidation of a partnership
- Corporations: Organizations and Capital Stock Transactions
 - Characteristics of a corporation
 - Forming a corporation
 - Ownership rights of stockholders
 - Corporate capital
 - Accounting for common stock issues
 - Accounting for treasury stock
 - Preferred stock
- Corporations: Dividends, Retained Earnings, and Income Reporting
 - Cash and stock dividends
 - Retained Earnings
 - Long Term Liabilities
 - Bond basics
 - Accounting for bond issues
 - Accounting for bond retirements
 - Accounting for long-term liabilities
- Investments
 - Why corporations invest
 - Accounting for debt investments
 - Accounting for stock investments
 - Valuing and reporting investments
- Statement of Cash Flows
 - Usefulness and format for the statement of cash flows
 - Significant noncash activities
 - Preparing statement of cash flows
 - Indirect and direct methods
- Managerial Accounting
 - Comparing managerial and financial accounting
 - Ethical standards for managerial accounting
 - Managerial cost concepts
 - Manufacturing costs in financial statements

Assessment: District-wide final exam taken as Part I in January and Part II in June

BUSINESS EDUCATION

COLLEGE BUSINESS ECONOMICS - DCC ECONOMICS ISSUES 105

Code: B656 Half Year (12) (½ credit) (rank weight 1.10)
Prerequisite: 3 credits of Social Studies

NOTE: This course satisfies the graduation requirement of a ½ credit in economics and may be taken instead of D655-Economics or B655-Business Economics. This is a college level course and the accelerated pace demands a willingness to accept the responsibility and challenge of intensive preparation. Although the topics are similar to B655-Business Economics, this class requires additional analysis, introspection, reading and writing on some of the top economic issues affecting people today. Students who successfully complete this course will be awarded 6 SUNY credits.

Areas of Study Include:

- Economics, The Study of Opportunity Costs
 - Economics and Opportunity Costs
 - Modeling Opportunity Costs Using the Production Possibilities Frontier
 - Attributes of the Production Possibilities Frontier
 - The Big Picture
 - Thinking Economically
- The Cost of War
 - Opportunity Costs
 - Present Value and the Value of a Human Life
 - Economic versus Accounting Costs
- Supply And Demand
 - Definitions
 - The Supply and Demand Model
 - All about Demand
 - All About Supply
 - Determinants of Demand
 - Determinants of Supply
 - The Effect Change in Price Expectations on the Supply And Demand Model
- Personal Income Taxes
 - How Income Taxes Work
 - Issues in Income Taxation
 - Incentives and the Tax Code
 - Who Pays Income Tax
 - The Tax Debates of the Last Decade
- Perfect Competition, Monopoly, and Economic Versus Normal Profit
 - From Perfect Competition To Monopoly
 - Supply Under Perfect Competition
- Poverty And Welfare
 - Measuring Poverty
 - Programs for the Poor
 - Incentives, Disincentives, Myths, and Truths
 - Welfare Reform
- Education
 - Investments in Human Capital
 - Should We Spend More
 - School Reform Issues
 - College And University Education
- The Concept of Elasticity and Consumer Producer Surplus
 - Elasticity Of Demand
 - Alternative Ways to Understand Elasticity
 - More on Elasticity
 - Consumer and Product Surplus
- Energy Prices
 - The Historical View

- OPEC
- Why Do Prices Change So Fast
- Electric Utilities
- Minimum Wage
 - Traditional Economic analysis of a Minimum Wage
 - Rebuttals to the Traditional Analysis
 - Where are Economists Now
- Ticket Brokers and Ticket Scalping
 - Defining Brokering And Scalping
 - An Economic Model Of Ticket Sales
- Every Macroeconomic Word You Ever Heard: Gross Domestic Product, Inflation, Unemployment, Recession and Depression
 - Measuring The Economy
 - Real Gross Domestic Product and Why It Is Not Synonymous with Social Welfare
 - Measuring and Describing Unemployment
 - Business Cycles
- The Stock Market and Crashes
 - Stock Prices
 - Efficient Markets
 - Stock Market Crashes
 - The Accounting Scandals of 2001 and 2002
- Interest Rates and Present Value
 - Interest Rates
 - Present Value
- Fiscal Policy
 - Nondiscretionary and Discretionary Fiscal Policy
 - Using Fiscal Policy to Counteract "Shocks"
 - Evaluation Fiscal Policy
- Unions
 - Why Unions Exist
 - A Union as a Monopolist
 - The History of Labor Unions
 - Where Unions Go From Here
- Federal Spending
 - A Primer on The Constitution and Spending Money
 - Using Our Understanding of Opportunity Costs
 - Using Our Understanding of Marginal Analysis
 - Budgeting for the Future
- Federal Deficits, Surpluses and the National Debt
 - Surpluses, Deficits, and the Debt: Definitions and History
 - How Economists See the Deficit and the Debt
 - Who Owns the Debt
 - A Balanced Budget Amendment
- Monetary Policy
 - Goals, Tools, and Model of Monetary Policy
 - Central Bank Independence
 - Modern Monetary Policy
- Social Security
 - The Basics
 - Why Do We Need Social Security
 - Social Security Effects On the Economy
 - Whom Is the Program Good For
 - Will the System Be There For Me
- International Trade: Does it Jeopardize American Jobs
 - What We trade and With Whom
 - The Benefits of International Trade
 - Trade Barriers
 - Trade as a Diplomatic Weapon
- The Economics of Race and Sex Discrimination
 - The Economic Status of Women and Minorities

BUSINESS EDUCATION

- Definitions and Detection of Discrimination
- Discrimination in Labor and Consumption and Lending
- Affirmative Action
- Tobacco, Alcohol, Drugs and Prostitution
 - An Economic Model of Tobacco, Alcohol, Drugs and Prostitution
 - Why is Regulation Warranted
 - Taxes on Tobacco and Alcohol
 - Why are Drugs and Prostitution Illegal
- The Environment
 - How Clean Is Clean Enough
 - The Externalities Approach
 - The Property Rights Approach
 - Environmental Problems and Their Economic Solutions
- So You want to be a Lawyer: Economics and the Law
 - The Government's Role in Protecting Property and Enforcing Contracts
 - Private Property
 - Bankruptcy
 - Civil Liability
- Health Care
 - Where the Money Goes and Where It Comes from
 - Insurance in the United States
 - Economic Models of Health Care
 - Comparing the United States with the Rest of the World
- Antitrust
 - What's Wrong with Monopoly
 - Natural Monopolies and Necessary Monopolies
 - Monopolies and The Law
 - Examples of Antitrust Action
- Wal-Mart: Always Low Prices (and Low Wages) – Always
 - The Market Forum
 - Who Is Affected?
- Government Provided Health Insurance, Medicaid, Medicare and the Child Health Insurance Program
 - Medicaid: What, Who and how much
 - Why Medicaid Costs so much
 - Medicare: Public Insurance and the Elderly
 - Medicare's Nuts and Bolts
 - The Medicare Trust Fund
- Economic Growth and Development
 - Growth in Already Developed Countries
 - Comparing Developed Countries with Developing Countries
 - Fostering (and Inhibiting) Development
- Illegal Immigration
 - Why do they come?
 - Can we stop them?
 - Do they benefit/hinder economic development?
- Labor Unemployment
 - Unemployment
 - Underemployment
 - What can the government do?

Assessment: District-wide final exam

Textbook: *Issues in Economics Today*, published by McGraw-Hill, © 2008

CORPORATE COMMUNICATIONS

Code: B660 (12) (1 credit) (rank weight 1.00)

Prerequisite: 3 years of English and passed the English Regents exam.

Areas of Study Include:

- Communicating in Your Life

- Communication: Its Importance and Roles in Your Life
- Communication: Responsibilities of Participants, Forms and Barriers
- Electronic Communication
- Diversity and Ethics
 - Cultural Differences at Home and Abroad
 - Effective Cross-Cultural Communication
 - Diversities in the Workplace
- Nonverbal Communication and Teamwork
 - Nonverbal Communication
 - Listening Skills
 - Teamwork
- Basics of English Grammar
 - Parts of Speech
 - Nouns, Pronouns, and Adjectives
 - Verb, Adverbs, Prepositions, Conjunctions, and Interjections
- Mechanics of Writing
 - External Marks and the Comma
 - Other Internal Marks
 - Abbreviations, Capitalizations, and Number Expression
- The Writing Process
 - Planning and Organizing Messages
 - Composing Messages
 - Editing and Publishing Messages
- Writing Memos, E-mail, and Letters
 - Business Correspondence
 - Memos
 - E-mails and Instant Messaging
 - Letters
- Writing Letters to Clients and Customers
 - Writing Letters with a Neutral or Positive Message
 - Writing Letters with a Negative Message
 - Writing Persuasive Messages
- Writing Reports
 - Planning Reports
 - Writing Informal Reports
 - Writing Formal Reports
- Graphic and Visual Aids
 - Using Graphics and Visual Aids
 - Developing Graphics
- Technical Communication
 - Writing to Instruct
 - Writing to Describe
- Technology in the Workplace
 - Computer Hardware and Software
 - Other Technologies
 - Workplace Safety and Ergonomics
- Presentations and Meetings
 - Oral Presentations
 - Visual Aids in Presentations
 - Effective Meetings
- Communicating with Customers
 - Customer Service
 - Fact-to-Face Communications
 - Telephone Communication
- Getting a Job
 - Job Search
 - Resume
 - Application Letter and Form
 - Interview and Follow-up Messages
- Final Exam-Portfolio Project
 - Technical Communication Document

BUSINESS EDUCATION

- Report
- Newsletter
- Memo
- Business Letter or Letter of Application
- Job Application
- Oral Presentation
- Resume

Assessment: District-wide portfolio project and/or final exam.
Textbook: Business Communications, published by South-Western Cengage Learning, © 2010

MICROSOFT OFFICE

Code: B545 Half Year (9-12) (½ credit) (rank weight 1.00)

Prerequisite: None - Requirement for CTE (Career & Technical Education) Certification on Diploma

Areas of Study Include:

MICROSOFT WORD

- Operational Characteristics
- Formatting Techniques
 - Formatting of business letters
 - Formatting of reports
 - Formatting of memorandum
 - Formatting of tables

MICROSOFT ACCESS

- Operational Characteristics
- Application and Formatting
 - Designing/creating a database
 - Editing a database
 - Sorting a database
 - Searching a database

MICROSOFT EXCEL

- Operational Characteristics
- Applications and Formatting
 - Creating a spreadsheet
 - Sorting a spreadsheet
 - Use of formulas in a spreadsheet
 - Changing a spreadsheet

MICROSOFT POWER POINT

- Operational Characteristics
- Applications and Formatting
 - Creating from a blank presentation
 - Inserting clip art and text boxes
 - Changing backgrounds and slide designs
 - Inserting animation and sound

Assessment: District-wide portfolio project

SPORTS AND ENTERTAINMENT MARKETING

Code: B553 Full Year (9-12) (1 credit) (rank weight 1.00)

Prerequisite: None

Areas of Study Include:

- World of Marketing
 - What is marketing
 - Economics of marketing
- Sports & Entertainment: Connections & Contrast
 - History of sports and entertainment marketing
 - Similarities in marketing
 - Differences in marketing
- Sports Marketing
 - The sports market
 - Categories of sports

- Sports products
- Sports Marketing Mix
 - Product design
 - Pricing and strategies
- Sports Market Research and Outlets
 - The research process
 - Outlets – the place decision
- Branding and Licensing
 - Branding
 - Licensing
- Sports and Promotion
 - Planning the promotion
 - Advertising and sales promotion
 - Public relations and personal selling
- Sports Marketing Plans and Careers
 - The marketing Plan
 - Sports marketing careers
- Entertainment Marketing
 - Entertainment and marketing
 - Types of entertainment businesses
- Entertainment Products and Marketing
 - Types of entertainment products
 - Media product marketing
- Product and Price Decisions: Entertainment
 - Branding and entertainment
 - Price decisions
- Entertainment Market Research and Outlets
 - Targeting entertainment markets
 - Research methods
 - Entertainment outlets and Venues
- Images and Licensing
 - Images and merchandising
 - Licensing and royalties
- Entertainment Promotion
 - Promotional mix
 - Variety of promotional methods
- Entertainment Marketing Plans and Careers
 - Entertainment marketing plan
 - Entertainment marketing: education and careers

Assessment: District-wide final project

BUSINESS OWNERSHIP

Code: B653 Full Year (9-12) (1 credit) (rank weight 1.00)

Prerequisite: :None - Requirement for CTE (Career & Technical Education) Certification on Diploma

Business Ownership is intended to provide a survey of all other business courses. It exposes students to common elements of running a small business. It incorporates business simulations, public speaking, and training in the software necessary to perform business tasks. Specific areas of study include:

Areas of Study Include:

- Economics (supply and demand) and types of businesses in America
- Marketing and market research
- Financial Planning (break-even analysis and cash flow statements)
- Accounting Basics (income statement and balance sheet)
- Graphic art for business (logos, letterheads, business cards, and marketing materials)
- Sales pitches
- Human resources (hiring employees and performance reviews)

BUSINESS EDUCATION

- Legal, ethical, and social obligations of businesses and business people
- Global trends and opportunities - Culture and business

The course culminates with a business plan competition similar to the hit T.V. show "Shark Tank" where student teams pitch their ideas to investors to try to earn start-up money.

WORK BASED LEARNING (BUSINESS CO-OP)

Code: B770 Full Year (11, 12)(1 credit) (rank weight 1.00)

Students seeking CTE (Career and Technical Education) Certification on Diploma can choose Virtual Enterprise I or Work-Based Learning

Prerequisite: A Business Education course (excluding Word Processing or Microsoft Office).

The Cooperative Work Experience Program strives to accomplish the following goals:

- Equip the students with employability skills, career awareness, and the framework to make mature decisions about future education and career opportunities
- Encourage the students to develop positive self-esteem, respect for others, and strive for excellence
- Provide the students with experiences that will open doors for future employment opportunities

The course includes:

- At least 300* hours of part-time work.
- The student must have met or be in the process of meeting academic requirements for graduation
- Students must be employed under current state and federal labor laws and regulations
- Regular meetings with teacher-coordinator, both in the school and at the job site
- Supervision of work experience by the teacher-coordinator who assists in appropriate job placements in local businesses
- Must complete Employability Profile.

NOTE:

- Working papers and a Social Security card are required
- A maximum of 2 credits of work experience may be earned toward graduation
- No more than 1 credit may be earned each school year
- Students must provide their own transportation to and from work

Assessment: Employer evaluation and teacher evaluation

*Students may receive ½ credit for 150 hours of work. All requirements for the Business Co-Op Work Experience must be met. Use Code B769.

SCHOOL-TO-WORK (DIVERSIFIED CO-OP)

Code: B700 Full Year (12) (1 credit) (rank weight 1.00)

Prerequisite: None

- The student must have met or be in the process of meeting academic requirements for graduation.
- Students must be employed under current state and federal labor laws and regulations.
- This Co-Op course is for students who have never taken Career and Financial Management.

Course includes:

- At least 300 hours of part-time work experience.
- Opportunity to obtain job placement experience.
- A minimum of one period per week of related-in-school instruction (areas of study are listed below).
- Supervision of work experience by the teacher coordinator who assists in appropriate job placements in local businesses.

- Complete Employability Profile.

NOTE: Working papers and a social security card are required. Students will receive one elective credit. This course does not fulfill any Business Education requirements.

Areas of study during the related in-school instruction include:

- Career Assessment
 - Assessing personal interests
 - Assessing abilities, aptitudes and values
 - Identify occupations choices that match interest and abilities
- Career Development and Transition Planning
 - Communication skills
 - Leadership skills
 - Teamwork
 - Critical thinking
 - Technical knowledge and skills
- Job Search Process
 - Resume preparation
 - Cover letter
 - Interview
 - Follow-up letter
- Labor Laws and Work Safety
 - Child labor laws
 - Worker's compensation
 - Safety regulations
- Issues in the Workplace
 - Ethics in the workplace
 - Multi-tasking
 - Understanding sexual harassment
 - Conflict
- Understand Paycheck and Taxes
 - Filing taxes
- Business Etiquette
 - Manners
 - Dress for Success
 - Punctuality
 - Attendance
 - Appropriate language
 - Customer service skills
 - Stress management
- Success on the Job
 - Career ladder
 - Professional Associations
 - Proper procedures for exiting a job
- Spending and Saving Money
 - Understanding credit
 - Understanding different types of credit

Assessment: District-wide portfolio project

VIRTUAL ENTERPRISE I

Code: B800 Full Year (11-12) (1 credit) (rank weight 1.00)

Prerequisite: A Business Education course (excluding Word Processing or Microsoft Office).

Students seeking CTE (Career and Technical Education) Certification on Diploma can choose Virtual Enterprise I or Work-Based Learning

Virtual Enterprise I is a simulated business that is set up and run by students to prepare them for working in a real business environment. The students determine the nature of their business, its products and services, its management and structure, and learn the daily operations of a business under the guidance of a consultant. Students in this program maintain employment in the simulated business, allowing the student to experience,

BUSINESS EDUCATION

in a simulated business environment, all facets of being an employee in a firm. Additionally, students as employees in the simulated firm earn a 'salary' that will be managed through a yearlong exercise in personal finance.

VIRTUAL ENTERPRISE II

Code: B801 Full Year (11-12) (1 credit) (rank weight 1.00)

Prerequisite: Virtual Enterprise I.

Students seeking CTE (Career and Technical Education) Certification on Diploma can choose Virtual Enterprise I or Work-Based Learning

Virtual Enterprise II is a follow on course to Virtual Enterprise. Students who have successfully completed the Virtual Enterprise course are eligible to enroll in Virtual Enterprise II. The student in Virtual Enterprise II will be employed in the firm in a position different than that they held in Virtual Enterprise.

ENGLISH

The study of English in the Wappingers Central School District focuses directly on the Common Core Learning Standards for English Language Arts in the following areas:

1. Reading Literature.
2. Reading Informational Text.
3. Writing.
4. Speaking and Listening.
5. Language.

Students must take English every year in high school. All students in New York State must receive a passing grade on the Comprehensive Regents Examination in English in Grade 11.

In grades 9-10, English is a full year course designed to help students meet the learning standards and prepare for the Comprehensive Regents Examination in English. Students are scheduled into either a regular or Honors level class.

The Honors class in grade 11 is the Advanced Placement Course in Language and Composition.

In grade 12, students must take a full year of English, from a selection of courses that include Advanced Placement Literature and Composition, Dutchess Community College Courses, English 12: Humanities in Writing and Literature, English 12: Adventures in Writing and Literature, English 12: Contemporary Identities in Writing and Literature.

Dual enrollment in English 11 and any English 12 course is contingent upon continuously passing both courses. At the end of the first and second marking periods, if the student is found to be failing either course, s/he will be dropped from the higher level course, regardless of which course s/he is passing. The student must be eligible to graduate at the end of the year if both courses are completed successfully.

HONORS PROGRAM IN ENGLISH LANGUAGE ARTS

The high school English honors program is an extremely rigorous course of study, designed for students capable of superior thinking, reading and writing skills. These students welcome the challenge and excitement of learning more complex and demanding material. Students are placed in honors sections based on their academic achievement along with a teacher recommendation. Students are expected to maintain an 85 overall average to remain in honors.

The profile of a true honors student is multi-dimensional. The student's work ethic is demonstrated by timely, consistent, complete, and high quality response to assignments along with consistent, active participation in classroom discussion and presentations.

Successful completion of the honors program in grades 9 and 10 prepares students for the Advanced Placement program, which serves as Honors English in grades 11 and 12. Departmental approval is required for student registration in these courses.

More information on the New York State English Language Arts Standards and Common Core Curriculum can be found at <http://www.corestandards.org/ela-literacy>.

ENGLISH

ENGLISH 9

Code: E341 Full Year (9) (1 credit) (rank weight 1.0)

Prerequisite: Pass English 8

See English 9 Honors description

For info on the NYS English Language Arts Stds & Core Curriculum see:
<http://www.corestandards.org/ela-literacy>.

HONORS ENGLISH 9

Code: E361 Full Year (9) (1 credit) (rank weight 1.05)

Prerequisite: Completion of ELA 8 Honors with a final average of at least 90% and recommendation of ELA 8 teacher or recommendation of 8th grade teacher with department approval.

NOTE: Honors classes generally incorporate more reading, writing and discussion and at a higher level; use more challenging text books and other materials; and take a different final exam from the Regents classes.

Areas of Study may Include:

COURSE CONCEPT: The Journey

QUOTATION: "Not every journey takes place on the road."

ESSENTIAL QUESTION: How is a physical journey a metaphor for life?

LITERATURE:

- Selections from Elements of Literature (Course 3)
- A Long Way Gone
- Poe Collection
- The Miracle Worker or Monster
- Mythology and Folklore
- The Odyssey
- Romeo and Juliet
- The Book Thief (Honors)
- Grendel (Honors)
- Speak
- The House on Mango Street
- Bad Boy
- Out from Boneville
- The Outsiders
- The Martian Chronicles
- Various essays, poetry and short stories

CONTENT, SKILLS, AND TASKS ADDRESSED:

- Critical Lens
- Journal and journal responses
- Analytical Essay
- Persuasive Essay
- Personal Narrative
- Creative Writing
- Research Project
- Independent Reading Assignments
- Listening activities and exercises
- Oral Presentations
- Literary Terms and Devices
- Vocabulary & spelling study
- Grammar
- Literature Circles/Socratic Seminar

6 TRAIT WRITING

Assessment: A departmental final exam based on the content, concepts and themes in the course will be administered in June. This final will count as 20% of the students' overall grade.

For info on the NYS English Language Arts Stds & Core Curriculum see:
<http://www.corestandards.org/ela-literacy>.

ENGLISH 9 LITERACY LAB

Code: E386 Full Year (9) (½ credit, class meets every other day) (rank weight 1.0)

Prerequisite: Students assigned based on Grade 8 ELA State Exam Score and Grade 8 ELA class average as well as teacher recommendation.

Course Goal: Provide academic intervention assistance to students who need additional support in ELA skills and strategies in order to meet the New York State Standards in English Language Arts.

Areas of study may include but are not limited to:

- Grammar practice
- Vocabulary development
- Writing process
- Six-Trait writing
- Research skills
- Literary analysis
- Literary terms
- Listening and speaking
- Reading skills and strategies
- Note taking skills
- Testing taking skills
- Critical thinking

Texts: A variety of texts will be used to further develop students' skills and strategies.

Assessment: Periodic assessment will be given to monitor student progress.

ENGLISH 10

Code: E441 Full Year (10) (1 credit) (rank weight 1.0)

Prerequisite: Pass English 9

See Honors English 10 description

For info on the NYS English Language Arts Stds & Core Curriculum see:
<http://www.corestandards.org/ela-literacy>.

HONORS ENGLISH 10

Code: E461 Full Year (10) (1 credit) (rank weight 1.05)

Prerequisite: Passed English 9 Honors with a grade of 85% or higher and teacher recommendation or teacher recommendation from regents level.

NOTE: Honors classes generally incorporate more reading, writing and discussion and at a higher level; use more challenging text books and other materials; and take a different final exam from the Regents classes.

COURSE CONCEPTS: Prejudice and Injustice

ESSENTIAL QUESTION: What makes people unwilling to respond to injustice?

QUOTATION: "The opposite of love is not hate, but indifference."

GUIDING QUESTION: Why do we repeat our mistakes?

Areas of Study may Include:

CORE LITERATURE:

- Art of Styling Sentences (Honors)
- Night
- Of Mice and Men
- A Raisin in the Sun
- Twelfth Night or Taming of the Shrew
- Scarlet Letter (Honors)
- To Kill A Mockingbird
- Selections from The Bedford Reader (Honors)

OPTIONAL TITLES:

- Princess Bride
- Animal Farm
- A Tale of Two Cities (Honors)
- The Good Earth (Honors)
- Nickle and Dimed

ENGLISH

- The Bean Trees
- Their Eyes Were Watching God
- Maus

LITERARY SKILLS/QUALITIES, AND TASKS: 6 TRAIT WRITING

- Poetry
- Non-Fiction
- Critical lens
- Journal and journal responses
- Analytical Essay
- Literary letter/ author letter
- Business letter
- Creative Writing
- Research paper/project
- Genre Essay
- Other literature based essays
- Independent Reading Assignments
- Listening activities and exercises
- Oral presentations
- Literary terms and devices
- Vocabulary and spelling study
- Grammar

Assessment: A departmental final exam based on the content, concepts and themes in the course will be administered in June. This final will count as 20% of the students' overall grade.

For info on the NYS English Language Arts Stds & Core Curriculum see: <http://www.corestandards.org/ela-literacy>.



ENGLISH 11 REGENTS

Code: E540 Full Year (11) (1 credit) (rank weight 1.0)

Prerequisite: Passed English 10 or English 10 Honors

COURSE CONCEPTS: Loss of innocence, Rite of passage, Self-identity

ESSENTIAL QUESTION: What does it mean to lose one's innocence?

GUIDING QUESTION: Why are values necessary in developing an identity and sense of self?

Areas of Study may Include:

CORE LITERATURE:

- Oedipus Rex
- Catcher in the Rye
- Old Man and the Sea
- Macbeth
- Poems, short stories and essays

OPTIONAL LITERATURE:

- The Great Gatsby
- A Separate Peace
- The Crucible
- A Streetcar Named Desire
- The Glass Menagerie
- Our Town
- Ethan Frome
- The Secret Life of Bees

LITERARY SKILLS/QUALITIES, AND TASKS: 6 TRAIT WRITING

- Writing essays to communicate ideas
- Research paper techniques
- Avoidance of plagiarism
- Written responses to literature, including literary analysis
- Writing a persuasive essay
- Writing a comparison/contrast essay
- Listening to follow directions
- Listening for information
- Listening to evaluate
- Reading strategies to increase comprehension

- Critical reading skills
- Critical thinking skills
- Independent Reading
- Vocabulary and spelling study
- Grammar and usage
- Oral presentations
- MLA documentation
- Preparation for the Comprehensive English Regents Exam
- Literature Circles

LITERACY PORTFOLIO: All students are expected to keep a literacy portfolio

Final Exam is Comprehensive Regents Exam = 100% of final exam grade.

For info on the NYS English Language Arts Stds & Core Curriculum see: <http://www.corestandards.org/ela-literacy>.



ADVANCED PLACEMENT -

LANGUAGE AND COMPOSITION - HONORS

Code: E563 Full Year (11) (1 credit) (rank weight 1.10) (1.05 Honors)

Prerequisite: Completion of Honors English 10 with high marks or teacher recommendation. Students are accepted only by departmental selection and approval.

COURSE CONCEPTS: Loss of innocence, Rite of passage, Self-identity

ESSENTIAL QUESTION: What does it mean to lose one's innocence?

GUIDING QUESTION: Why are values necessary in developing an identity and sense of self?

Areas of Study Include:

LITERARY WORKS:

FULL LENGTH WORKS (may include, but not limited to):

- Catcher in the Rye
- Ethan Frome
- A Separate Peace
- A Streetcar Named Desire
- Narrative of the Life of Frederick Douglass
- The Bell Jar
- Our Town
- The Crucible
- The Glass Menagerie
- Beloved
- The Adventures of Huckleberry Finn
- The Great Gatsby
- Macbeth
- Oedipus Rex
- The Writing Life

ADDITIONAL TEXTS (may include, but not limited to):

- Advanced Placement Writing I (The Center for Learning)
- Everything's an Argument with Readings (Bedford)
- The Everyday Writer
- The Language of Composition (Bedford/St. Martin's)
- The Art of Styling Sentences (Barrons)

OBJECTIVES: By the end of the course, students should be able to:

- analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques;
- apply effective strategies and techniques in their own writing;
- create and sustain arguments based on readings, research, and/or personal experience;
- demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing;
- write in a variety of genres and contexts, both formal and

ENGLISH

informal, employing appropriate conventions;

- produce expository and argumentative compositions that introduce a complex central idea and develop it with appropriate, specific evidence, cogent explanations, and clear transitions; and
- move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review.

(adapted from Professional Development for AP English Language and Composition, 2005)

Assessments (may include, but not limited to):

- Rhetorical Analysis (fiction, non-fiction)
- Oral Presentations
- Argument Analysis
- Business Letter
- Synthesis Essay
- Thesis Paper
- Regents Exam Essays
- Creative Writing
- Research Paper/Project
- Book Review
- In-class Timed Essays
- College Board AP English Language and Composition Examination – May

Final Exam: NYS Comprehensive Regents Examination in January counts as 100% of final exam grade.

NOTE: This course, equivalent to a first year college course, is designed for the exceptional student writer who wishes to accept the challenge of a college-level writing course. Students enrolling in this course are expected to take the Advanced Placement English Language and Composition Test.

Those not taking the test will have their transcripts changed to indicate English 11 Honors rather than AP.

For info on the NYS English Language Arts Stds & Core Curriculum see: <http://www.corestandards.org/ela-literacy>.

For info on AP English Language Arts & Composition see: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2123.html

SENIOR ENGLISH

All senior level courses will address the New York State ELA standards and literacy competencies at the commencement level. Seniors will particularly focus on narration, description, exposition, argumentation and persuasion, as well as a reinforcement of all research skills, with a particular emphasis on MLA style. There will be a continued emphasis on close textual reading for analytical purposes.



ENGLISH 12 - DUTCHESS COMMUNITY COLLEGE ENGLISH 101/102

Code: E662 Full Year (12) (1 credit) (rank weight 1.10)

Prerequisite: Must have passed English 11 and the English Regents exam with an 85+ average and passed the DCC admissions test. Students must also have the recommendation of their grade 11 English teacher and/or the approval of the Director of English Language Arts.

Areas of Study Include:

- Principles of college writing
- Narrative and expository writing
- Argumentative writing
- Traditional rhetorical modes
- Effective composing, revising and editing strategies
- MLA conventions
- Critical reading skills
- Critical thinking skills

- Using language appropriately and imaginatively
- Literature as writing models
- Critical analysis of literature
- Author's style, language, and syntax
- Development of analytical writing skills
- Deconstructing literature

TEXTS INCLUDE BUT NOT LIMITED TO:

- A Brief Sundance Reader (Heinle)
- Norton Anthology of Literature (W.W. Norton & Company)
- Hamlet
- The Things They Carried
- Death of a Salesman
- Literature: Reading Fiction, Poetry, Drama, and the Essay (McGraw-Hill)

Assessment: For each semester a research paper and or written final exam is required by Dutchess Community College.

NOTE: Successful completion of DCC 101/102 with a grade of C or higher will earn students 6 college credits.

For info on the NYS English Language Arts Stds & Core Curriculum see: <http://www.corestandards.org/ela-literacy>.



ENGLISH 12

Code: E670 Full Year (12) (rank weight: 1.0)

Prerequisite: passed English 11

COURSE CONCEPT: Identity, definition of self, and journey of the human spirit through textual experiences.

ESSENTIAL QUESTION: What can we learn about our own identities through analysis of various forms of literature and nonfiction works?

COURSE DESCRIPTION: This course will explore the identity of self through the concept of journeys, major cultural events/movements, and an author's ability to tell a story. Literature and nonfiction works will be analyzed to reveal challenges and how the meeting or succumbing to these challenges shapes one's identity of self. Emphasis will be placed on cultural factors and how the world community influences its individual habitants.

Areas of study include:

- A college/personal career unit essay/project
- Research project
- Plagiarism avoidance
- Public speaking
- Critical thinking, reading, and writing
- Literary terms and devices
- Participation/leading of seminars
- Vocabulary from literature/texts
- Grammar
- Literary and textual analysis
- Rhetorical Modes: Narration, Exposition, Argument and Debate
- Literature Circles
- Modes of Writing
- Poetry

Texts may include:

- Hamlet
- Death of a Salesman
- The Things They Carried (selections)
- Antigone
- Into the Wild
- It's Not About the Bike
- Swimming to Antarctica
- Lord of the Flies
- The Maltese Falcon
- The Hobbit

ENGLISH

- One Flew Over the Cuckoo's Nest
- On the Road
- Medea
- 1984
- Brave New World
- The Inferno
- The Whale Rider
- Dracula
- Various poetry, short stories, essays, articles, etc.



ADVANCED PLACEMENT -

LITERATURE & COMPOSITION - HONORS

Code: E681 Full Year (12) (1 credit) (rank weight 1.10) (1.05 Honors)

Prerequisite: Must have successfully completed English 11 or English 11AP with high marks and excellent writing skills and passed the English Regents. Students are accepted only by departmental selection and approval.

Course Objectives: AP English is a college level English course. Our focus is on close, critical reading of poetry, drama, prose fiction, and expository literature from the sixteenth century to the present, written in English. Critical discussion and writing about these works will center on each writer's technique, theme, style, and tone. The overarching goal of AP English is to help develop mature habits of critical thinking as an independent reader of and writer about literature.

Areas of Study Include:

LITERATURE:

- Sound and Sense textbook
- Gulliver's Travels
- Heart of Darkness
- 1984
- Invisible Man
- All Quiet on the Western Front
- Jane Eyre
- Antigone
- Shakespeare: Hamlet, King Lear
- Notes from Underground
- Slaughterhouse Five
- Brave New World
- Waiting for Godot
- Rosecrantz and Guildenstern are Dead
- The Things They Carried
- Death of a Salesman
- Utopia
- Frankenstein
- Moby Dick
- Selected poems
- Essays and articles which enhance the understanding of principal texts
- AP examination and practice material

EVALUATION AND ASSESSMENT:

- Regular writing assignments, projects, analytical discussions
- Oral reports given approximately once or twice each quarter
- Literary Criticism Project
- College Application Essay
- Class participation
- Senior portfolio project
- The AP Examination

Final Exam: The final exam grade will be based on the student reflection and analysis project and will count as 20% of the students average.

NOTE: This course, equivalent in difficulty to a second year college English course, is designed for the exceptional student who wishes to accept the challenge of a college-level literature and writing course.

Students enrolling in this course are expected to take the Advanced Placement English Literature and Composition Test. Those not taking the test will have their transcripts changed to indicate English 12 Honors rather than AP.

For info on the NYS English Language Arts Stds & Core Curriculum see: <http://www.corestandards.org/ela-literacy>.

For info on AP English Language Arts & Composition see: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2123.html

SEMESTER ELECTIVE COURSES

These courses do not fulfill the English 12 graduation requirement. The following are semester courses that may be used for elective credit in grades 11 and 12. Based on enrollment and staffing, courses may not be offered.

PUBLIC SPEAKING

Code: E664 Public Speaking Description/ DCC 1/2 year course

Prerequisite: None.

Public Speaking and Presentation challenges students to get over the fear of presentations by simply presenting. If you want to work on your public speaking skills or if you have a fear of public speaking, this is for you. Public speaking is still the number one fear among the American population. Students must be required to write and present their presentations on an ongoing basis. This is a course that will take students out of their comfort zones and challenge them in their presentations.

DCC- Student may obtain college credit upon successfully completing the course requirements.

Course Materials to be used: Excerpts from a variety of Classic and Standard public and private presentations from simple to the sublime. Public Speaking Today by Diane Carlin and James Payne.

ENGLISH

SCIENCE FICTION AND POPULAR CULTURE

Code: E731 Half Year (11 or 12) (½ credit) (rank weight: 1.0)
Prerequisites: None

Even the most perfect world man can conceive is flawed. Students will explore the definition and characteristics of such dystopias by reading modern and classic sci-fi, investigating theories and cultural allusions behind the works, and analyzing films in the sci-fi genre. In addition, we will analyze what these pieces say about our current society and the future of the human race.

Areas of study include:

- Dystopian science fiction novels such as: 1984, Fahrenheit 451, Slaughterhouse Five, The Handmaid's Tale, and Brave New World
- Selected short stories and poems by authors like Richard Brautigan, Isaac Asimov, H.G. Wells, and Kurt Vonnegut
- Nonfiction work selections by authors like Joseph Campbell, Stephen Hawking, and Tom Wolfe
- Films such as Metropolis (1927), Star Wars (1977), Blade Runner (1982) and The Matrix (1999)
- Student generated creative writing inspired by course readings and authors' styles as well as research in related areas of interest.
- Analysis of how sci-fi pieces both reflect the society and culture of the times and look forward to the positive and negative aspects of where we are headed as a people and planet

Assessment: Students will complete various projects. A final project will count as 20% of the student's final average in the course.

MONSTERS AND MARVELS IN LITERATURE

Code: E732 Half Year (11 or 12)(1/2 credit) (rank weight: 1.0)
Prerequisites: None

ESSENTIAL QUESTION: What does the study of monsters reveal to us about our inner selves?

Zombies, vampires, werewolves, ghosts, goblins, sea beasts, scientific creations gone awry, urban legends, are some of the categories of monsters that will be examined in this course. Monsters come in all shapes and sizes; they touch every walk of life. Throughout the ages stories of monsters and marvels have captured the imaginations of writers and readers alike, but where do monsters come from? What purpose do they serve? Why does one culture fear one type of monster and another culture, another type? Are monsters projections of our anxieties? More importantly, what exactly makes a monster? This class will examine monsters in classic and contemporary literature, culture, film and art from earliest times to Freddie Kruger.

Areas of Study Include:

- Bodily Transformation / Shape Shifters
- Blood (Vampires)
- Evil
- Scientific Creations
- The Gothic
- Medieval Marvels and Monsters
- Childhood Monsters
- Horror Films
- Urban Legends
- Doppelgangers
- Sociopaths
- Ghosts
- Post-Apocalyptic Monsters / Zombies

CORE LITERATURE:

- The Inferno
- Frankenstein
- Sir Gawain and the Green Knight
- The Strange Case of Dr. Jekyll and Mr. Hyde
- Dracula

Assessment: Students will complete various projects. A final project will count as 20% of the student's final average in the course.

SHAKESPEARE

Code: E733 Half Year (11,12) (½ credit) (rank weight: 1.0)
Prerequisites: none

Areas of Study Include:

- Shakespeare, the man
- The Elizabethan Age
- The plays as performance pieces
- Othello
- King Lear
- The Tempest
- Measure for Measure
- Henry
- The Sonnets

Assessment: Final exam and or research project will count as 20% of the student's final grade.

NOTE: This course is excellent preparation for college English and as a supplementary course for the AP Literature Exam.

WRITERS WORKSHOP

Code: E737 Half Year (11,12) (½ credit) (rank weight: 1.0)
Prerequisites: none

This is a course for the student who enjoys writing creatively. A writing journal is required of all students. A critical aspect of this class is reading and discussing all students' work in a supportive community of writers.

Areas of Study Include:

- Formulating ideas
- Techniques of writing poetry and prose
- Studies of appropriate models
- Drafting and revising
- Preparing for publication

Assessment: Students will complete various projects. A final project will count as 20% of the student's final average in the course.

MEDIA WRITING & COMMUNICATION

Code: E738 Half Year (11,12) (½ credit) (rank weight: 1.0)
Prerequisites: none

This course will focus on writing for different types of media including television, film and print. Students will be required to master appropriate speaking techniques and writing styles and apply those to the production of television broadcasts, short films, commercials, and news articles. Participation in various production projects that will necessitate out of class involvement will be required. There will also be several readings by leaders in the field of visual and print media.

Areas of Study Include:

- Media theory
- Mass communication
- Media ethics
- Writing for the camera

ENGLISH

- Broadcast news
- Journalistic writing

Assessment: Students will complete various projects. A final project will count as 20% of the student's final average in the course.

ELA SKILLS AND INTERVENTIONS

ENGLISH LANGUAGE ARTS SKILLS I

Code: E640 (10) (½ credit) (full year every other day)

Prerequisite: Must have passed English 9

This course is intended for identified students who need to further develop their literacy skills in order to be successful in their course work. An emphasis will be placed on essential skills and strategies to help students read, write, listen, think, and speak effectively.

Areas of study Include but are not limited to:

- Reading ,writing, listening and speaking for information
- Reading, writing, listening and speaking for critical analysis
- Listening and note taking skills
- Evaluation of different literary genres
- Use of standard English for effective communication
- Tools for reading, writing, and thinking
- Test taking strategies
- Writing workshop
- Six-Trait writing

Texts: A variety of texts will be used to further develop students' skills and strategies.

ENGLISH LANGUAGE ARTS SKILLS II

Code: E740 (11) (½ credit) (full year every other day)

Prerequisite: Must have passed English 10

This course is intended for identified students who need to further develop their literacy skills in order to be successful in their course work and the English Regents exam. An emphasis will be placed on essential skills and strategies to help students read, write, listen, think, and speak effectively.

Areas of Study Include but are not limited to:

- Reading ,writing, listening and speaking for information
- Reading, writing, listening and speaking for critical analysis
- Listening and note taking skills
- Evaluation of different literary genres
- Use of standard English for effective communication
- Tools for reading, writing, and thinking
- Test taking strategies
- Writing workshop
- Six-Trait writing

Texts: A variety of texts will be used to further develop students' skills and strategies.

Assessment: Completion of class projects and assignments. Periodic progress monitoring will assess each student's skill development.



LITERATURE OF GENOCIDE

Code: E782 (D782) Half Year (11 or 12)(½ credit)Rank Weight 1.0

Prerequisites: none

This course will deal with the uniqueness and universality of this momentous event in the history of mankind. It will examine the causes as well as the events of the Holocaust. Participants will study its effect on the course of humanity during the five subsequent decades. The class will consist of historical readings, fictional accounts, films and guest speakers. There will be a variety of written assignments as well as a research project.

Areas of Study may Include:

- Understanding of Terminology
- History of Anti-Semitism
- Factors Leading Up to World War II
- Rise of Hitler and Nazism - 1921 - 1933
- Hitler's Dictatorship
- WWII and the Holocaust

Assessment: Students will complete various projects. A final project will count as 20% of the student's final average in the course.

THEATRE COURSES

THEATRE I

Code: E810 Full year (9-12) (1 Credit)(rank weight 1.0)

Prerequisite: None

ESSENTIAL QUESTIONS: Why have human beings throughout the ages produced theatre? What can we discover about ourselves as individuals by producing theatre?

This course is an introduction to theatre arts. It is a participatory course in which students will learn basic stage movement and voice training, introductory acting and improvisational techniques as well as back stage elements such as lighting and costuming. It is intended for both the student who has always wanted to try her/his hand at the stage as well as the student who has had a real interest in performing.

Areas of Study Include:

- Forms and purposes of the theatre throughout various stages of history
- Production process
- Performance workshops
- Emergence of the theatre
- The rise of public theatre
- Contemporary theatre

Assessment: Evaluation will be ongoing. It will be based on participation, grades, acting exercises, written projects, reading assignments, final projects and tests

NOTE: This course may be used to meet the 1 unit Regents Art/Music graduation requirement.

ENGLISH

THEATRE II

Code: E820 Full Year (10-12) (1 credit) (rank weight 1.0)

Prerequisite: Must have successfully completed Theatre I or have permission of the instructor.

This course is a continuation of Theatre I for the advanced student.

Areas of Study Include:

PLAY ANALYSIS:

- Active reading of scripts
- Structure
- Given circumstances
- Four Clues to Characterization

THEATRE HISTORY:

- Historical figures in theatre (Checkov, Brecht, Stanislavsky, Shakespeare, etc.)
- Epochs in theatre history

PRODUCTION WORK:

- Set design
- Costume design
- Prop plan
- Lighting and sound

PERFORMANCE:

- Dramatic interpretation
- Working with stage directions
- Technical acting skills
- Students take on the roles of actors and directors

CRITICISM:

- Written critiques of in-class productions
- Written critiques of school plays and professional productions (viewed on DVD)
- Read professional criticism of Broadway plays
- Leadership in the theatre:

Assessment: Evaluation will be ongoing. It will be based on participation grades, acting exercises, written projects, reading assignment, final projects and tests.

THEATRE III

Code: E821 Theatre III -Full year course (1 credit)

Prerequisite is Theatre II

This course is offered to 11th and 12th grade students. This course will provide more opportunities to explore and further develop areas of theater and give students a better understanding of the different work that goes into a performance.

BUILD YOUR DREAM CAREER

Code: E730 Half year (1/2 credit) (rank weight: 1.0)

Prerequisite: NONE Targeted Grade Level: 11-12

This course is designed from the Google's 20's Time principle in which students begin building confidence to pursue a career they are passionate about.

Areas of Study include: Overview of the Design Thinking Process, Empathizing With Your Audience, Defining a Problem You'd Like to Solve, Finding Your Project Idea and Developing SMART Goal, Public Speaking Strategies and Modeling TED presenters.

FILM AS AN ART: ELEMENTS AND ANALYSIS

Code: E777 Half year (1/2 credit) (rank weight: 1.0)

Prerequisite: NONE Targeted Grade Level: 11-12

This course seeks to empower students to challenge themselves by taking a medium which they are familiar with

while using literary techniques to analyze film. The goal is to derive greater meaning from both the films they watch as well as to more fully realize their potential as thoughtful young members of our society. This course will also expose students to new ideas through the medium of film, to evaluate how these films are effective using devices/elements common to the ELA classroom, and to gain a better understanding of the medium in general. The goal is to use film and nonfiction articles as a way to focus upon and assess students' critical thinking skills.

ENGLISH AS A NEW LANGUAGE

In accordance with NYS Education Department regulations, all new students registering in the Wappingers Central School District are screened for English language proficiency and, if necessary, tested with the Language Assessments Battery-Revised (LAB-R). Students who tested Commanding do not need ENL services. Students who test at the Entering, Emerging, Transitioning, or Expanding are considered Limited English Proficient or English as a New Language (ENL). Students who test at the Entering or the Emerging level are assigned a stand-alone unit of study. All students are assigned to an English Language Course.

NOTE: ENL is offered at Roy C. Ketcham only. John Jay students Who require ENL attend Ketcham.

ENTERING

Code: G101-102-103 (9-12) (1 credit) (rank weight 1.0)

Elective credit is awarded upon passing stand-alone unit of study.

EMERGING

Code: G201-202 (9-12) (1 credit) (rank weight 1.0)

Elective credit is awarded upon passing stand-alone unit of study.

FAMILY AND CONSUMER SCIENCES

Courses offered by this department help to provide all students with skills required for success in daily living and family life. Additionally, for some, the courses, as offered in a sequence, provide the basis for entry into the workplace, and/or further formal training in a selected career pattern.

In all courses, practical/hands-on learning experiences are the basis of instruction, and provide the opportunity for each student to experience success, to learn to work cooperatively with others, and to develop both life and leisure skills.

SEQUENCE REQUIREMENTS

3-Unit Sequence Options

FOOD AND NUTRITION SEQUENCE

Career and Financial Management
Food Preparation

Plus Choice Of (2 credits):

International/Regional Foods
Gourmet Foods
Nutrition For Fitness/Sport
Baking & Pastry

HUMAN DEVELOPMENT SEQUENCE

Career and Financial Management
Food Preparation

Plus Choice Of (2 credits):

Adolescent Psychology
Parenting
Child Development and Psychology

5-Unit Sequence Options

The 3-Unit sequence above **PLUS**

Two Units from FAMILY AND CONSUMER SCIENCES, TECHNOLOGY OR BUSINESS EDUCATION

1 Co-op credit may be used in any 5-unit sequence.

NOTE: World of Fashion and Interior Design when taken together may be credited toward the 1 unit Art/Music requirement for **FAMILY AND CONSUMER SCIENCES** sequence students.

These half-year courses may be offered on an every other day basis for a full year to receive ½ credit.

FAMILY AND CONSUMER SCIENCES



ADOLESCENT PSYCHOLOGY

Code: H790 Half Year (9-12) (½ credit)

Prerequisite: None

Areas of Study Include:

- Introduction to Adolescent Psychology
- Fundamental Transitions of Adolescence
- Essential Tasks of Adolescence
- The Adolescent in Society
- Contemporary issues in Adolescence

Students will be assessed on a regular basis. Students may be asked to demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:

- Authentic assessments
- Laboratories
- Tests and quizzes
- Projects
- Observations
- Public speaking
- Written reflections
- Portfolios

This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It also addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, Universal Foundation Skills, Career Majors- Human and Public Services).

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Adolescent Psychology course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

The Adolescent Psychology course may also be used to fulfill the New York State parenting mandate. Adolescent Psychology content topics align with the National Standards for Family and Consumer Sciences.

For a complete review of the NYS learning standards and complete NYS core curriculum, see:

<http://www.emsc.nysed.gov/cte/facse/fccontent.html>

CHILD DEVELOPMENT AND PSYCHOLOGY

Code: H770 Half Year (9-12) (½ credit)

Prerequisite: None

Areas of Study Include:

- Introduction to Child Development and Psychology
- Observing Children
- Child, Family, and Community Connections
- Prenatal Development
- Postnatal Period
- Infancy
- Toddlerhood
- Preschool
- School Age
- Special Challenges for Children

NOTE: Skills are practiced in a variety of laboratory and community situations.

Students will be assessed on a regular basis. Students may be asked to demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:

- Authentic assessments
- Laboratories
- Tests and quizzes
- Projects
- Observations
- Public speaking
- Written reflections
- Portfolios

This course is a vehicle through which the commencement level New York State Learning Standards for Family and Consumer Sciences (Personal Health and Fitness, A Safe and Healthy Environment, and Resource Management) can be attained. It also addresses the New York State Commencement Level Learning Standards for Career and Occupational Studies (Career Development, Integrated Learning, Universal Foundation Skills, Career Majors- Human and Public Services).

Standards delivered in the academic disciplines of Math, Science, Technology, English Language Arts, Social Studies, Languages Other Than English and the Arts are supported by the Child Development and Psychology course as it provides real-world opportunities to apply the key ideas and skills taught in those disciplines.

The Child Development and Psychology course may also be used to fulfill the New York State parenting mandate. Child Development and Psychology content topics align with the National Standards for Family and Consumer Sciences.

COOPERATIVE WORK EXPERIENCE (CO-OP) - CHILD DEVELOPMENT AND PSYCHOLOGY

Code: H694 Full Year (11-12) (1 credit)

Prerequisite: Child Development, Parenting or Adolescent Development

Code: H696 Half Year (11-12) (½ credit)

Prerequisite: Child Development and Psychology, Parenting or Adolescent Psychology

Areas of Study Include:

- At least 300 hours (150 hours for ½ year course) of part-time work experience in a job related to Child Development at a business or institution approved by the FACS department.
- Opportunity to work in a real life job setting which reinforces knowledge and skills learned in related courses.
- Work experience related to the students planned course sequence

NOTE: Working papers and a Social Security card are required. A maximum of 2 credits of work experience may be earned each school year. Only 1 credit of work experience may be applied to the 5-unit sequence for graduation.

This course provides the student an opportunity to apply, in a real world setting, the skills and practices learned in the classroom.

Assessment: Assessment is based on regular meetings with teacher/coordinator both in school and at the job site.

For a complete review of the NYS learning standards and complete NYS core curriculum, see:

<http://www.emsc.nysed.gov/cte/facse/fccontent.html>

FAMILY AND CONSUMER SCIENCES

PARENTING

Code: H780 Half Year (9-12) (½ credit)

Prerequisite: None

Areas of Study Include:

- Stages of prenatal development
- Physical, emotional, intellectual and social development of the infant
- Conditions which influence parenting and their implications
- Decision-making
- Relationships
- Skills and nurturing
- Available support systems
- Family

This course focuses on the responsibility of childbearing and the caring for personal health, decision-making and the positive ways to meet the needs of the developing child.

Assessment: Assessment is based on quizzes, exams, lab assignments, daily participation and demonstrated skill.

For a complete review of the NYS learning standards and complete NYS core curriculum, see:

<http://www.emsc.nysed.gov/cte/facse/fccontent.html>

BAKING & PASTRY

Code: H730 Half Year (10-12) (½ credit)

Prerequisite: Food Preparation

Areas of Study Include:

- Basic techniques of pastry and baking for personal and professional experience.
- Introduction to the baking and pastry major of concentration in the culinary arts.

This course provides the student an opportunity to expand upon basic culinary skills and to move toward more complicated procedures of baking and pastry cuisine. Students will learn about the importance of food appearance, presentation, and specialized equipment.

Assessment: Assessment is based on quizzes, exams, lab assignments, daily participation and demonstrated skill.

For a complete review of the NYS learning standards and complete NYS core curriculum, see:

<http://www.emsc.nysed.gov/cte/facse/fccontent.html>

COOPERATIVE WORK EXPERIENCE (CO-OP) - FOODS

Code: H494 Full Year (11-12) (1 credit)

Prerequisite: Food Preparation

Code: H496 Half Year (11-12) (½ credit)

Prerequisite: Food Preparation

Areas of Study Include:

- At least 300 hours (150 hours for ½ year course) of part-time work experience in a job related to Foods at a business or institution approved by the CALS department.
- Opportunity to work in a real life job setting which reinforces knowledge and skills learned in related courses.
- Work experience related to the students planned course sequence

NOTE: Working papers and a Social Security card are required. A maximum of 2 credits of work experience may be earned each school year. Only 1 credit of work experience may be applied to the 5-unit sequence for graduation.

This course provides the student an opportunity to apply, in a real world setting, the skills and practices learned in the classroom.

Assessment: Assessment is based on regular meetings with teacher/coordinator both in school and at the job site.

For a complete review of the NYS learning standards and complete NYS core curriculum, see:

<http://www.emsc.nysed.gov/cte/facse/fccontent.html>

FOOD PREPARATION

Code: H587 Half Year (9-12) (½ credit)

Prerequisite: None

Areas of Study Include:

- Menu planning
- Meal management
- Food purchasing
- Food preparation
- Meal service

NOTE: This course includes content required by the State Education Department as an introduction to Family and Consumer Science and is required in all three and five unit sequences. Field trips, guest speakers and practical experience form an integral part of this useful course.

Assessment: Assessment is based on quizzes, exams, lab assignments, daily participation and demonstrated skill.

For a complete review of the NYS learning standards and complete NYS core curriculum, see:

<http://www.emsc.nysed.gov/cte/facse/fccontent.html>

GOURMET FOODS

Code: H750 Half Year (9-12) (½ credit)

Prerequisite: Food Preparation

Areas of Study Include:

- Principles of food preparation
- Demonstration techniques
- Appetizers through desserts
- Menu selection
- Creative and unique food projects
- Career Options

This course provides the student an opportunity to expand upon basic preparation skills and to move toward more complicated procedures of fine cuisine. Students will learn about the importance of food appearance, presentation, and specialized equipment.

Assessment: Assessment is based on quizzes, exams, lab assignments, daily participation and demonstrated skill.

For a complete review of the NYS learning standards and complete NYS core curriculum, see:

<http://www.emsc.nysed.gov/cte/facse/fccontent.html>

FAMILY AND CONSUMER SCIENCES

INTERNATIONAL & REGIONAL FOODS

Code: H760 Half Year (9-12) (½ credit)

Prerequisite: Food Preparation

Areas of Study Include:

- Foods and customs of many lands
- Cuisines of foreign lands
- Foods in a cross-cultural perspective
- Use of food equipment and terminology of countries studied

This course will provide the students an opportunity to explore a variety of culture-specific foods, as well as preparation techniques. The course will also create a framework for understanding cultural differences and an appreciation for customs, traditions and differences.

Assessment: Assessment is based on quizzes, exams, lab assignments, daily participation and demonstrated skill.

For a complete review of the NYS learning standards and complete NYS core curriculum, see:

<http://www.emsc.nysed.gov/cte/facse/fccontent.html>

NUTRITION FOR HEALTH, FITNESS, AND SPORTS

Code: H740 Half Year (10-12) (½ credit)

Prerequisite: Food Preparation

Areas of Study Includes:

- Scientific principles of nutrition as they relate to:
 - Fitness
 - Health
 - Competitive sports
- Menu planning
- Diet for specialized sport
- Some food preparation skills
- Nutritional pyramid and guidelines
- Lifelong nutrition
- Principles of nutrition/application
- Evaluation of :
 - Weight loss programs
 - "Fast foods"
 - Special diets

This course will help to provide all students with skills required for success in daily living and family life. It provides an in-depth study of human nutrition, as it relates to health, wellness and fitness.

Assessment: Assessment is based on quizzes, exams, lab assignments, daily participation and demonstrated skill.

For a complete review of the NYS learning standards and complete NYS core curriculum, see:

<http://www.emsc.nysed.gov/cte/facse/fccontent.html>

INTERIOR DESIGN

Code: H950 Half Year (9-12) (½ credit)

Prerequisite: None

Areas of Study include:

- Careers in Interior Design
- Influences on Interior Design
 - External Environment
 - Personal Elements
 - Scope of the Decorating/Designing Plan
- Elements and Principles of Design
- Interior Housing Features
 - The Use of Space
 - Architectural Elements
 - Changing Architectural Elements
- Decorating and Furnishing an Interior
 - Decorating Themes
 - Furniture
 - Selecting a Color Scheme
 - Textiles
- Accessories

This course focuses on the interior design and decoration field, enabling students to assess their abilities to plan an interior which uses the principles of design and is acceptable to a client.

Assessment: Assessment is based on quizzes, exams, assignments, projects daily participation and demonstrated skill.

For a complete review of the NYS learning standards and complete NYS core curriculum, see:

<http://www.emsc.nysed.gov/cte/facse/fccontent.html>

WORLD OF FASHION

Code: H960 Half Year (9-12) (½ credit)

Prerequisite: None

Areas of Study Include:

- Clothes and Fashion
- The Development of Fashion
- The Industry of Fashion
- Textiles
- Design and Color
- The Consumer
- Wardrobe Planning
- Careers

Students will be assessed on a regular basis. Students may be asked to demonstrate the acquisition of skills learned and apply those to real-world situations through the use of:

- Authentic assessments
- Laboratories
- Tests and quizzes
- Projects
- Observations
- Public speaking
- Written reflections
- Portfolios

FINE AND PERFORMING ARTS

Part 100 of the Regulations of the Commissioner of Education requires all students to complete one full credit of art, one full credit of music, or ½ credit of each (art/music) before graduating. Art Workshop and/or Music Workshop are the recommended courses for meeting this basic requirement. One credit can be earned by taking any full year course in art or music (note prerequisites).

For those majoring in art, Studio-In-Art comprehensive foundation courses provide the first of the minimum of three credits required in a sequence. It is strongly recommended that students earn a grade of 75 or better to insure success in next level courses.

Students majoring in music have the following minimum requirements:

1. Participation in a major ensemble for four years.
2. Registering for two music electives over a three year span - one of which must be Music Theory.

Highly recommended but not mandatory:

1. Registering for Applied Music study for a minimum of two years.
2. Instrumentalists make every effort to register for Chorus.
3. The “every day” option be elected in courses that have three day and five day sections.

The creation of musical compositions/art work is an integral component of many art and/or music courses. Student work may be used during courses for instruction, promotion/publicity and/or publication. Ownership and/or copyright will be retained by the student.

SEQUENCES COMBINING ART AND MUSIC COURSES

Three Unit Sequence in Fine Arts

Studio-In-Art (or Studio-In-Art/Ceramics/3-D Design/Photomedia/Communications Systems)

- 1 credit in a Musical Knowledge course (**Music Workshop Full Year or Music Theory I**)
- 1 credit in Music or Visual Arts

Five Unit Sequence in Fine Arts

Studio-In-Art (or Studio-In-Art/Ceramics/3-D Design/Photomedia/Communications Systems)

- 1 credit in a Musical Knowledge course (**Music Workshop Full Year or Music Theory**)
- 3 credits in Music or Visual Arts

SEQUENCES IN VISUAL ARTS

Three Unit Sequence in Art Education (Comprehensive Visual Arts)

Studio-In-Art (or Studio-In-Art/Ceramics/3-D Design/Photomedia/Communications Systems)

- 2 credits in Advanced Art, observing prerequisites

Five Unit Sequence in Art Education

Studio-In-Art (or Studio-In-Art/Ceramics/Photomedia/Communications Systems)

- Additional credits in Art courses, observing prerequisites.

SEQUENCES IN MUSIC

Three Unit Sequence in Music Education

- 3 credits with representation in both the areas of Musical Knowledge (full year courses) and Skill Development (see flow chart).

Five Unit Sequence in Music Education

- 5 credits with representation from areas of Musical Knowledge (full year courses) and Skill Development. Both areas represented by a minimum of two units of credit.

STUDIO-IN-ART

Code: F587 Full Year (9-11) (1 credit) (rank weight 1.0)

FINE AND PERFORMING ARTS

**Skill
Development
Courses:**

BAND

CHORUS

STRING
ORCHESTRA

SYMPHONY
ORCHESTRA

**Musical
Development
Courses:**

LEVEL 1

(no pre-requisite course required)



Music Workshop
Music In Our Lives
(Full Credit or 1/2 credit)

Music Theory I

LEVEL 2

(Level 1 pre-req. course required)



Music Theory I

Music Theory II

Advanced Placement
Music Theory



FINE AND PERFORMING ARTS

ART: Full Year Sequences: **LEVEL 1** → **LEVEL 2** → **LEVEL 3** → **LEVEL 4** →

PHOTOGRAPHY & PHOTOMEDIA

F635 SIA / Photomedia → **F615** (Pre-req: F635) Media Arts II → **F631** (Pre-req: F635, F615 AND F622) Media Arts III

→ **F622** (Pre-req: F635) Photography II → **F630** (Pre-req: F635, F615 AND F622) Photography III

F626 Broadcast Arts
(Pre-req: Any FY Art – no art credit)

DRAWING, PAINTING & PRINTMAKING

F587 Studio-In-Art → **F596** (Pre-req: F587) Advanced Art I → **F597** (Pre-req: F596) Advanced Art II → **F642** (Pre-req: F597) AP Studio Art

→ **F640** (Pre-req: F597) Portfolio Development

COMMUNICATIONS & DESIGN

I-100 SIA / Communication Systems → **F590** (Pre-req: I-100 or F587) Advertising Design

CERAMICS

F591 SIA / Ceramics → **F592** (Pre-req: F591) Ceramics II → **F632** (Pre-req: F592) Ceramics III

→ **F594** SIA / Sculpture (Pre-req: F591, F607 or F587) → **F638** (Pre-req: F594) Sculpture II

SCULPTURE & 3-D DESIGN (CRAFTS)

F607 SIA / 3-D Design (Crafts) → **F608** (Pre-req: F607) 3-D Design II → **F637** (Pre-req: F608) 3-D Design III

ART: Half Year Courses:

F611 DesignWorks A – 1st Semester → **F612** DesignWorks B – 2nd Semester

F735 SIA Photomedia – Half Year → **F707** SIA 3-D Design – Half Year → **F791** SIA Ceramics – Half Year

ART: Full Year Electives (non-sequence):

F644 AP Art History (recommended for juniors & seniors)

F626 Broadcast Arts (Pre-req: Any FY Art course; doesn't count for art credit)

F613 DesignWorks – Full Year

FINE AND PERFORMING ARTS

Prerequisite: Recommendation of Art Staff

This course is a full-year foundation course designed to meet the Art/Music graduation requirement. It is the prerequisite for Advanced Art I, Advertising Design, and SIA/Communications Systems.

Areas of Study Include:

- Drawing skills developed as a basis for work in:
 - Painting
 - Printmaking
 - Three-dimensional design
- Perceptual skills development
- Elements & principles of Art and Design
- Career options
- Portfolio development

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook assignments, and the WCSD Portfolio Assessment results.

For the complete NYS Core Curriculum for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

STUDIO-IN-ART/COMMUNICATIONS SYSTEMS

Code: I100 Full Year (9-12) (1 credit) (rank weight 1.0)

Prerequisite: None

NOTE: This foundation course can be used for Technology credit and to meet the Art/Music graduation requirement.

Students will spend a year exploring visual and technical concepts as they apply to contemporary communication systems. Students will document all work and maintain a digital portfolio for course assessment. This course is taught collaboratively by the departments of Technology and Fine Arts.

Areas of Study Include:

- Development and role of communication systems
- Digital photography
- Tradition/Computer illustration and printing processes
- Sound and radio applications
- Fiber optics
- News writing and communication graphics
- Digital video applications
- Career options

Assessment: Student evaluation is reflected in the numerical grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in projects, written critical analysis of art work, portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

STUDIO-IN-ART/3-DIMENSIONAL DESIGN

Code: F607 Full Year (9-12) (1 credit)

F707 Half Year (9-12) (½ credit) (rank weight 1.0)

Prerequisite: None

This course is a demanding foundation course designed to meet the Art/Music graduation requirement. Students will develop studio skills, including drawing skills, while creating functional as well as aesthetic art. It is a prerequisite for 3-D Design/Crafts II and Studio-In-Sculpture.

Areas of Study Include:

- An introduction to a wide variety of art experiences through:
 - Design and production of 3-D objects utilizing various materials which may include: metal, plaster, clay, wire, and/or glass
 - Portfolio Development
 - Sketchbooks
- Career options

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook assignments, and the WCSD Portfolio Assessment results.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

STUDIO-IN-ART/CERAMICS

Code: F591 Full Year (9-12) (1 credit)

F791 Half Year (9-12) (½ credit) (rank weight 1.0)

Prerequisite: None

This course is a demanding foundation course designed to meet the Art/Music graduation requirement. The second semester of the Full Year course is spent on developing skills on the potter's wheel. It is a prerequisite for Ceramics II and Studio-in-Sculpture.

NOTE: Students who take the ½ year class (F791) and wish to continue, must then take F594.

Areas of Study Include:

- An introduction to a wide variety of art experiences including:
 - Ceramic hand building techniques including pinch, coil, slab and sculpture
 - Glazing
- Development of drawing skills
- Portfolio Sketchbooks
- Historic and contemporary ceramic work and traditions
- Digital Portfolio (as computers are available)
- Career options

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook assignments, digital portfolio, and the WCSD Portfolio Assessment results.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

FINE AND PERFORMING ARTS - ART

STUDIO-IN-ART/PHOTOMEDIA

Code: F635 Full Year (9-12) (1 credit)
F735 Half Year (9-12) (½ credit) (rank weight 1.0)

Prerequisite: None

NOTE: Film students are required to maintain a portfolio of their work. A 35mm camera is needed for this course. Students are also required to purchase film and photography paper.

This course is a demanding foundation course designed to meet the Art/Music graduation requirement. It is a prerequisite for Photography II and Media Arts II.

Areas of Study Include:

- An introduction to a wide variety of art experiences through:
 - Fundamentals of photography
 - Black & White film processing
 - Printing from Black & White negatives
 - Composition exercises using a variety of materials
 - A journal that includes illustrations, resource materials and writing
 - Elements of art and principles of design as applied to photography and computer art
 - Portfolio development
- Career options
- Full-year course includes:
 - Computer art
 - Use of light in studio setting for portrait product and still-life photography
 - Multi-media learning experiences
 - Experimental darkroom processes

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook assignments, and the WCSD Portfolio Assessment results.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

STUDIO-IN-ART/DESIGNWORKS A

Code: F611 1st Semester (9-12) (½ credit) (rank weight 1.0)

Prerequisite: None

STUDIO-IN-ART/DESIGNWORKS B

Code: F612 2nd Semester (9-12) (½ credit) (rank weight 1.0)

STUDIO-IN-ART/DESIGNWORKS - FULL YEAR

Code: F613 Full Year (9-12) (1 credit) (rank weight 1.0)

Prerequisite: None

NOTE: For students desiring an art sequence, enrollment in Studio-In-Art (F587) is suggested.

This course is the foundation course designed to meet the Art/Music graduation requirement for non-art majors. Art making in a variety of

media will be explored, visual learning capacities will be identified and developed, and interdisciplinary connections will be utilized. After the successful completion of DesignWorks, students may elect to advance to a foundation level Studio-In-Art class in Ceramics (F594), Photomedia (F635), 3-D Design (F607).

Areas of Study Include:

- An introduction to a wide variety of art experiences through:
 - Print making
 - Design (2-D, 3-D exercises with art elements)
 - Painting (exploring basic color theory)
 - Drawing (exercises in improving drawing skills)
 - Use of a variety of tools and media
 - Sketchbooks

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from district assessments and objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, and sketchbook assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

BROADCAST ARTS

Code: F626 Full Year (10-12) (1 credit) (rank weight 1.0)

Prerequisite: Any full year art or music course or with permission of instructor (including 9th grade students)

This course will cover the various facets of video production and sound production, editing, and broadcast journalism. Students produce in school news segments to be aired on "WCSD On The Air" and other venues. It does not satisfy the one credit foundation course graduation requirement; however, it can be applied as an elective credit in a sequence.

Areas of Study Include:

- Audio-video recording methods and techniques
 - Prepare broadcast ready pieces for local airing
 - Record, edit and mix sound
- The art of interviewing
- Internet Production
- Motion Graphics
- Story board design
- Copyright laws and their application
- Portfolio development
- Career options

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook, portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

3-D DESIGN/CRAFTS II

Code: F608 Full Year (10-12) (1 credit) (rank weight 1.0)

Prerequisite: Studio-In-Art/3-D Design, full year

This course is designed to develop in students the advanced techniques and skills of the studio crafts media, while creating functional as well as aesthetic art.

FINE AND PERFORMING ARTS - ART

Areas of Study Include:

- Development of advanced skills and techniques in:
 - Design and production of advanced 3-D objects utilizing various materials which may include metal, plaster, clay, wire, and/or glass
 - Portfolio development
 - Sketchbooks
- Career options

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook, portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

CERAMICS II

Code: F592 Full Year (10-12) (1 credit) (rank weight 1.0)

Prerequisite: Studio-In-Art/Ceramics, full year

This course is designed to develop in students the advanced techniques and skills of the studio ceramics medium.

Areas of Study Include:

- Development of advanced skills and techniques in:
 - Wheel-throwing of clay
 - Hand-building of clay
- Glaze technology and application
- An analysis of various ceramic traditions, historical/cultural
- Drawing skills
- Sketchbook
- Sculpting in clay (with wheel and hand)
- Portfolio (including a digital portfolio as technology is available)
- Career options

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook, digital portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

STUDIO-IN-SCULPTURE

Code: F594 Full Year (10-12) (1 credit) (rank weight 1.0)

Prerequisite: Studio-In-Art/3-D Design or Studio-in-Art/Ceramics, or permission of the instructor

This course is designed to develop in students the aesthetic and technical experience to understand, create and appreciate sculpture.

Areas of Study Include:

- Development of advanced dexterity, sensitivity and technique to control a variety of media which may include: wood, clay, wire, metal, stone, plaster, and/or recycled materials
- Self-expression in advanced three-dimensional forms
- Development of drawing skills
- Portfolio development
- Career options

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook, portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

PHOTOGRAPHY II

Code: F622 Full Year (10-12) (1 credit) (rank weight 1.0)

Prerequisite: Studio-In-Art/Photomedia, full year with a final average of 80 or higher.

This course is designed to develop in students advanced techniques and skills of photography. Assignments are aimed at enriching the expressive use of the camera and darkroom. A research paper, portfolio, oral report, and critique may be required.

Areas of Study Include:

- Development of advanced skills and techniques in areas such as:
 - Technology (computer, digital camera, software applications)
 - Experimental film (high contrast)
 - Digital and Macro photography
 - Mixed media processes
 - Commercial Photography
 - Studio and environmental portraiture
 - Still life/Advertising photography
- Portfolio development
- Career options

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook, portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

FINE AND PERFORMING ARTS - ART

MEDIA ARTS II

Code: F615 Full Year (10-12) (1 credit) (rank weight 1.0)

Prerequisite: Studio-In-Art/Photomedia, full year with a final average of 80 or higher.

NOTE: Availability of equipment, student experience, and interest will determine the area of greatest concentration.

This course is designed to develop in students the advanced techniques and skills of the media arts.

Areas of Study Include:

- Development of advanced skills and techniques in areas such as:
 - Electronic imaging
 - Video production via multiple software applications
 - Creative sound
 - Computer graphics
 - Image transfer techniques
 - Animation (computer, stop-motion, claymation)
 - Portfolio development
- Career options

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see: <http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

ADVERTISING DESIGN

Code: F590 Full Year (10-12) (1 credit) (rank weight 1.0)

Prerequisite: Studio-In-Art, F587

This course is an introduction to advertising design and commercial art. Learning situations will incorporate ad clients from the school and community. Computer and video equipment will be used as available.

Areas of Study Include:

- Basic design concepts and skills:
 - Layout
 - Lettering
- Product and package design
- Portfolio development
- Computer and Technology
- Career options

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook, portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see: <http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

ADVANCED ART I – DRAWING AND PAINTING

Code: F596 Full Year (10-12) (1 credit) (rank weight 1.0)

Prerequisite: Studio-In-Art, F587

This course is designed to develop students' skills in design and drawing as a foundation for advanced work. Visual problem-solving skills will be developed through the examination and analysis of artists' work. The combined emphasis on skills and concepts will enable students to begin to develop personal statements in their work. This is the second course in the Drawing & Painting sequence and is the prerequisite for Advanced Art II. Students are recommended into this course by their art instructor based on their performance in prior art courses.

Areas of Study Include:

- Advanced painting and drawing
- Print making
- Mixed media
- Perceptual skills development
- Portfolio development
- Career and college options

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook, portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see: <http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

ADVANCED ART II – DRAWING AND PAINTING

Code: F597 Full Year (10-12) (1 credit) (rank weight 1.0)

Prerequisite: Advanced Art I, or permission of instructor

This course is designed to provide continued emphasis in the development of visual observation, critical analysis and problem-solving skills through instruction and exploration of two-dimensional materials and techniques. Students will begin to explore potential topics and themes that will provide direction and work for personal, college and Advanced Placement portfolios. Career and college options will be explored in the context of interdisciplinary potential as well as personal development. This is the third course in the Drawing & Painting sequence and is the prerequisite for Advanced Placement Studio Art. Students are recommended into this course by their art instructor based on performance in prior art courses.

Areas of Study Include:

- Advanced painting
- Printmaking
- Mixed media
- Portfolio development
- Career options
- Contemporary themes in art
- Critical analysis of works

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook, portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see: <http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

FINE AND PERFORMING ARTS - ART

ADVANCED PLACEMENT STUDIO ART

Code: F642 Full Year (10-12) (1 credit) (rank weight 1.10)

Prerequisite: Advanced Art II and permission from instructor

NOTE: The fee set by the College Board is the responsibility of the student.

Advanced Placement Studio Art is a College Board certified course designed to provide instruction that culminates in a portfolio submission to the AP College Board for foundation level college credit. The focus of the course is the development of perceptual, problem-solving, and critical thinking skills to meet this goal. Observational work in two-dimensional media is required for this portfolio submission. Students are also required to formulate work that reflects personal investigation of thematic content and visual strategies for a concentration portion of their portfolio. This is the final course in the Drawing & Painting sequence. Students are recommended into this course by their art instructor based on their performance in prior art courses.

Areas of Study Include:

- Advanced painting
- Printmaking
- Mixed media
- Portfolio development
- Career and college options
- Portfolio construction
- Contemporary themes in art
- Critical analysis of works

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook, portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

PORTFOLIO DEVELOPMENT

Code: F640 Full Year (11-12) (1 credit) (rank weight 1.0)

Prerequisite: Advanced Art II or permission from instructor

This course is recommended for art majors who are in the process of completing their art course sequence. They will continue to develop the advanced skills and techniques initiated in Advanced Art I and II. Portfolios will be developed that reflect personal ideas and skill in several media.

Areas of Study Include:

- Development and recording of a comprehensive college, entry level portfolio
- College/employment application process
- Career options and training opportunities

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in art work, written critical analysis of art work, sketchbook, portfolio, and other assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

ADVANCED PLACEMENT ART HISTORY

Code: F644 Full Year All Days (11-12) (1 credit) (rank weight 1.10)

Prerequisite: None

NOTE: Students may earn college credit based on the results of the AP exam. The fee set by the College Board is the responsibility of the student.

This course is a chronological study, covering both Eastern and Western art from Prehistory to the present. There is an emphasis on major artists, styles, themes, issues, and cultural influences on art.

Areas of Study Include:

- Discussion and writing about art using art vocabulary
- A multi-media review of art movements
- Field trips to local museums to apply art history knowledge and observation skills
- Power point research of art periods and artists
- Oral presentations

Assessment: Student evaluation is reflected in the art grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including oral presentations, research and other projects, and written critical analysis of art work.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

ADVANCED COURSE OFFERINGS IN VISUAL ARTS

These upper level offerings are for the student who has successfully completed all courses in the discipline of choice. The following criteria must also be met:

- Students must be able to work independently
- Students must be open to criticism and suggestions
- Students must possess a mature work ethic
- Students will develop goals with the art instructor and work toward higher levels of creative development through portfolio creation and public exhibition of their work
- Students must complete all prerequisites
- Students must submit a portfolio
- Students must maintain a minimum average of 85 for all prerequisites

For the complete NYS Core Curriculum for the Arts, see:
<http://www.emsc.nysed.gov/ciai/arts.html>

PHOTOGRAPHY III

(Previously titled Advanced Studies in Photography)

Code: F630 Full Year (11-12) (1 credit) (rank weight 1.0)

Prerequisites: Studio-In-Art/Photomedia, Photography II, with an average of 80 or higher

MEDIA ARTS III

(Previously titled Advanced Studies in Media Arts)

Code: F631 Full Year (11-12) (1 credit) (rank weight 1.0)

Prerequisites: Studio-In-Art/Photomedia, Media Arts II

CERAMICS III

(Previously titled Advanced Studies in Ceramics)

Code: F632 Full Year (11-12) (1 credit) (rank weight 1.0)

Prerequisites: Studio-In-Art/Ceramics, Ceramics II, with an average of 80 or higher

FINE AND PERFORMING ARTS - ART

3-D DESIGN/CRAFTS III

(Previously titled Advanced Studies in Three-Dimensional Design)

Code: F637 Full Year (11-12) (1 credit) (rank weight 1.0)

Prerequisites: Studio-In-Art/3-D Design, 3-D Design/Crafts II

SCULPTURE II

(Previously titled Advanced Studies in Sculpture)

Code: F638 Full Year (11-12) (1 credit) (rank weight 1.0)

Prerequisites: Studio-In-Art/3-D Design or Studio-In-Art/ Ceramics, Studio-In-Sculpture

NINTH GRADE BAND

Code: N654 Full Year (9) (1 credit) All days (rank weight 1.0)

Prerequisites: Demonstrated performance ability on one of the traditional band instruments and the successful completion of the instructional sequence of the earlier bands or permission of the instructor.

NOTE: Members are expected to participate in concerts and rehearsals held after school hours, as well as in in-school rotational lesson classes on their major instrument.

Areas of Study Include:

- Skills, habits, and techniques necessary for fine band performance
- Performances of ensemble music of a variety of styles
- Knowledge of and an appreciation for various styles of music
- Performance in many public concerts throughout the year
- Career options

Assessment: Student evaluation is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results.

For the complete NYS Learning Standards for the Arts, see: <http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

CONCERT BAND

Code: N635 Full Year (10-12) (1 credit) All days (rank weight 1.0)

Prerequisite: Successful completion of Ninth Grade Band or permission of the instructor

NOTE: Members are expected to participate in concerts and rehearsals held after school hours, as well as in in-school rotational lesson classes on their major instrument.

Areas of Study Include:

- Performance of compositions of varied difficulties and styles
- Skills, habits, and techniques necessary for fine band performance
- Performance in many public concerts throughout the year
- Career options

Assessment: Student evaluation is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results.

For the complete NYS Learning Standards for the Arts, see: <http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

SYMPHONIC BAND (JJ)

Code: N632 Full Year (10-12) (1 credit) All days (rank weight 1.0)

Prerequisite: A high degree of proficiency as an instrumentalist.

WIND ENSEMBLE (RCK)

Code: N649 Full Year (10-12) (1 credit) All days (rank weight 1.0)

Prerequisite: A high degree of proficiency as an instrumentalist

NOTE: Membership is gained by audition or permission of the instructor. These groups are in great demand for performance both in school and the community, and members must be willing to give the mandatory extra time. Students are expected to participate in concerts and rehearsals held after school hours, as well as in in-school rotational lesson classes on their major instrument.

Areas of Study Include:

- Skills, habits, and techniques necessary for fine band performance
- Performance of highly challenging compositions of a wide variety of styles
- Knowledge of and an appreciation for various styles of music
- Performance in many public concerts throughout the year
- Career options

Assessment: Student evaluation is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results.

For the complete NYS Learning Standards for the Arts, see: <http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

ORCHESTRA

Code: N655 Full Year (9-12) (1 credit) All days

N656 Full Year (9-12) (½ credit) Every other day (rank weight 1.0)

Prerequisites: Demonstrated performance ability on one of the traditional orchestral instruments and successful completion of the instructional sequence of the earlier orchestras or permission of the instructor

NOTE: String Orchestra students should enroll in N655 Full Year. Permission of the instructor is required for N656 (every other day). Symphony Orchestra wind and percussion students may enroll in N656 every other day with permission of the instructor. Students are expected to participate in concerts and rehearsals held after school hours, as well as in in-school rotational lesson classes on their major instrument.

Areas of Study Include:

- Skills, habits, and techniques necessary for fine orchestra performance
- Performance of a wide variety of styles of music
- Knowledge of and an appreciation for various styles of music
- Performance in many public concerts throughout the year
- Career options

Assessment: Student evaluation is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results.

For the complete NYS Learning Standards for the Arts, see: <http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

FINE AND PERFORMING ARTS - MUSIC

SELECT ORCHESTRA

Code: N657 Full Year (9-12) (1 credit) All days

Prerequisites: Demonstrated performance ability on one of the traditional orchestral instruments and successful completion of the instructional sequence of the earlier orchestras or permission of the instructor

NOTE: This elective will allow our developing string players to delve into more challenging literature while providing an aspirational goal for students seeking further musical development. This ensemble can also be the basis for many the competitive performance opportunities available at the high school level.

Areas of Study Include:

- Skills, habits, and techniques necessary for fine orchestra performance
- Performance of a wide variety of styles of music
- Knowledge of and an appreciation for various styles of music
- Performance in many public concerts throughout the year
- Career options

NOTE: Membership is gained by audition or permission of the instructor. Members must be willing to give the mandatory extra time for in-school and community performances. Students are expected to participate in concerts and rehearsals held after school hours, as well as in in-school rotational lesson classes on the major instrument.

Assessment: Student evaluation is reflected in the music grade, a composite of a student's achievement and performance in lesson and ensemble classes. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance, home assignments, and District-wide assessment results.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

MIXED CHORUS

Code: N643 Full Year (9-12) (1 credit) All days

**N646 Full Year (9-12) (½ credit) Every other day
(rank weight 1.0)**

Prerequisite: None

NOTE: The every other day option may be selected only with permission of the instructor. Students are expected to participate in concerts and rehearsals held after school hours. Students desiring a singing role in the musical productions are encouraged to be members of the chorus.

Areas of Study Include:

- Skills, habits and techniques necessary for fine choral performance
- Performance of choral music of all styles
- Knowledge of and appreciation for various styles of music
- Performing in many public concerts throughout the year
- Career options

Assessment: Student evaluation is reflected in the music grade, a composite of a student's achievement and participation in ensemble classes. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

MUSIC THEORY I

Code: N651 Full Year (9-12) (1 credit) (rank weight 1.0)

Prerequisite: Ability to read music (treble clef) or permission of the instructor

NOTE: The full year course can be used in Music or Fine Arts sequences. This course is designed to meet the Art/Music graduation requirement.

Areas of Study Include:

- Aural skills
- Listening exercises
- Sight-singing skills
- Performance exercises
- Written skills through written exercises
- Compositional skills and creative exercises
- Analytical skills and analytical exercises
- Composition

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Core Curriculum for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

MUSIC THEORY II

Code: N658 Full Year (10-12) (1 credit) (rank weight 1.0)

Prerequisite: Music Theory I

NOTE: The full year course can be used in Music or Fine Arts sequences.

Areas of Study Include:

- Aural skills
- Listening exercises
- Sight-singing skills
- Performance exercises
- Written skills through written exercises
- Composition

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Core Curriculum for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

FINE AND PERFORMING ARTS - MUSIC

Please note that membership in any of the performing organizations requires attendance at concerts and rehearsals that may be held beyond the school day.

ADVANCED PLACEMENT MUSIC THEORY

Code: N664 Full Year (10-12) (1 credit) (rank weight 1.10)

Prerequisite: Music Theory I

NOTE: This provides the opportunity for advanced music students to develop a deeper sense of musical values and the necessary skills for involved musical expression. The option of AP credit in Music Theory II (on the recommendation of the instructor) is for the mature, self-directed student. The fee set by the College Board is the responsibility of the student. The full year course can be used in Music or Fine Arts sequences.

Areas of Study Include:

- Aural skills
- Listening exercises
- Sight-singing skills
- Performance exercises
- Written skills through written exercises
- Composition
- Melodic and harmonic dictation
- Composition of a bass line for a given melody, implying appropriate harmony
- Realization of a figured bass
- Realization of a Roman numeral progression
- Analysis of repertoire, including melody, harmony, rhythm, texture and form
- Sight-singing

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Core Curriculum for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

MUSIC WORKSHOP

Code: N659 Full Year (9-12) (1 credit)

N700 Half Year (9-12) (½ credit) (rank weight 1.0)

Prerequisite: None

NOTE: May be offered every other day, all year. The full year course can be used in Music or Fine Arts sequences. The half year course is not for students in a music sequence or for music majors.

This course is designed to meet the Art/Music graduation requirement. It will offer "hands-on" music-making experiences with various instruments (as available): computers, keyboards, guitars, dulcimers, percussion instruments.

Areas of Study Include:

- Composition
- Basic Theory
- Musical styles
- Performance
- Musical Theater
- Music Technology
- Career options

Assessment: Student evaluation is reflected in the music grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in performance and home assignments.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

APPLIED MUSIC OR PRIVATE MUSIC STUDY

Code: N627 (9-12) (no credit)

Prerequisite: Two years of private lessons

If a student takes private music lessons in voice, piano, or another musical instrument acceptable to the department, they are eligible to have this documented on the high school transcript.

Requirements:

- Candidates for N627 must be regularly registered as high school students.
- Before being admitted, the student must have completed at least 2 years in private study. It is highly recommended that the student have more than 2 years of study.
- The pupil must practice a minimum of 5 hours a week, keeping a record of such practices on a form provided by the department.
- Materials must be of appropriate difficulty, challenging, and be of acceptable musical value.
- No composition below NYSSMA Manual Grade 3 in difficulty will be acceptable.
- The student must play for a school examiner at the close of each semester.
- The approval of the Applied Music instructor and the selection of the examiner is the responsibility of the Coordinator for Fine and Performing Arts.

NOTE: It is important that the parent and/or student speak with the school music teacher in September. The WCSD Fine and Performing Arts Applied Music application form must be submitted with the required information and signatures.

For the complete NYS Learning Standards for the Arts, see:
<http://www.p12.nysed.gov/ciai/arts/artstand/home.html>.

HEALTH

HEALTH EDUCATION

Code: J441 1st Semester

J442 2nd Semester (10-12)(½ credit)

Prerequisite: None

Areas of Study Include:

- Consumer Health
- Disease Prevention
- Healthy Relationships
- Drug Awareness/Prevention
- Mental Health
- AIDS Education
- Alcohol Education
- Nutrition and Exercise
- Stress Management
- Tobacco Education
- Decision Making
- Environmental Health
- Safety
- Human Growth and Development
- Wellness

NOTE: This course is State mandated and the credit is necessary for graduation.

This curriculum empowers the students with the knowledge and skills needed to examine and make health-related decisions. Knowledge in the areas of environmental, social, physical and medical sciences assist students in making responsible and informed decisions regarding healthy behaviors.

Assessment is based on quizzes, journal review, projects, homework assignments, and a department final exam based on the content, concepts and themes in this curriculum.

LIBRARY MEDIA CENTER

The School Library Media Center is at the core of academic excellence. Librarians collaborate with classroom teachers to interweave thinking and research skills into assignments. They also provide a wide array of materials for students' informal and recreational needs.

Today's school libraries are centers of print and non-print resources. Books, media, and electronic references are chosen to supplement and complement curriculum, and stimulate students interests.

It is the library's responsibility to foster a love of reading and learning while providing equal access to all students to the information they need to be successful in school and in life.

MATHEMATICS

The Department of Mathematics provides all students with courses of study required to meet the State's standards. Our objective is to develop in each student an understanding of mathematics that lasts a lifetime and grows to meet changing demands.

As an alternative to the Algebra, Geometry, Algebra 2, students may use any of the exams listed below.

MINIMUM ACCEPTABLE SCORES FOR APPROVED ALTERNATIVES TO REGENTS EXAMINATIONS IN MATHEMATICS

ALGEBRA

Approved Alternative Examination	Minimum Acceptable Score
Advanced International Certificate of Education (AICE) Mathematics Examination	E
Advanced Placement Calculus AB Examination	3
Advanced Placement Calculus BC Examination	3
International Baccalaureate Mathematics Studies Standard Level Examination	4
International Baccalaureate Mathematics Methods Standard Level Examination	4
International Baccalaureate Mathematics Higher Level Examination	3
International General Certificate of Secondary Education (IGCSE)	A
SAT II Mathematics Level IC	470
SAT II Mathematics Level IIC	510

ALGEBRA 2 and TRIGONOMETRY

Advanced placement Calculus AB Examination	3
Advanced placement Calculus BC Examination	3
SAT II Mathematics Level IIC	550

A commencement level course in technology education may be used as third unit of credit in mathematics or science but not both.

CALCULATOR RECOMMENDATIONS

The TI-83/84 family Graphing Calculator is recommended for all math and statistics classes. Additionally, the TI-89, TI-Titanium or TI-Inspire is recommended for AP Calculus AB and BC, MVC Calculus and Statistics. Calculators are used daily in classroom activities. **Parents/students are encouraged to purchase their own calculators so that students will have them available during evening hours, for future College coursework, and during summer and vacation periods.**

MATHEMATICS

ALL students must pass the NYS Algebra Regents exam. This exam will be given in June each year following the Algebra course.

***Important Note:** In keeping with the NYS Commissioner of Education's Part 100.4 regulations, the following criteria will be used to determine accelerated high school credits using the Algebra Honors course and the Algebra **Regents examination:**

- Students accelerated in grade eight who pass the Algebra H course and pass the NYS Algebra Regents exam in June of their 8th grade year, will receive one high school credit.
- If a student passes the Algebra H course but fails the NYS Algebra Regents exam, no high school credit for grade eight will be awarded.
- Students who fail the Algebra H course will receive no credit regardless of whether they pass or fail the Algebra Regents exam.

ADVANCED REGENTS DIPLOMA

In addition to passing the NYS Algebra Regents exam, students seeking an advanced Regents diploma must pass the NYS Geometry and NYS Algebra 2 exams with at least a 65%.

MATHEMATICS



ALGEBRA 1A

Code: M331 Full Year (9) (1 credit) (rank weight 1.00)

Prerequisite: None

Recommendation: For those with less than a 70% average in Math 8.

NOTE: This is the first year of a two-year program that prepares students for the NYS Algebra Regents exam. This course is designed for students who work at a slower pace.

- Relationships between Quantities and Reasoning
 - Graphs of Piecewise Functions
 - Graphs of Quadratic Functions
 - Graphs of Exponential Functions
 - Algebraic Expressions--The Distributive Property
 - Algebraic Expressions--The Commutative and Associate Properties
 - Adding and Subtracting Polynomials
 - Multiplying Polynomials
 - Solving Equations and Inequalities
 - Solution Sets for Equations and Inequalities
 - Solving Equations
 - Solving Inequalities
 - Solution Sets of Two or More Equations (or Inequalities) joined by "And" or "or"
 - Solving and Graphing Inequalities Joined by "And" or "Or"
 - Equations Involving Factored Expressions
 - Equations Involving a Variable Expression in the Denominator
 - Rearranging Formulas
 - Solution Sets to Equations and Inequalities with Two Variables
 - Solution Sets with Simultaneous Equations
 - Applications of Systems of Equations and Inequalities
 - Creating Equations to Solve Problems
- Linear and Exponential Functions
 - Integer Sequences
 - Recursive Formulas for Sequences
 - Arithmetic and Geometric Sequences
 - Exponential Growth
 - Exponential Decay
 - Linear and Exponential Models--Comparing Growth Rates
 - Representing, Naming, and Evaluating Functions
 - Graphing Functions
 - Interpreting Graphs of Functions
- Descriptive Statistics
 - Distributions and Their Shapes
 - Describing the Center of a Distribution
 - Estimating Centers and Interpreting the Mean as a Balance Point
 - Summarizing Deviations from the Mean
 - Measuring Variability for Symmetrical Distributions
 - Interpreting the Standard Deviation
 - Measuring Variability for Skewed Distributions (Interquartile Range)
 - Comparing Distributions

Assessment: Algebra 1A students will take a district-wide exam at the end of the 2nd quarter and a district-wide final exam in June. They will take the NYS Algebra Regents exam after completing Algebra 1B.

For the complete CCSS for Algebra, see: http://www.corestandards.org/assets/CCSSI_MathStandards.pdf



ALGEBRA 1B

Code: M431 Full Year (10) (1 credit) (rank weight 1.00)

Prerequisite: Algebra 1A

- Polynomial and Quadratic Expressions
 - Multiplying and Factoring Polynomial Expressions
 - Advanced Factoring Strategies
 - The Zero-Product Property
 - Solving Basic One-Variable Quadratic Equations
 - Creating and Solving Quadratic Equations in One Variable
 - Symmetry in Graphs of Quadratic Functions
 - Graphing Quadratic Functions from Factored Form, $f(x) = a(x-n)(x-m)$
 - Interpreting Quadratic Functions from Graphs and Tables
 - Completing the Square
 - Solving Quadratic Equations by Completing the Square
 - Deriving the Quadratic Formula
 - Using the Quadratic Formula
 - Graphing Quadratic Functions from Vertex Form
 - Graphing Quadratic Functions from the Standard Form
- A Synthesis of Modeling with Equations and Functions
 - Analyzing a Graph
 - Analyzing a Data Set
 - Analyzing a Verbal Description
 - Modeling a Context from a Graph
 - Modeling from a Sequence
 - Modeling a Context from Data
 - Modeling a Context from a Verbal Description

Assessment: Algebra 1B students will take a district-wide exam at the end of the 2nd quarter and the NYS Algebra Regents Examination in June. This Regents exam will be the final examination for the course.

For the complete CCSS for Algebra, see: http://www.corestandards.org/assets/CCSSI_MathStandards.pdf

Assessment: Geometry N students will take a district-wide exam at the end of the 2nd quarter and a district-wide final exam in June.



ALGEBRA 2N

Code: M541 Full Year (11, 12)(1 credit) (rank weight 1.00)

Prerequisite: Algebra 1B with a final average of <70%

Areas of Study Include:

- Radical Expressions
 - Roots and Radicals
 - Simplifying a Radical
 - Add and Subtract Radicals
 - Multiply Radicals
 - Divide Radicals
 - Rationalizing a denominator
 - Solving Radical Equations
- Exponential Functions
 - Laws of exponents
 - Rational exponents
 - Exponential functions
 - Equations with rational exponents
 - Exponential equations
- Logarithmic Functions
 - Exponential functions and their inverses
 - Logarithmic form of an equation
 - Logarithmic relationships

MATHEMATICS

- Common logarithms
- Exponential and logarithmic equations
- Factoring
 - Factoring: GCF, Difference of Squares
 - With a >1
 - Add with supplements:
 - Solving polynomial equations by
 - Factoring and/or Quad formula
- Complex Numbers
 - Imaginary numbers- Complex numbers
 - Add and Subtract complex numbers
 - Multiply complex numbers
 - Divide complex numbers & complex conjugates
 - Quadratic equations w/and w/o imaginary roots
 - Nature of the roots –Discriminant
 - Product/Sum of the Roots
- Rational Expressions
 - Simplifying rational expressions (Undefined)
 - Multiplying rational expressions
 - Dividing rational expressions
 - Add and Subtract rational expressions-same denominator
 - Add and Subtract rational expressions-different denominator
 - Simplifying Complex Fractions
 - Solving Rational Equations
- Relations & Functions
 - Relations & Functions
 - Function notation
 - Types of Functions
 - Compositions
 - Circles
 - Inverse Variation
- Trig Functions
 - The right triangle
 - Angles as rotations
 - Sine and cosine functions
 - Tangent function, values of special angles
 - Reference angles
 - Radian measure
 - (Arc length)
 - Reciprocal functions
- Trig Graphs
 - Unit circle, graphs of sine and cosine
 - Graph $y = \sin x$
 - Graph $y = \cos x$
 - Amplitude and Period
 - Sketching graphs
 - Graph $y = \tan x$
 - Graphs of reciprocal functions
 - Supplement when needed.

NOTE: Algebra 2N students will take a district-wide final examination in June.

Transition to the Common Core Standards are in progress—Course Outlines are not completed at the New York State Level as of print time.

For complete CCSS for Algebra 2, see <http://www.engageny.org/resource/high-school-algebra-ii>.



INTRODUCTION TO COLLEGE MATH

Code: M645 Full Year (12) (1 credit) (rank weight 1.00)

Prerequisite: Algebra 2N

Recommendation: For those students who desire a 4th credit in math but who are not seeking an Advanced Regents diploma.

Areas of Study Include:

- Trigonometric Functions
 - Angles in degrees, minutes, seconds
 - Angles as Rotations
 - Sine and Cosine Functions
 - Tangent Function, Values of Special Angles
 - Reference Angles (No Interpolation)
 - Radian Measure
 - Reciprocal Functions
 - Find two trigonometric function values when one is known (no reciprocal functions).
- Trigonometric Graphs
 - Graph of $y = \sin x$ and $y = \cos x$
 - Sketching $y = a \sin bx$ and $y = a \cos bx$ and investigating amplitude, frequency and period.
 - Vertical Shifts of $y = a \sin bx$ and $y = a \cos bx$
 - Sketching a system of functions and determining number of solutions or exact solutions.
 - Sketching Graph of $y = \tan x$
- Trigonometric Applications
 - Law of Cosines
 - Area of a Triangle
 - Law of Sines
 - Ambiguous Case
- Trigonometric Equations
 - Linear Equations
 - Quadratic Equations with and without quadratic formula
- Advanced Factoring
 - By Grouping
 - Sum/Difference of Perfect Cubes
 - Quadratic form
 - Perfect Square Trinomials
 - Solving by Quadratic Formula & completing the square.
 - Solving sum/diff of perfect cubes.
 - Solving cubics by grouping.
- Polynomial Functions and Operations
 - Synthetic Division
 - Rational Roots Theorem
 - Graphing Polynomial Functions
- Statistics
 - Sigma Notation
 - Measures of Central Tendency and Dispersions
 - Normal Distribution & Applications
 - Types of Studies: survey, observation, controlled experiment
 - Linear & Exponential Regression
 - Using regression equations to interpolate trends
- Probability
 - Permutations & Combinations
 - Counting Principle
 - Empirical probability – Bernoulli experiment
 - Binomial probability exactly, at least, and at most

Assessment: Students will take a district-wide exam/project in January and a district-wide final/project examination in June.

Textbook: Integrated Mathematics Course III, published by Amsco, © 1991

MATHEMATICS



ALGEBRA HONORS

Code: M371 Full Year (rank weight 1.05)

Prerequisite: Math 8 with an average of 90% or better and teacher recommendation

- Relationships between Quantities and Reasoning
 - Graphs of Piecewise Functions
 - Graphs of Quadratic Functions
 - Graphs of Exponential Functions
 - Algebraic Expressions--The Distributive Property
 - Algebraic Expressions--The Commutative and Associate Properties
 - Adding and Subtracting Polynomials
 - Multiplying Polynomials
 - Solving Equations and Inequalities
 - Solution Sets for Equations and Inequalities
 - Solving Equations
 - Solving Inequalities
 - Solution Sets of Two or More Equations (or Inequalities) joined by "And" or "or"
 - Solving and Graphing Inequalities Joined by "And" or "Or"
 - Equations Involving Factored Expressions
 - Equations Involving a Variable Expression in the Denominator
 - Rearranging Formulas
 - Solution Sets to Equations and Inequalities with Two Variables
 - Solution Sets with Simultaneous Equations
 - Applications of Systems of Equations and Inequalities
 - Creating Equations to Solve Problems
- Linear and Exponential Functions
 - Integer Sequences
 - Recursive Formulas for Sequences
 - Arithmetic and Geometric Sequences
 - Exponential Growth
 - Exponential Decay
 - Linear and Exponential Models--Comparing Growth Rates
 - Representing, Naming, and Evaluating Functions
 - Graphing Functions
 - Interpreting Graphs of Functions
- Descriptive Statistics
 - Distributions and Their Shapes
 - Describing the Center of a Distribution
 - Estimating Centers and Interpreting the Mean as a Balance Point
 - Summarizing Deviations from the Mean
 - Measuring Variability for Symmetrical Distributions
 - Interpreting the Standard Deviation
 - Measuring Variability for Skewed Distributions (Interquartile Range)
 - Comparing Distributions
- Polynomial and Quadratic Expressions
 - Multiplying and Factoring Polynomial Expressions
 - Advanced Factoring Strategies
 - The Zero-Product Property
 - Solving Basic One-Variable Quadratic Equations
 - Creating and Solving Quadratic Equations in One Variable
 - Symmetry in Graphs of Quadratic Functions
 - Graphing Quadratic Functions from Factored Form, $f(x) = a(x-n)(x-m)$
 - Interpreting Quadratic Functions from Graphs and Tables
 - Completing the Square

- Solving Quadratic Equations by Completing the Square
- Deriving the Quadratic Formula
- Using the Quadratic Formula
- Graphing Quadratic Functions from Vertex Form
- Graphing Quadratic Functions from the Standard Form
- A Synthesis of Modeling with Equations and Functions
 - Analyzing a Graph
 - Analyzing a Data Set
 - Analyzing a Verbal Description
 - Modeling a Context from a Graph
 - Modeling from a Sequence
 - Modeling a Context from Data
 - Modeling a Context from a Verbal Description

Assessment: Students will take a district-wide exam at the end of the 2nd quarter and the NYS Algebra Regents Examination in June. This Regents exam will be the final examination for the course and will count as 20% of the final course average.

For the complete CCSS for Algebra, see: http://www.corestandards.org/assets/CCSSI_MathStandards.pdf



ALGEBRA

Code: M351 Full Year (9) (1 credit) (rank weight 1.00)

Prerequisite: Math 8 with a $\geq 70\%$ final average

NOTE: Algebra students will take the NYS Algebra Regents Examination in June. This Regents exam will be the final examination for the course.

- Relationships between Quantities and Reasoning
 - Graphs of Piecewise Functions
 - Graphs of Quadratic Functions
 - Graphs of Exponential Functions
 - Algebraic Expressions--The Distributive Property
 - Algebraic Expressions--The Commutative and Associate Properties
 - Adding and Subtracting Polynomials
 - Multiplying Polynomials
 - Solving Equations and Inequalities
 - Solution Sets for Equations and Inequalities
 - Solving Equations
 - Solving Inequalities
 - Solution Sets of Two or More Equations (or Inequalities) joined by "And" or "or"
 - Solving and Graphing Inequalities Joined by "And" or "Or"
 - Equations Involving Factored Expressions
 - Equations Involving a Variable Expression in the Denominator
 - Rearranging Formulas
 - Solution Sets to Equations and Inequalities with Two Variables
 - Solution Sets with Simultaneous Equations
 - Applications of Systems of Equations and Inequalities
 - Creating Equations to Solve Problems
- Linear and Exponential Functions
 - Integer Sequences
 - Recursive Formulas for Sequences
 - Arithmetic and Geometric Sequences
 - Exponential Growth
 - Exponential Decay
 - Linear and Exponential Models--Comparing Growth Rates
 - Representing, Naming, and Evaluating Functions
 - Graphing Functions
 - Interpreting Graphs of Functions
- Descriptive Statistics

MATHEMATICS

- Distributions and Their Shapes
- Describing the Center of a Distribution
- Estimating Centers and Interpreting the Mean as a Balance Point
- Summarizing Deviations from the Mean
- Measuring Variability for Symmetrical Distributions
- Interpreting the Standard Deviation
- Measuring Variability for Skewed Distributions (Interquartile Range)
- Comparing Distributions
- Polynomial and Quadratic Expressions
 - Multiplying and Factoring Polynomial Expressions
 - Advanced Factoring Strategies
 - The Zero-Product Property
 - Solving Basic One-Variable Quadratic Equations
 - Creating and Solving Quadratic Equations in One Variable
 - Symmetry in Graphs of Quadratic Functions
 - Graphing Quadratic Functions from Factored Form, $f(x) = a(x-n)(x-m)$
 - Interpreting Quadratic Functions from Graphs and Tables
 - Completing the Square
 - Solving Quadratic Equations by Completing the Square
 - Deriving the Quadratic Formula
 - Using the Quadratic Formula
 - Graphing Quadratic Functions from Vertex Form
 - Graphing Quadratic Functions from the Standard Form
- A Synthesis of Modeling with Equations and Functions
 - Analyzing a Graph
 - Analyzing a Data Set
 - Analyzing a Verbal Description
 - Modeling a Context from a Graph
 - Modeling from a Sequence
 - Modeling a Context from Data
 - Modeling a Context from a Verbal Description

Assessment: Students will take a district-wide exam at the end of the 2nd quarter and the NYS Algebra Regents Examination in June. This Regents exam will be the final examination for the course.

For the complete CCSS for Algebra, see: http://www.corestandards.org/assets/CCSSI_MathStandards.pdf



GEOMETRY – HONORS

Code: M481 Full Year (9,10) (1 credit) (rank weight 1.05)

Prerequisite: Algebra Honors with at least an 85% final average in Algebra Honors or a 95% average in Algebra with teacher recommendation.

- Congruence, Proof and Constructions
 - Experiment with transformations in the plane
 - Understand congruence in terms of rigid motions
 - Prove geometric theorems
 - Make geometric construction
- Similarity, Proofs and Trigonometry
 - Understand similarity in terms of similarity transformations
 - Prove theorems using similarity
 - Define trigonometric ratios and solve problems involving right triangles
 - Apply geometric concepts in modeling situations
- Extending to Three Dimensions
 - Explain volume formulas and use them to solve problems
 - Visualize relationships between 2-D and 3-D objects
 - Apply geometric concepts in modeling situations

- Connecting Algebra & Geometry Through Coordinates
 - Use coordinates to prove simple geometric theorems algebraically
 - Rectangular and Triangular Regions Defined by Inequalities
 - Perpendicular and Parallel Lines in the Cartesian Plane
- Circles With and Without Coordinates
 - Understand and apply theorems about circles
 - Find arc lengths and areas of sectors of circles
 - Translate between geometric description and the equation for a conic section
 - Use coordinates to prove simple geometric theorems algebraically
 - Apply geometric concepts in modeling situations

Assessment: Students will take a district-wide exam at the end of the 2nd quarter and the NYS Geometry Regents Examination in June. This Regents exam will be the final exam for the course.

For the complete CCSS for Geometry, see: http://www.corestandards.org/assets/CCSSI_MathStandards.pdf



GEOMETRY

Code: M451 Full Year (10, 11, 12) (1 credit) (rank weight 1.00)

Prerequisite: Algebra and passing score on Algebra Regents Exam.

- Congruence, Proof and Constructions
 - Basic Constructions
 - Unknown Angles
 - Transformations/Rigid Motions
 - Congruence
 - Proving Properties of Geometric Figures
 - Advanced Constructions
 - Axiomatic Systems
- Similarity, Proofs and Trigonometry
 - Scale Drawings
 - Dilations
 - Similarity and Dilations
 - Applying Similarity to Right Triangles
 - Trigonometry
- Extending to Three Dimensions
 - Area
 - Volume
- Connecting Algebra & Geometry Through Coordinates
 - Rectangular and Triangular Regions Defined by Inequalities
 - Perpendicular and Parallel Lines in the Cartesian Plane
 - Perimeters and Areas of Polygonal Regions in the Cartesian Plane
 - Partitioning and Extending Segments and Parameterization of Lines
- Circles With and Without Coordinates
 - Central and Inscribed Angles
 - Arcs and Sectors
 - Secants and Tangents
 - Equations for Circles and Their Tangents
 - Cyclic Quadrilaterals and Ptolemy's Theorem

Assessment: Students will take a district-wide exam at the end of the 2nd quarter and the NYS Geometry Regents Examination in June. This Regents exam will be the final exam for the course.

For the complete CCSS for Geometry, see: http://www.corestandards.org/assets/CCSSI_MathStandards.pdf

MATHEMATICS

MATH AIS - REGENTS PREP

Code: M401 First Semester
M402 Second Semester
(10-12) (No credit)

Academic Intervention Services (AIS) are mandated for all students who have failed the Algebra Regents exam. Students will be assigned to the course either five days a week or on an every other day basis. The student remains in the course until he/she passes the required Regents exam.

MATH LAB - FOR ALGEBRA Code: M350 (9) (½ credit)

MATH LAB - FOR GEOMETRY Code: M450 (10) (½ credit)

Students will be assigned to the course on an every other day basis. The goal of the course is to use research validated interventions and progress monitoring to improve mathematics skills.



ALGEBRA 2 – HONORS

Code: M581 Full Year (10,11) (1 credit) (rank weight 1.05)

Prerequisite: Geometry Honors at least 85% final average in Geometry Honors or >90% average in Geometry with teacher recommendation.

NOTE: Honors Algebra 2 students will take the Algebra 2 Regents Examination in June. This Regents exam will be the final examination in the course.

Transition to the Common Core Standards are in progress—Course Outlines are not completed at the New York State Level as of print time.

For complete CCSS for Algebra 2, see <http://www.engageny.org/resource/high-school-algebra-ii>.

Assessment: Students will take a district-wide exam at the end of the 2nd quarter and the NYS Algebra 2 Regents Examination in June. This Regents exam will be the final exam for the course.

For the complete NYS Core Curriculum for Algebra 2, see page 113 of: <http://www.emsc.nysed.gov/3-8/MathCore.pdf>



ALGEBRA 2

Code: M551 Full Year (11, 12)(1 credit) (rank weight 1.00)

Prerequisite: Geometry with a >70% final average, or Algebra 2N with >85% final average and teacher recommendation.

NOTE: Algebra 2 students will take the Algebra 2 Regents Examination in June. This Regents exam will be the final examination in the course.

Transition to the Common Core Standards are in progress—Course Outlines are not completed at the New York State Level as of print time.

For complete CCSS for Algebra 2, see <http://www.engageny.org/resource/high-school-algebra-ii>.

Assessment: Students will take a district-wide exam at the end of the 2nd quarter and the NYS Algebra 2 Regents Examination in June. This Regents exam will be the final exam for the course.



PRE-CALCULUS

Code: M644 Full Year (12) (1 credit) (rank weight 1.00)

Prerequisite: Algebra 2

NOTE: This course is intended for students who wish to further their understanding of mathematical structure and analysis.

Areas of Study Include:

- Linear and Quadratic Functions
 - Linear Functions and Models
 - Quadratic Functions and Their Graphs
 - Quadratic Models
- Polynomial Functions
 - Graphing Polynomial Functions
 - Finding Maximums & Minimums of Polynomial Functions
 - Using Technology to Approximate Roots of Polynomial Functions
 - Solving Polynomial Equations by Factoring

- General Results for Polynomial Equations
- Functions
 - Functions
 - Operations on Functions
 - Reflecting Graphs; Symmetry
 - Periodic Functions; Sketching and Translating Graphs
 - Inverse Functions
 - Functions of Two Variables
 - Forming Functions from Verbal Descriptions
- Exponents and Logarithms
 - Growth & Decay with Integral Exponents
 - Growth & Decay with Rational Exponents
 - Exponential Functions
 - The Number e & the Function e
 - Logarithmic Functions
 - Laws of Logarithms
 - Exponential Equations; Changing Bases
- Trigonometric Functions
 - Measurement of Angles
 - Sectors of Circles
 - The Sine and Cosine Functions
 - Evaluating and Graphing Sine and Cosine
 - The Other Trigonometry Functions
 - The Inverse Trigonometry Functions
- Trigonometric Equations and Applications
 - Simple Trigonometry Equations
 - Sine and Cosine Curves
 - Modeling Periodic Behavior
 - Relationships Among Functions
 - Solving More Difficult Trigonometry Equations
- Triangle Trigonometry
 - Areas of a Triangle
 - Laws of Sines
 - Laws of Cosines
 - Applications of Trigonometry to Navigation & Surveying
- Trigonometric Addition Formulas
 - Formulas for
 - Formulas for
 - Double-Angle and Half-Angle Formulas
 - Solving Trigonometry Equations
- Polar Coordinates and Complex Numbers
 - Polar Coordinates and Graphs
- Limits, Series, and Iterated Functions
 - Limits of Functions
 - Graphs of Rational Functions
- An Introduction to Calculus
 - The Slope of a Curve
 - Using Derivatives in Curve Sketching
 - Extreme Value Problems
 - Velocity and Acceleration
- Optional Topic if Time:
 - Matrices
 - Matrix Addition and Scalar Multiplication
 - Matrix Multiplication
 - Applying Matrices to Linear Systems
 - Communication Matrices
 - Transition Matrices
 - Transformation Matrices

Assessment: Pre-Calculus students will complete a project or take a district-wide exam at the end of the 2nd quarter and take a district-wide final exam in June.

Textbook: *Advanced Mathematics with Pre-Calculus*, published by McDougal Littell/Houghton-Mifflin, ©2003

MATHEMATICS

PRE-CALCULUS HONORS (DCC MAT 185 - 4 CREDITS)

Code: M661 Full Year (11, 12) (1 credit)

**Prerequisite: Algebra 2 Honors, Algebra 2 Regents
With 95% Average, 90% Average on Regents Examination
(rank weight 1.10)**

Note: This course is intended primarily for students planning to take calculus. Topics include a review of the fundamental operations; polynomial, rational, trigonometric, exponential, logarithmic, and inverse functions; modeling and data analysis.

Areas of Study Include:

- Linear and Quadratic Functions
 - Functions
 - Operations on Functions
 - Rate of Change
 - Linear Functions and Model
 - Domain and Range
 - Piecewise Functions
 - Composite Functions
 - Inverse Functions
 - Concavity
 - Quadratic Functions and Their Graphs
 - Quadratic Models
- Exponents and Logarithms
 - Exponential Function
 - Comparing Exponential and Linear Functions
 - Graphs of Exponential Functions
 - Growth & Decay with Integral Exponents
 - Growth & Decay with Rational Exponents
 - The Number e & the Function e
 - Logarithmic Functions
 - Laws of Logarithms
 - Exponential Equations; Changing Bases
- Polynomial and Rational Functions
 - Composition of Functions
 - Invertibility and Property of Inverse Functions
 - Power Functions
 - Polynomial Functions
 - Short-Run Behavior of Polynomial Functions
 - Rational Function
 - Short-Run Behavior of Rational Functions
 - Comparing Power, Exponential and Log Functions
- Transformations of Functions
 - Vertical and Horizontal Shifts
 - Reflecting Graphs; Symmetry
 - Vertical Stretches and Compressions
 - Horizontal Stretches and Compressions
 - Combining Transformations
- Trigonometric Functions
- Measurement of Angles; Radian Measure and Arc Length
- Special Angles
- The Sine and Cosine Functions
- Evaluating and Graphing Sine and Cosine
- The Tangent Functions
- Reciprocal Trigonometry Functions
- The Inverse Trigonometry Functions
- Sinusoidal Functions and Graphs
- Relationships Among Functions
- Solving Trigonometry Equations

- Trigonometric Identities
- Pythagorean Identities
- Formulas for
- Double-Angle and Half-Angle Formulas
- Trigonometric Models
- Limits
- Limits of Functions
- Graphs of Rational Functions
- An Introduction to Calculus
- The Slope of a Curve
- Using Derivatives in Curve Sketching
- Extreme Value Problems
- Velocity and Acceleration

**Textbook: Functions Modeling Change: A Preparation for Calculus
4th Edition, published by John Wiley & Sons, Inc, © 2011.**



ADVANCED PLACEMENT CALCULUS AB - AP LEVEL

Code: M662 Full Year (12) (1 credit) (rank weight 1.10)

Prerequisite: Algebra 2 Regents, at least a 95% average, or Pre-Calculus with teacher recommendation.

NOTE: Each student is expected to take the Advanced Placement AB Calculus Examination in May. The fee is determined by the College Board and is the responsibility of the student. In the event that a student does not take the AP Exam, the student's report card and transcript will reflect only a course in high school Honors Calculus at a rank weight of 1.05.

Areas of Study Include:

- Precalculus Review
 - Simplify expressions, solve equations, transform functions, and graph functions involving the functions used in calculus.
 - Model problems by transforming functions to fit the problem
 - Use of a graphing calculator to draw a complete graph in a suitable window
- Develop an Intuitive Understanding of Limits
 - Distinguish between determinate and indeterminate limits.
 - Evaluate limits graphically, numerically and analytically.
 - Recognize the three ways a limit does not exist
 - Change variables to evaluate limits
 - Define and test for continuity graphically, and analytically
 - Find and define horizontal and vertical asymptotes using limits
 - Recognize the ways pixels can be deceiving on a graphing calculator
- Derivatives analytically, graphically, and numerically
 - Find derivatives using the limit definition of a Fermat quotient
 - Evaluate derivatives numerically, and recognize when a numerical derivative may be defined even when the exact derivative does not exist
 - Recognize the four ways a derivative does not exist
 - Understand the relationship between continuity and differentiability
 - Given the graph of a function approximate the rate of change and produce a feasible graph of the derivative of the function
 - Determine derivatives using differentiation rules and techniques for polynomial rational, radical, trigonometric, inverse trigonometric, logarithmic, exponential, absolute values, and piecewise define functions and for linear combinations, products, quotients, powers, and compositions of these functions
 - Determine derivatives of functions and their inverses using implicit differentiation

MATHEMATICS

- Applications with Derivatives
 - Define a function which models the changing process
 - Find equations of tangent lines and estimate function evaluations using linearization
 - Demonstrate and apply the intermediate value theorem, extreme value theorem, Rolle's Theorem, and the mean value theorem
 - Use the first and second derivative to accurately graph a function identifying extrema, intercepts, inflection points, and regions of increase, decrease, monotonicity, positive concavity, and negative concavity
 - Use derivatives to study rates of change at a variety of phenomena including motion.
 - Use derivatives to model and solve a variety of optimization problems
 - Use derivatives to model a variety of related rates problems
- Integration Analytically, Numerically, and Graphically
 - Define a function which models the integrand
 - Find integrals using the limit definition of a Riemann Sum
 - Evaluate integrals numerically using the left, right, midpoint, and trapezoidal rules, and realize the possible errors
 - Given the graph of the function, produce a feasible graph of the antiderivative as the net accumulation of a rate of change
 - Evaluate integrals using the Fundamental Theorem of Calculus
 - Evaluate definite and indefinite integrals of various functions using integration rules and techniques based on antiderivatives including linearity, change of variable, and by parts
 - Use the Variable Limits Theorem to evaluate the derivative of an integral with variable limits
 - Approximate definite integrals using the trapezoidal rule with and without a graphing calculator
- Mathematical Modeling
 - Antidifferentiation by substitution
 - Modeling problems with separable differential equations and analytically solving them
 - Investigate differential equations with slope fields
- Applications with Integrals
 - Determine area of a region
 - Determine volumes of solids of revolution by discs and washers
 - Determine volumes of solids of known cross section
 - Determine travel distance of a particle
 - Demonstrate the mean value theorem for integrals and find the average value of a function
- Optional Post AP Topics
 - Calculus of Parametric Functions
 - Integration by parts
 - L'Hopital's Rule
 - Improper Integrals
 - Challenge problems

Assessment: Final exam or final project

For the complete AP Curriculum see:

<http://apcentral.collegeboard.com/apc/Controller.jspf>



ADVANCED PLACEMENT CALCULUS

BC - AP LEVEL

Code: M681 Full Year (12) (1 credit) (rank weight 1.10)

Prerequisite: Algebra 2 Honors, or AP Calculus AB, Pre-Calculus Honors.

NOTE: This full year course covers a solid year of college calculus and is considerably more intensive than Advanced Placement Calculus AB. The curriculum closely follows the Advanced Placement Program of the College Board. The syllabus has been reviewed and approved by the AP audit. Each student is expected to take the Advanced Placement BC Calculus Examination in May. A score of 3, 4, or 5 can result in a year's credit in coursework at many colleges. The fee for this exam is determined by the College Board and is the responsibility of the student. In the event that a student does not take the AP Exam, the student's report card and transcript will reflect only a course in high school Calculus at a rank weight of 1.05.

Areas of Study Include:

- Precalculus Review
 - Simplify expressions, solve equations, transform functions, and graph functions involving the functions used in calculus including functions in parametric form.
 - Model problems by transforming functions to fit the problem
 - Use of a graphing calculator to draw a complete graph in a suitable window, finding zeros of a function, finding intersections of functions, storing functions, and performing algebraic manipulations
- Develop an Intuitive Understanding of Limits
 - Distinguish between determinate and indeterminate limits
 - Evaluate limits graphically, numerically and analytically
 - Recognize the three ways a Limit does not exist
 - Define and test for continuity graphically, and analytically
 - Find and define horizontal, vertical, and oblique asymptotes and end behavior models using limits
 - Recognize the ways pixels can be deceiving on a graphing calculator and using a graphing calculator to find limits numerically and graphically
- Derivatives Analytically, Graphically, and Numerically
 - Find derivatives using the limit definition of a Fermat quotient
 - Evaluate derivatives numerically, and recognize when a numerical derivative may be defined even when the exact derivative does not exist
 - Recognize the four ways a derivative does not exist
 - Understand the relationship between continuity and differentiability
 - Given the graph of a function approximate the rate of change and produce a feasible graph of the derivative of the function
 - Determine derivatives using differentiation rules and techniques for polynomial rational, radical, trigonometric, inverse trigonometric, logarithmic, exponential, and piecewise defined functions and for linear combinations, products, quotients, powers, and compositions of these functions
 - Determine derivatives of functions and their inverses using implicit differentiation
 - Determine derivatives using logarithmic differentiation
 - Efficiently use the Graphing Calculator to find derivatives especially when complicated and to interpret graphically and in context
- Applications with Derivatives
 - Define a function which models the changing process
 - Find equations of tangent lines and estimate function evaluations using linearization
 - Demonstrate and apply the intermediate value theorem,

MATHEMATICS

- extreme value theorem, Rolles Theorem, and the mean value theorem
- Use the first and second derivative to accurately graph a function identifying extrema, intercepts, inflection points, and regions of increase, decrease, monotonicity, positive concavity, and negative concavity
- Use derivatives to study rates of change of a variety of phenomena including motion.
- Use derivatives to model and solve a variety of optimization problems
- Use derivatives to model and solve a variety of related rates problems
- Efficiently use the Graphing Calculator in the analysis of derivative applications
- Integration Analytically, Numerically, and Graphically
 - Define a function which models the integrand
 - Find integrals using the limit definition of a Riemann Sum
 - Evaluate integrals numerically using the left, right, midpoint, and trapezoidal rules, and realize the possible errors
 - Given the graph of the function, produce a feasible graph of the antiderivative as the net accumulation of a rate of change
 - Evaluate integrals using the Fundamental Theorem of Calculus
 - Evaluate definite and indefinite integrals of various functions using integration rules and techniques based on antiderivatives including linearity, change of variable, and by parts
 - Use the Variable Limits Theorem to evaluate the derivative of an integral with variable limits
 - Efficiently use the Graphing Calculator to find and evaluate antiderivatives especially when complicated
- Mathematical Modeling
 - Antidifferentiation by substitution and by parts
 - Modeling problems involving Exponential Change including Population Problems, Newton's Law of Cooling, Continuous and Discrete Compound Interest, and Radioactivity with separable differential equations and analytically solving them
 - Modeling Social Diffusion Problems with the Logistics Equation and solving using Partial Fractions
 - Studying differential equations with slope fields and solving them by Euler's method with and without the graphing calculator
- Applications with Integrals
 - Interpreting the definite integral as an accumulation of a varying rate of change over an interval
 - Determine area of a region
 - Determine volumes of solids of revolution by washers and shells
 - Determine volumes of solids of known cross section
 - Determine travel distance of a particle
 - Demonstrate the mean value theorem for integrals and find the average value of a function
 - Solve work problems
 - Analyze motion problems
 - Determine curve length
 - Determine when to use a graphing calculator to evaluate integrals, especially when complicated, which occur in these applications
- Limits Revisited
 - Studying sequences, especially arithmetic and geometric, their graphs, and their limits, explicit and recursive definitions

- Using L'Hopital's Rule to evaluate limits
- Using limits to study function growth rate
- Using limits to evaluate improper integrals
- Efficiently using a Graphing Calculator to take limits
- Power Series
 - Identify and use geometric series to represent repeating decimals and to model discrete exponential change
 - Write the McLaurin series for common functions and then manipulate them by change of variable, differentiation, and integration to find the Taylor Series of the functions
 - Analytically find the Taylor series of a function by matching derivatives at the center
 - Use the Alternating Series Estimation Theorem and the Lagrange Remainder Theorem to find an error bound for Taylor polynomials
 - Use Taylor series to represent and Taylor polynomials to estimate irrational numbers involving radicals and transcendental functions
 - Graphically estimate convergence intervals and error bounds
 - Apply convergence tests to determine the radius of convergence and convergence interval of a power series
 - Use power series to efficiently integrate difficult functions
 - Use a Graphing Calculator to investigate Taylor polynomial approximations and errors numerically and graphically
- Calculus with Parametrics
 - Take derivatives of parametric functions and use them to describe the parametric graph and to find tangent lines
 - Model and solve motion problems using derivatives of parametric equations
 - Use integrals to find the curve length of a parametric curve
 - Recognize polar coordinates as a special case of parametrics.
 - Take derivatives of polar functions and use them to describe the polar graph and to find tangent lines
 - Use integrals to find the curve length of a region defined by polar curves and to find a polar curve length
 - Use a Graphing Calculator in these problems especially when complicated
- Review For AP Exam
- Optional Post AP Topics
 - A geometric series example: how mortgages work.
 - Balancing chemical equations with matrices
 - Challenge problems
 - Preview to multivariable calculus and linear algebra

Assessment: Final exam or final project

For the complete AP Curriculum see:

<http://apcentral.collegeboard.com>



MULTIVARIABLE CALCULUS & LINEAR ALGEBRA - AP LEVEL

Code: M691 Full Year (12) (1 credit) (rank weight 1.10)

Prerequisite: Advanced Placement BC Calculus

NOTE: This course extends the calculus techniques to two and three dimensions. It is the standard third semester calculus course offered by most colleges. The linear algebra portion complements the calculus portion by developing methods applicable to discrete as opposed to the continuous systems studied in calculus. It follows a standard college introductory matrix applications based linear algebra course.

Areas of Study Include:

MULTIVARIABLE CALCULUS

- Spatial Analytic Geometry and Curve Parametrizations in

MATHEMATICS

Three Dimensions

- Describe with equations and graphs, lines, planes, spheres, quadric, and other three dimensional curves and surfaces
- Use vector dot products, projections, cross products and other vector operations to find vector resultants, increments, work, and distances involving points, lines, and planes
- Describe and transform points and equations in rectangular, cylindrical, and spherical coordinate systems
- Model projectile motion with linear drag using parametric equations
- Describe general particle motion in three dimensions using velocity, acceleration, directed distance, curve length, curvature, torsion, the unit tangent, and the tangential and normal components of acceleration
- Partial Derivatives and Applications
 - For functions in the form $z = f(x, y)$ find the domain and range and sketch graphs which show intercepts and contour lines, and sketch level curve graphs
 - Evaluate limits and determine when limits do not exist by considering different approach paths
 - Determine partial derivatives analytically and by graphing calculator.
 - Use multivariable chain rules to determine partial and ordinary derivatives
 - Determine directional derivatives
 - Determine tangent planes and normal lines
 - Determine extrema of surfaces
 - Use Lagrange Multipliers to solve optimization problems
- Multiple Integrals and Applications
 - Evaluate double integrals in rectangular and polar coordinate systems analytically using antiderivatives, and by graphing calculator
 - Evaluate triple integrals in rectangular, cylindrical, and spherical coordinate systems analytically using antiderivatives and by graphing calculator
 - Use substitutions involving the Jacobian to transform difficult multiple integrals to a less difficult form.
 - Determine the appropriate integrand and multiple limits which describes the integration
 - Determine area, volume, moments, moments of inertia, and centroids involving regions defined by two or three independent variables
- Vector Calculus
 - Set up and evaluate line integrals analytically and numerically
 - Use line integrals to determine mass, moment, and center of mass of objects modeled as thin wires
 - Use line integrals to determine work, flow, flux, and circulation done by a vector field
 - Determine the divergence and curl of a vector field
 - Demonstrate and apply both forms of Green's Theorem
 - Describe surfaces parametrically
 - Set up and evaluate surface integrals analytically and numerically
 - Use surface integrals to determine mass, moment and center of mass of objects modeled as thin shells
 - Demonstrate and apply the divergence theorem and Stoke's theorem and appreciate these theorems as generalizations of Green's theorems
 - Find the potential for a conservative field
 - Demonstrate and apply the Fundamental Theorem of line integrals and appreciate this theorem as a generalization of the Fundamental Theorem of Calculus

LINEAR ALGEBRA

- Vectors and Matrices
 - Use linear combinations of vectors to define regions in 2 and 3 dimensions
 - Understand planes from both a dot product and a linear combination approach
 - Set up systems of linear equations using matrices
 - Graphically and algebraically demonstrate both the dot product or row picture and the linear combinations or column picture of linear equation systems in two and three variables
 - Use the calculator to numerically solve linear equation systems quickly
- Solving Square Systems of Linear Equations with Matrices
 - Use pivots and identify singular and nonsingular, and consistent and inconsistent systems
 - Set up elimination, permutation, and augmented matrices to study Gaussian elimination
 - Multiply matrices using rows times columns, and using columns times rows
 - Use matrix multiplication to perform elementary row operations leading to the $A=LU$ factorization.
 - Find the inverse of a matrix using the elimination matrices and by Gauss Jordan Elimination
 - Use permutation matrices to study row exchange
 - Use the graphing calculator to perform matrix operations and factorizations
 - Apply matrices to real problems such as design curves and mixtures
 - Use product $C=AB$ to form linear combinations of the columns A and the rows of B .
- Use of the Four Vector Subspaces to study Rectangular Systems of Linear Equations
 - Convert a matrix to reduced echelon form to find the null space of a matrix
 - Find the column space and rank of a matrix
 - Determine the complete solution to a linear system
 - Determine if a set of vectors are linearly independent, span a space, and form a basis for the space
 - Find the row space and left null space of a matrix
 - Demonstrate and understand the Fundamental Theorem of Linear Algebra.
 - Apply to real problems such as balancing large chemical equations and traffic flow problems
- Orthogonality of Vector Spaces
 - Find a basis for the orthogonal complement of a vector space
 - Demonstrate that the four subspaces of a matrix form two pairs of orthogonal complements in \mathbb{R}^m and in \mathbb{R}^n
 - Project a vector onto a subspace
 - Use orthogonality and projections to perform and understand least squares approximations
 - Apply to real problems such as curve fitting
- Evaluation and Use of Determinants
 - Evaluate a determinant of a matrix using only the two fundamental properties: linearity and sign reversal
 - Use the three fundamental properties to determine other properties of determinants
 - Evaluate determinants by cofactors
 - Use determinants to solve linear systems by Cramer's rule, and to find the matrix inverse
 - Use determinants to find areas, volumes, and Jacobians
- Eigensystems

MATHEMATICS

- Understand the eigenproblem graphically as finding the special directions in which the matrix transformation is only a dilation
 - Understand the eigenproblem algebraically by devising and solving the characteristic equation
 - Derive and understand the eigenproblem as a matrix diagonalization factorization $AS = SA$
 - Use eigenvectors to study dynamic problems involving matrix powers such as population and predator prey and to approximate the solution using dominant eigensolution
 - Use eigenvalues to convert differential equations into linear algebra
 - Use eigenvalues to determine the exponential of a matrix
 - Understand the special eigenproblem properties of symmetric matrices including the spectral theorem
 - Understand the relationship between similar matrices
 - Use the calculator to solve the eigenproblem and graph the characteristic polynomial equation
 - Linear Transformations with Matrices (if time allows)
 - Determine if a transformation is linear
 - Find the transformation matrix for a given transformation
 - Demonstrate and understand the singular value decomposition of a matrix
 - Use the calculator to do transformations and singular value decompositions
 - Determine matrices that will perform derivatives and integrals of linear combinations of certain functions.
- Assessment: Final project in June



ADVANCED PLACEMENT STATISTICS - AP LEVEL

Code: M655 Full Year (11-12) (1 credit) (rank weight 1.10)

Prerequisite: Algebra 2 Regents/Honors

NOTE: Each student is expected to take the Advanced Placement Statistics Examination in May. The fee is determined by the College Board and is the responsibility of the student. In the event that a student does not take the AP Exam, the student's report card and transcript will reflect only a course in high school Honors Statistics at a rank weight of 1.05.

Areas of Study Include:

- Data Displays
 - Displaying Distributions with Graphs: dot plots, stem plots, histograms, ogives, and outliers
 - Describing Distributions: symmetry skewness
 - Describing Distributions with Numbers: box plots, IQR criteria for outliers, mean, and standard deviation, transforming data statistics.
 - Density Curves and Normal Distributions: probabilities, percentiles
 - Normal Calculations: z-scores, standard normal distribution, empirical formula.
- Data Relationships
 - Scatter plots: response and explanatory variables, overall pattern, linear and curved relationships, clusters, direction, strength, association, categorical variables
 - Correlation: meaning
 - Least Squares Regression: line of best fit, calculation of slope and intercept, predicting values, understanding r-squared, using residual plots, outliers, and influential observations
 - Cautions using regression: extrapolation, causation, common response, lurking variables, confounding variables
 - Transforming Relationships: power, exponential, and other

- models
- Producing Data
 - Designing Samples: population and sample, sampling and census, voluntary response, convenience sampling, bias, undercoverage, nonresponse, simple random samples, stratified random samples, multistage samples
 - Designing Experiments: subjects, treatments, factors, randomization, treatment diagrams, controls, double blind, block designs, matched pairs
 - Simulating Experiments: probability model, random numbers by table and by calculator
- Probability
 - Randomness: simulations
 - Probability Models: sample spaces, probability rules, disjoint events, independent events, conditional probability, tree diagrams, and two-way tables.
 - Random Variables: discrete and continuous, normal distributions, expected value, rules for means, variance, rules for variances, law of large numbers
- Sampling Distributions
 - Binomial Distributions: binomial setting conditions, binomial probability, cumulative distributions, binomial mean and standard deviation, normal approximation, continuity correction, simulations
 - Geometric Distributions: geometric setting conditions, geometric probabilities, cumulative distributions, geometric mean standard deviation, simulations.
 - Sampling Distributions: parameter and statistics, simulations, and bias and variability of a statistic
 - Sample Proportions: mean and standard deviation of a sample proportion, normal approximation, simulations
 - Sample Means: mean and standard deviation of a sample mean, sampling distribution of a sample mean from a normal population, The Central Limit Theorem, simulations
- Inference
 - Estimating with Confidence: statistical confidence, confidence interval for population means, critical values, effect of confidence level and sample size on margin of error
 - Tests of Significance: Null and Alternative Hypotheses, one and two sided alternatives, test statistics, p-values, statistical significance versus practical significance, one-sample z statistic, four step inference procedure
 - Inference as Decision: Type I and Type II errors, Power of a test, increasing the power of a test
- Inference for Distributions
 - Inference for the Population Mean: standard error, t-statistic, t-distributions, t-tables, one-sample t-test, t-confidence interval, matched pairs t-procedures, four step inference procedure
 - Comparing Two Means: standard error, two sample t-statistic, two-sample t-test, two sample t-confidence interval, degree of freedom approximations
- Inference for Proportions
 - Inference for a Population Proportion: standard error of p hat, confidence intervals, requirements, z-procedures, sample size and margin of error, four step procedure
 - Comparing Two Proportions: standard error, pooled sample proportion, confidence intervals for comparing two proportions, z-test for two proportions
- Inference for Tables
 - Relations in Categorical Data: marginal distributions, de-

MATHEMATICS

- scribing relations in two way tables, conditional distributions, Simpson's paradox
- Test for Goodness of Fit: chi-square distributions, degrees of freedom, p-values
- Inference for Two Way Tables: observed and expected counts, degrees of freedom, chi-square statistic, chi-square tests of homogeneity, association and independence, four step procedure
- Inference for Regression
 - Inference about the Model: the regression model requirements, the true regression line, residuals, standard error about the line, degrees of freedom, confidence intervals for the regression slope, significance test for regression slope.
 - Predictions and Conditions: confidence interval for mean response, prediction interval for a single observation, regression conditions, using residual plots
- Post AP Exam Topics
 - Inference for a Population Spread: cautions, F-Test for comparing two standard deviations, degrees of freedom, F statistic, F distributions
 - One-Way Analysis of Variance: multiple comparisons, analysis of variance F-test, ANOVA F statistic, ANOVA tables
 - Multivariable regressions.

Assessment: Final exam or final project

For the complete AP Curriculum see:
<http://apcentral.collegeboard.com>

COMPUTER PROGRAMMING 1

Code: M415 Half Year (9-12) (½ credit) (rank weight 1.00)

Prerequisite: Current placement in at least Algebra Regents level.

Visual Basic is a graphic language used in an Integrated Development Environment (IDE). Students will learn the techniques of structured, object-oriented, and event-driven programming.

Areas of Study Include:

- Introduction to Visual Basic.net
 - Visual Basic .net
 - Object –oriented programming (OOP).
 - Integrated development environment (IDE).
 - Creating a Project.
 - The windows form
 - Label control
 - Closing and opening a project
 - Saving and running applications.
 - Main menu control
 - Program code
 - Commenting code
 - Event procedure
 - Assignment statements
 - Using autolist
 - Arithmetic operators and numeric expressions
 - Button control
- Variables and constants
 - Variables and variable assignments
 - Obtaining values from the user
 - Using named constants
 - Choosing identifiers
 - Built-in data types
 - Data types
 - Automatic type conversion
 - Scope

- Special division operators
- programming errors
- errors
- debugging
- testing
- Controlling programming flow with decision structures
 - Decision making statements and techniques
 - If...Then statement
 - If...Then...Else statement
 - If...Then...Elseif statement
 - Select...Case statement
 - Select...Case Is statement
 - Roundoff errors
 - Generating random numbers
 - Algorithms
 - Static variables
 - Logical operators
 - Displaying a message box
 - Counter variables
 - Checkbox control
 - Line-continuation character
- Controlling program flow using looping structures
 - Looping structures
 - The Do...Loop statement
 - The For...Next statement
 - Accumulator variables
 - Using flags
 - The string class
 - String Concatenation
 - The char structure
 - Unicode
 - Comparing strings
 - The like operators
- Procedures and functions
 - Sub procedures
 - Parameters
 - Function procedures
 - Formatting numeric output
 - Math Class
 - IsNumeric() function
 - Trigonometric method

Assessment: District-wide final project

COMPUTER PROGRAMMING 2

Code: M416 Half Year (9-12) (½ credit) (rank weight 1.00)

Prerequisite: Computer Programming 1

Areas of Study Include:

- Arrays
 - Array parameters
 - Array search
 - Arrays of objects
 - Two dimensional array
- Structures
 - Structure arrays
 - Enumerated types
- Color and Graphics
 - using color
 - using images
 - animation
 - Graphic class
 - Handling events

MATHEMATICS

- Creating Classes
 - Designing
 - Class Module
 - Encapsulation
 - Field, data and property members
 - Methods
 - Constructors
 - Inheritance and polymorphism
- Using files
 - Files
 - The FileStream
 - The StreamReader
 - Reading and writing data to a file

Assessment: District-wide final project

AP COMPUTER SCIENCE - AP LEVEL

Code: M650 Full Year (11-12) (1 credit) (rank weight 1.10)

Prerequisite: Algebra 2 Regents/Honors, or Computer Programming 2

NOTE: Each student is expected to take the Advanced Placement Computer Science Examination in May. The fee is determined by the College Board and is the responsibility of the student. In the event that a student does not take the AP Exam, the student's report card and transcript will reflect only a course in high school Honors Computer Science at a rank weight of 1.05.

Areas of Study Include:

- Introduction to Computer Science
 - History of Computers and Programming
 - The Java Programming Language
 - Compilation Process
- Introduction to Objects and Classes
 - Using and constructing objects
 - Object variables
 - Defining a class
 - Testing a class
 - Instance fields
 - Constructors
 - Interface of public class
 - Commenting
 - Implementation of class
 - Variable types
 - Explicit and implicit method parameters
- Fundamental Data Types
 - Number types
 - Assignments
 - Constants
 - Calling Static Methods
 - Type Conversion
 - Strings
 - Reading Input
 - Characters
 - Comparing primitive types and objects
- Applets and Graphics
- Decisions
 - Decision making and Techniques
 - Comparing values
 - Boolean expressions
- Iterations
 - While Loops
 - For...Next Loops
 - Nested Loops
 - Processing Input

- Random numbers and simulations
- Designing Classes
 - Cohesion and Coupling
 - Accessor and mutator methods
 - Preconditions and postconditions
 - Static methods and fields
 - Scope
- Marine Biology Case Study
- Testing and Debugging
 - Unit tests
 - test case evaluation
 - Regression
- Interfaces and Polymorphism
 - Reusable solutions
 - Converting data types
 - Polymorphism
 - Strategy interface for improving reusability
- Event Handling
- Inheritance
 - Introduction to inheritance
 - Hierarchies
 - instance fields and methods
 - Subclass construction
 - Converting from subclasses to superclasses
 - Access control
- Graphical User Interfaces
- Array Lists and Arrays
 - Array Lists and arrays algorithms
 - Declaring and accessing arrays
 - Copying arrays
 - Two - Dimensional arrays
- Exception Handling
 - Throwing and checking
 - Designing
- Recursion
 - Introduction to recursion
 - Recursive helper methods
 - Mutual recursions
 - Efficiency of recursion
 - Sorting and Searching
 - Selection sort and algorithm
 - Merge sort and algorithm
 - Searching
 - Binary search
 - Searching and sorting real data

Assessment: Final exam or final project

For the complete AP Curriculum see:

<http://apcentral.collegeboard.com>

MATH AND SCIENCE REAL WORLD APPLICATIONS

Code: M692 Full Year (11-12) (1 credit) (rank weight: 1.00)

Prerequisite: Completion of Algebra 1 and Geometry

This course is designed to give students answers to the questions "When are we going to use this?" by providing students with a hands-on, project-oriented learning experience. Students will explore the math and science behind items they encounter in everyday life in a true STEAM class, using technology and engineering to create some of the objects discussed in class. The culminating project in this course has students building a roller coaster they designed.

PHYSICAL EDUCATION

The goal of the Physical Education program is to provide students with the necessary skills and knowledge to live physically active and healthy lifestyles. All students will complete one year of Personal Challenge and Healthy Lifestyles, and two years of Lifetime Physical Education to provide them with the basis for an establishment of a lifestyle that includes proven concepts of wellness and fitness. Students will be challenged to grow in character, self-reliance and self discipline and improve their self image and to reach a higher level of health, vitality, and wellness.

The recommended course of study for Physical Education is:

Grade 9 - Personal Challenge

Grade 10 - Healthy Lifestyles

Grade 11 & 12 - Lifetime Physical Education

GRADUATION REQUIREMENTS

In order to satisfy the graduation requirements as set forth by the New York State Commissioners Regulations all students must take and pass Physical Education during each semester they are enrolled. There is no medical excuse from Physical Education.

Only students who fail Physical Education in grades prior to grade 12 are eligible to attend an area summer school to make up their Physical Education credit. Students will not be allowed to take additional Physical Education classes until their 12th grade year. At no time will students be allowed to take more than two (2) Physical Education classes during their school day.

PERSONAL CHALLENGE

Code: P303 Full Year (9) (½ credit)

Prerequisite: None

Areas of Study Include:

- Activities involving risk taking/adventure
- Individual and group decision making/problem solving
- Cooperation
- Team work
- Physical fitness
- Self esteem
- Trust development
- Leadership
- Communication skills
- Overcoming individual differences

NOTE: This course is based on the principles of Project Adventure and Project Team.

There are no medical excuses for Personal Challenge. Alternative measures of class participation will be accepted in lieu of physical activity (i.e., note taking, group work, serving as data recorder, etc.)

This curriculum incorporates classroom concepts while working on issues such as socialization, cooperation, on-task behavior, coping with failure, self esteem and willingness to try. The goal is to assist each student in the development of the attitudes, skills, and knowledge of movement that will result in a lifetime of participation in physical activity.

Assessment: Assessment is based on quizzes, exams, participation, effort, demonstrated skill on topics being covered quarterly.

PHYSICAL EDUCATION

HEALTHY LIFESTYLES

Code: P313 Full Year (10) (½ credit)

Prerequisite: None

Areas of Study Include:

- The basic understanding of the anatomy and physiology of the systems of the human body
- The components of fitness
- The relationship to health
- Measurement and assessment
- Flexibility
- Cardiovascular fitness
- Muscular strength and power
- Muscular endurance
- Body composition
- Nutrition
- Training for sports
- Personal goal setting and program design
- Stress management
- Possible CPR

There are no medical excuses for Healthy Lifestyles. Alternative measures of class participation will be accepted in lieu of physical activity (i.e., note taking, group work, serving as data recorder, etc.)

This curriculum incorporates classroom concepts while working on issues such as socialization, cooperation, on-task behavior, coping with failure, self esteem and willingness to try. The goal is to assist each student in the development of the attitudes, skills, and knowledge of movement that will result in a lifetime of participation in physical activity.

Assessment: Assessment is based on quizzes, exams, homework assignments, notebooks, participation, effort, demonstrated skill on topics being covered quarterly.

LIFETIME PE

Code: P333 1st Semester (11-12) (1/4 credit)

P334 2nd Semester (11-12) (1/4 credit)

Prerequisite: None

Areas of Study Include:

- Golf
- Tennis
- Racquetball
- Personal fitness
- Jogging/Walking
- Aerobics
- Weight training
- Bowling
- Badminton
- Volleyball
- Archery
- Recreational games
- LaCrosse
- Team Handball
- European Handball
- "Teaching Games"

NOTE: The above activities will be chosen quarterly.

There are no medical excuses for Lifetime PE. Alternative measures of class participation will be accepted in lieu of physical activity (i.e., note taking, group work, serving as data recorder, etc.)

This curriculum incorporates classroom concepts while working on issues such as socialization, cooperation, on-task behavior, coping with failure, self esteem and willingness to try. The goal is to assist each student in the development of the attitudes, skills, and knowledge of movement that will result in a lifetime of participation in physical activity.

Assessment: Assessment is based on quizzes, exams, participation, effort, demonstrated skill on topics being covered quarterly.

SCIENCE

Philosophy

The goal of the Science Department is to insure that all students are equipped to the best of their ability not only to survive in an ever changing technologically orientated society, but also to manage their life experiences effectively. With this in mind, we must enable students to develop and utilize the following:

- A. Intellectual curiosity and eagerness for life-long learning.
- B. A positive self-image as a reasoning human being.
- C. Skills of computation and communication.
- D. The ability to think and evaluate constructively and creatively.
- E. Self-discipline including effective work habits and responsible behavior.
- F. Ethical and moral behavior based on respect and appreciation for human values, beliefs and rights of others.
- G. Problem solving techniques with understanding and ability to apply the scientific method to problems.
- H. Organizing raw data, concepts and theory so that it is manageable and meaningful in solving problems.
- I. Ability to understand concepts based on specific data.
- J. The use of technological learning tools.

We would recommend and encourage all students to take four years of Science in order to prepare for personal, academic and occupational pursuits.

CORE REQUIREMENT FOR GRADUATION

General Education Regents Diploma Science Requirements

- **Advanced Regents Diploma**
 - **3 years of science, at least 2 regents courses; one must be Living Environment; another must be a Physical Science (Earth; Chemistry or Physics)**
 - **2 regents examinations—passed with 65; one must be Living Environment**
- **Regents Diploma**
 - **3 years of science; one must be Living Environment**
 - **1 regents examination passed with a 65**

SCIENCE



THE PHYSICAL SETTING EARTH SCIENCE

Code: S341 Full Year (10-12) (1 credit) (rank weight 1.0)

Prerequisite: Successful completion of Living Environment

Areas of Study Include:

- Planet Earth
 - Earth Properties & Measurements
 - Scientific notation, density, and rates of change
 - Shape of the Earth
 - Structure of Earth
 - Locating Positions on Earth
 - Latitude/Longitude
 - Drawing isolines, topographic maps, gradient and profiles
 - Terrestrial Navigation – Polaris
- Minerals, Rocks and Resources
 - Define and identify minerals using minerals physical properties
 - Identify and classify rocks
 - Understand and utilize rock cycle
 - Recognize renewable and non-renewable resources and understand their use and management
- The Dynamic Crust
 - Locate plate boundaries, earthquake zones, volcanoes and mountain chains
 - Analyze P and S wave arrival time data to locate epicenters and determine origin times
 - Describe the internal structure of the earth
 - Recognize evidences of continental drift, plate tectonics, seafloor spreading, and crustal movement
 - Understand the driving force of plate tectonics, convection
 - Understand the different types of plate boundaries
 - Earthquake and volcano preparedness
- Weathering, Erosion, Deposition and Landscapes
 - Distinguish between two types of weathering, the conditions under which they occur and describe examples of each
 - Factors that affect rate of weathering, deposition and erosion
 - Formation and conservation of soils
 - Difference between transported and residual soils
 - Compare the agents of erosion and their effects on the Earth's surface
 - NYS erosion history and development of landscape features
 - Glaciers and coastal features
 - Classify NYS landscapes into plains, platforms, plateaus, and mountains
- Interpreting Earth's History
 - Reconstructing geologic past using principal of uniformitarianism, superposition, correlation, original horizontality, cross cutting relationships, unconformities and fossil evidence
 - Geologic time scale
 - Evolution of life
 - Relative and Absolute dating, use of index fossils
 - Radioactive Dating
 - Origin and change of the atmosphere
- Properties of the Atmosphere
 - Structure of the atmosphere
 - Air pressure and factors that affect it
 - Humidity and factors that affect it
 - Relative humidity and Dew point
 - Wind and factors that affect it
 - Sea breeze and Land breeze
 - Jet Stream and Coriolis Effect
 - Formation of clouds and types of precipitation
 - How weather variables are related
- Weather Systems
 - Properties of Water
 - How energy enters the atmosphere
 - Plot and interpret station models

- Air masses
- High and low pressure and weather associated with each
- Identify, explain and forecast major weather systems using weather maps.
- Compare and contrast severe weather storms: Tornado, Hurricane and thunderstorms
- Severe weather preparedness
- The Water Cycle and Climates
 - Hydrologic cycle
 - Explain the relationship of porosity, permeability, and capillarity to ground water
 - Factors that affect storage and movement of groundwater
 - Watersheds, how they are used and affected by people
 - How heat energy travels: Conduction, Convection and Radiation
 - Angle, reflection and duration of Insolation and how they affect climate
 - Greenhouse effect
 - Climates and factors that affect climate
- The Earth in Space
 - Motions of celestial objects
 - Heliocentric and Geocentric models
 - Apparent motions of the sun
 - Reason for the seasons
 - Latitude and angle of the sun
 - Duration of daylight
- Beyond Planet Earth
 - Phases of the moon
 - Eclipses of the moon and sun
 - Angular diameter of celestial objects
 - Tides
 - Geometry of orbits
 - Gravitational forces
 - Solar System data
 - Evolution of the universe: red shift and blue shift
 - Asteroids, Meteors, and Comets
- Environmental Awareness
 - Technology's affects on the environment
 - Pollution
 - Managing resources

Assessment: All Earth Science students who complete the required 1200 minutes of labs will take the two part Physical Setting Earth Science Regents Exam in June.

For the complete NYS Core Curriculum for Physical Setting/Earth Science, see: <http://www.emsc.nysed.gov/cia/pub/earthsci.pdf>



HONORS EARTH SCIENCE

Code: S361 Full Year (9) (1 credit) (rank weight 1.05)

Prerequisite: Average of 90 or above in Living Environment and 85 or above in Algebra I

Areas of Study Include:

- The content covered in S341 - The Physical Setting Earth Science
- In addition, the students will submit projects and cover activities that emphasize higher order critical thinking skills

Assessment: All Honors Earth Science students who complete the required 1200 minutes of labs will take the two part Physical Setting Earth Science Regents Exam in June.

For the complete NYS Core Curriculum for Physical Setting Earth Science, see: <http://www.emsc.nysed.gov/cia/pub/earthsci.pdf>

SCIENCE



LIVING ENVIRONMENT - REGENTS

Code: S441 (S340) Full Year (9,10) (1 credit) (rank weight 1.00)

Prerequisite: Completion of Science 8R and Math 8R

Areas of Study Include:

- Science of Biology
 - What is science? What does Biology study?
 - How does Science work? – The Scientific Method & Experimental Design
 - The Tools of Biology, including the Metric System & Microscopes
- The Chemistry of Life
 - Basic Chemistry
 - Biochemistry
 - Carbohydrates
 - Lipids
 - Nucleic Acids
 - Proteins
 - Enzymes
- Cellular Biology
 - Cell Structure & Function
 - The cell theory
 - Organelles
 - Comparing prokaryotes and eukaryotes
 - Comparing Plant & Animal Cells
 - The plasma membrane & membrane transport: Diffusion/Osmosis/Active Transport
- Photosynthesis
 - Key Idea: Light Energy to Chemical Energy
 - Key Idea: Inorganic carbon (carbon dioxide) to organic carbon (glucose)
 - Occurs in chloroplasts of plant cells (and many single-celled organisms)
- Cellular Respiration
 - Key Idea: Sugars are converted to universal energy molecule, ATP
 - Glucose is converted to inorganic carbon dioxide
 - Aerobic respiration (=36 ATP) is better than anaerobic respiration (= 2 ATP)
 - Occurs in mitochondria of ALL cells, and occurs 24/7
 - Mitochondria are likely descendants of ancient prokaryotes
- Cell Growth & Division
 - Why do Cells Divide? Comparing surface area and volume
 - Mitosis: one diploid cell splits into two identical cells, & mitosis = nuclear division
 - Cancer = mitosis that is out-of-control
 - Examination of mitosis in onion cells and whitefish cells
 - Cancer research projects in library
 - Meiosis: formation of gametes in the gonads
 - One diploid cell forms four haploid cells
 - Comparing Mitosis & Meiosis
- Intro. To Genetics
 - What is meant by “genetics”?
 - Mendelian genetics
 - Punnett squares and assessing genetic probability
 - Difficulty of assessing probability for non-Mendelian traits
 - Genotype vs. phenotype
 - Dominant vs. recessive traits
 - Polygenic traits
 - Other modes of inheritance
 - Genetic Disease projects
- Modern Genetics: DNA & RNA
 - Discovery of shape of DNA (1953)
 - DNA as a polymer of nucleotides
 - Role of DNA in transmission of genetic material
 - Protein Synthesis: DNA to mRNA to protein
 - Mutations and their significance
 - DNA and cancer
- Genetic Engineering
 - What is genetic engineering?
 - What are some uses for genetic engineering?
 - How is genetic engineering done?
 - Ethical issues in genetic engineering
- The Human Genome
 - The Human Genome Project
 - DNA fingerprinting
 - Gene therapy
 - Other uses of genetic technology
 - Fact vs. Fiction in “Jurassic Park”, and other films/media
 - Ethical issues in genetic technology
- Darwin ‘s Theory of Evolution
 - Connections that exist throughout all of Earth’s life forms
 - All organisms are DNA-based (except certain viruses, which are not considered to be alive – so they are not really “organisms”)
 - All organisms are made of different combinations of only 20 amino acids
 - Nearly all organisms share various biochemical pathways
 - A history of various ideas of evolution through the millennia
 - Lamarckian evolution
 - Charles Darwin’s “Theory of Evolution by Natural Selection”
 - Comprehensive notes and observations eventually led to the development of a complex, cohesive theory of organic evolution over a period of 30 years
 - The significance of the term “adaptation” to biologists since Darwin
 - Evidence for evolution
 - Fossil evidence, including some intact fossil sequences, like that of whales and horses
 - Relative dating and radioactive dating of both fossils and rock strata
 - Geographic connections, e.g. fossils and geology support continental drift
 - Similarities in the structures (and functions) of various organisms
 - Biochemical similarities
 - Darwin’s theory
 - All organisms possess inheritable variations, and some variations are better than others for obtaining and using resources – these are ADAPTATIONS
 - Overproduction of offspring
 - A struggle for existence – competition for insufficient resources
 - Organisms with the best adaptations are MORE LIKELY to survive and reproduce
 - Species alive today are descended, with modifications, from previous species
 - All organisms on Earth are therefore descended from common ancestors
- Evolution of Populations
 - Modern theories of evolution
 - Populations evolve, individuals do not
 - Evidence for evolution from the Galapagos finches

SCIENCE

- Antibiotic resistance as evidence for evolution
- The History of Life
- Classification
- **Human Evolution, if time**
- Animal Maintenance
- Digestion & Excretion
 - Adaptations for Maintenance
 - Diseases
- Circulation & Respiration
 - Adaptations for Maintenance
 - Diseases
- The Immune System
 - Adaptations for Maintenance
 - Diseases
- Skeleton & Muscles
 - Adaptations for Maintenance
 - Diseases
- Nervous & Endocrine Systems
 - Adaptations for Maintenance
 - Diseases
- Reproductive Systems
 - Adaptations for Maintenance
 - Diseases
 - Sexual vs. Asexual Reproduction
 - Reproductive Technology
- Plants
 - Roots, Stems, & Leaves
 - Reproduction of Seed Plants
 - Plant Responses & Adaptations
- Ecology & Environmental Science
 - The Biosphere
 - Ecosystems & Communities
 - Humans Impact on the Biosphere

Assessment: All Living Environment students who complete the required 1200 minutes of labs will take the Living Environment Regents Exam in June.

For the complete NYS Core Curriculum for Living Environment, see: <http://www.emsc.nysed.gov/cia/mst/pub/livingen.pdf>



LIVING ENVIRONMENT - HONORS

Code: S461 Full Year (9-10) (1 credit) (rank weight 1.05)

Prerequisite: Participation in the eighth grade Earth Science program with a minimum final average of 85%, or Science 8 with an average of 90% or better with teacher recommendation.

Areas of Study Include:

- Biology as a Science
 - Scientific Method
 - Tools of Science
 - Microscope
 - Safety
- Unity and Diversity Among Living Things
 - Concept of Life
 - Historical Perspective
 - Cytology
 - Taxonomy
 - Chemistry of Living Things: Organic & Inorganic
 - Enzymes
- Cellular Processes
 - Transport
 - Respiration
 - Photosynthesis

- Cell Division
- Human Diseases by Topic
- Reproduction and Development
 - Asexual Reproduction in Organisms
 - Mitosis and Cytokinesis: Cellular Reproduction
 - Vegetative Propagation
 - Sexual Reproduction in Humans, Animals, and Plants
 - Gametogenesis and Meiosis
 - Fertilization, Early Development, Embryo Development, Birth
 - Reproductive Technology
- Transmission of Traits through Generations
 - Historical Perspective
 - Classical Mendelian Genetics
 - Incomplete Dominance, Codominance, Multiple Alleles
 - Gene Linkage, Sex Linkage, Pedigrees
 - Genetic Disorders
 - Mutations
 - Modern Genetics
 - Watson, Crick, and Franklin
 - DNA; Nucleotides, Transcription, and Replication
 - DNA Fingerprinting, Electrophoresis
 - Genetic Engineering
 - Protein Synthesis
 - Population Genetics
 - Bioethics
- Evolution
 - Organic Evolution
 - The Heterotroph Hypothesis
 - Supporting Evidence for Evolution
 - Lamarck, Darwin, Oparin, Stanley, Hardy-Weinberg
 - Sources of Variation
 - Adaptation and Natural Selection
 - Gradualism and Punctuated Equilibrium
 - Speciation
- Ecology
 - Populations, Communities, Ecosystems, Biosphere
 - Abiotic and Biotic Factors
 - Nutritional Relationships: Autotroph, Heterotroph
 - Symbiotic Relationships; Mutualism, Commensalism, Parasitism
 - Energy Flow in an Ecosystem
 - Food Webs, Food Chains
 - Nitrogen Cycle, Carbon Cycle, Water Cycle
 - Ecological Succession
 - Biomes
 - Human Impact on the Environment
 - Endangered Species
 - Pollution

Assessment: The final examination is the NY State prepared Living Environment Biology Regents if lab requirement is met.

NOTE: Students should have an above average reading grade level. Stress is placed on individual achievement.

SCIENCE



PHYSICAL SETTING - CHEMISTRY

Code: S541 Full Year (10, 11)(1 Credit)(rank weight 1.00)

Prerequisite: Average of 75 or better In Living Environment and Earth Science Regents. Successful Completion of Geometry and Concurrently Enrolled In Algebra 2 recommended. Students enrolled in 2N need permission from the district director.

Areas of Study Include:

- Scientific Method
- Measurements
 - Using Measurement Equipment
 - Metric Units
 - Significant Figures
 - Scientific Notation
 - Percent Error
 - Density
- Matter And Energy
 - Physical And Chemical Properties Of Matter
 - Substances, Compounds, Elements And Mixtures
 - Temperature Scales, S.T.P. & Absolute Zero
 - Kinetic Molecular Theory
 - Charles' Law, Boyle's Law & Combined Gas Law
 - Rates Of Diffusion
 - Heating / Cooling Curves - Phase Changes
 - Vapor Pressure
 - Forms Of Energy
 - Law Of Conservation Of Energy
- Structure Of The Atom
 - Parts Of The Atom
 - History Of Models Of The Atom
 - Electron Configuration
 - Mass Number, Atomic Number, Isotopes
 - Valence Electrons, Oxidation Numbers
 - Energy Levels - Spectral Lines
 - Natural Radioactivity - Types Of Radiation
 - Half Life
- Periodic Table
 - Periodic Trends
 - Periodicity
- Bonding
 - Electronegativity
 - Ionic, Covalent, Metallic & Network Bonds
 - Molecular Polarity
 - Lewis Dot Structure
 - Use PR Theory shapes of molecules
 - Intermolecular Forces
 - Formula Writing and Reviewing Compounds
- Solutions
 - Concentration Units – Molarity, Percent By Mass, Parts per Million
 - Dilution
 - Solubility
 - Boiling Point Elevation, Freezing Point Depression
- Kinetics And Equilibrium
 - Collision Theory – Reaction Rate
 - Potential Energy Diagrams – Endothermic / Exothermic
 - Catalysts
 - Enthalpy, Entropy & Spontaneity
 - LeChatelier's Principle
- Acids & Bases
 - Arrhenius & Alternate Acid-Base Theory
 - Properties Of Acids & Bases

- Ph
- Neutralization Reactions
- Titration – Indicators
- Oxidation – Reduction
 - Electrochemical Cells
 - Electrolysis
 - Activity Series
 - Assigning Oxidation States
 - Half Reactions
 - Balancing Redox Equations
 - Identify Species Oxidized / Species Reduced
- Nuclear
 - Types of Radioactivity
 - Natural & Artificial Transmutations
 - Half Life
 - Benefits and Risks of Radioactivity
 - Nuclear Binding Energy (optional)
- Organic
 - Homologous Series Of Hydrocarbons
 - Functional Groups
 - Isomers
 - Organic Reactions
- Chemical Math
 - Mole Calculations
 - Gram Formula Mass
 - Avogadro's Number
- Stoichiometry
 - Types of Reactions
 - Writing and Balancing Equations

Assessment: All Chemistry students who complete the required 1200 minutes of labs will take the Physical Setting – Chemistry Regents Exam in June.

For the complete NYS Core Curriculum for Physical Setting/Chemistry, see: <http://www.emsc.nysed.gov/ciaai/mst/pub/chemist.pdf>



CHEMISTRY - HONORS

Code: S561 Full Year (10-12) (1 credit) (rank weight 1.05)

Prerequisite: Honors Living Environment (average of 85% or better) or Regents Living Environment (average of 90% or better) and Honors Earth Science (average of 85% or better) OR Regents Earth Science (average of 90% or better) AND Geometry H (average of 85% or better) or Geometry (average of 90% or better) and concurrently enrolled in Algebra 2.

Areas of Study Include:

- Measurement
 - Metric Units
 - Significant Figures
 - Scientific Notation
 - Percent Error
 - Density
- Matter and Energy
 - Physical and Chemical Properties of Matter
 - Substances, Elements, Compounds and Mixtures
 - Temperature Scales, STP, Absolute Zero
 - Kinetic Molecular Theory of Gases
 - Charles' Law, Boyle's Law and Combined Gas Law
 - Rates of Diffusion
 - Heating / Cooling Curves - Phase Changes
 - Vapor Pressure
 - Forms of Energy
 - Law of Conservation of Energy

SCIENCE

- Structure of the Atom
 - Parts of the Atom
 - History of Models of the Atom
 - Electron Configuration
 - Mass Number, Atomic Number, Isotopes
 - Valence Electrons, Oxidation Numbers
 - Energy Levels – Spectral Lines
- Periodic Table
 - Periodic Trends
 - Periodicity
- Bonding
 - Electronegativity
 - Ionic, Covalent, Metallic, and Network Bonds
 - Molecular Polarity
 - Lewis Dot Structures
 - VSEPR Theory – Shapes of Molecules
 - Intermolecular Forces
- Chemical Composition
 - Writing Formulas
 - Naming Compounds
 - Math of Chemical Formulas
- Chemical Equations and Stoichiometry
 - Types of Chemical Reactions
 - Balancing Equations
 - Stoichiometry
- Solutions
 - Concentration Units – Molarity, Percent by Mass, ppm
 - Dilution
 - Solubility
 - Colligative Properties
- Kinetics and Equilibrium
 - Collision Theory – Reaction Rates
 - Potential Energy Diagrams – Endothermic / Exothermic
 - Catalysts
 - Enthalpy, Entropy, Spontaneity
 - Le Chatelier's Principle
 - Common Ion Effect
- Acids and Bases
 - Arrhenius and Alternate Acid-Base Theory
 - Properties of Acids and Bases
 - pH
 - Neutralization Reactions
 - Titration – Indicators
- Oxidation-Reduction
 - Electrochemical Cells
 - Electrolysis
 - Activity Series
 - Assigning oxidation numbers
 - Oxidizing Agent
 - Reducing Agent
 - Half Reactions
 - Balancing Redox Reactions
- Nuclear
 - Natural and Artificial Transmutations
 - Fission and Fusion
 - Half Life
 - Natural Radioactivity - Type of Radiation
 - Benefits and risks of radioactivity
- Organic
 - Homologous Series of Hydrocarbons
 - Functional Groups

- Isomers
- Organic Reactions
- Additional Optional Topics
 - Ideal Gas Law
 - Dalton's Law of Partial Pressures
 - Graham's Law of Diffusion
 - Quantum Numbers
 - Conjugate Acid-Base Pairs
 - Lewis Acids and Bases
 - Limiting reactant
 - Hess's Law
 - Hybridization
 - Phase Diagrams
 - Resonance

Assessment: All Chemistry students who complete the required 1200 minutes of labs will take the Physical Setting – Chemistry Regents Exam in June.



PRACTICAL CHEMISTRY - NON-REGENTS

Code: S538 Full Year (11, 12)(1 Credit)(Rank Weight=1.00)

Prerequisite: Passing grades on at least one Science Regents exam

Recommendation: None

Practical Chemistry is a course that combines traditional chemistry concepts with applications in the real world. The first half of the course involves study in specific areas of chemistry with a focus on chemical reactivity and qualitative analysis while the second half of the course applies those base concepts with practical concepts integral to students' lives and futures.

Areas of Study may Include:

- Scientific Calculation and Measurement
 - Lab Safety
 - Scientific Method
 - Graphing
 - Use of computer software (spreadsheets, etc.)
 - Problem solving techniques
- Matter and Energy
 - Laws of Conservation
 - Physical & chemical properties and changes
 - Intermolecular vs. intramolecular forces
 - Particle arrangement
 - Phases of matter
 - Atomic Structure
 - Elements and compounds
 - Periodic Table
 - Naming of compounds
 - Equation writing and balancing
- Atmospheric Chemistry
 - Global Warming
 - Comparison of different atmospheres
 - Ozone Depletion
 - Acid Rain
 - Science of Space and Vacuum
- Acids and Bases
 - Definitions
 - Strong vs. Weak
 - Concentrated vs. Dilute
 - Reactions involving acids and bases
 - pH scale
 - Titrations and Hydrolysis
- Electrochemistry
 - Oxidation and Reduction

SCIENCE

- Voltaic and electrolytic cells
- Organic Chemistry
 - Study of aliphatic and aromatic hydrocarbons
 - Reactions involving them
 - Drawing the structures of the compounds
 - Polymer chemistry
 - Chemical reactions
- Food & Drugs
 - Structure of food macromolecules (protein, carbohydrates, etc.)
 - Legal vs. Illegal drugs
 - Interactions of food & drugs with the human body
- Forensic Science
 - Dactyloscopy
 - Trace evidence collection
 - Different areas of forensics
 - Overview of latest forensic cases
- Consumer Chemistry
 - Comparison of products that are used everyday (gasoline, cleaners, etc.)

Assessment: School final exam in addition to a comprehensive course project.



PHYSICAL SETTING - PHYSICS

Code: S641 Full Year (11-12) (rank weight 1.00)

Prerequisite: Successful completion of Geometry with an average of 75, concurrently enrolled in Algebra 2 and an average of 75 in a Regents Science course. A 75 or better on previous Mathematics Regents Exam.

Areas of Study Include:

- Physics And Measurement
 - SI Units – (Length, Mass, Time); Dimensional Analysis; Significant Figures; Problem Solving; Estimations, Error, And Error Analysis
- Motion In One Dimension
 - Displacement, Velocity, Speed; Instantaneous Velocity, Speed; Acceleration; Kinematic Graphics; Free Fall
- Vectors
 - Coordinate Systems; Vectors And Scalars; Vector Addition And Subtraction; Vector Components; Conditions For Equilibrium
- Motion In Two Dimensions
 - Two Dimensional Motion With Constant Acceleration; Motion In A Plane and Projectiles; Uniform Circular Motion; Relative Motion
- The Laws Of Motion
 - Concept Of Force; Newton's First Law And Inertial Frames; Mass, Newton's Second Law; Application Of Newton's 2nd Law To Systems Of Bodies; Force And Gravity, Friction
- Circular Motion And Applications Of Newton's Laws
 - Circular Motion; Centripetal Force
- The Law Of Gravity
 - Newton's Universal Law Of Gravitation; Free Fall And Gravitational Force; Kepler's Laws; Gravitational Potential Energy; Energy Considerations In Planetary And Satellite Motion
- Linear Momentum And Collisions
 - Linear Momentum And Its Conservation; Impulse And Momentum; Collisions In One Dimension
- Work And Kinetic Energy
 - Work Done By A Constant Force; Scalar Product; Work Done On A Spring; Energy and The Work-Energy Theorem; Power

- Potential Energy And Conservation Of Energy
 - Potential Energy; Conservative And Non-conservative Forces; Conservative Forces And Potential Energy; Conservation of Mechanical Energy
- Oscillatory Motion
 - Simple Harmonic Motion; The Block And Spring System; Energy Of A Simple Harmonic Oscillator; The Pendulum; Simple Harmonic Motion And Uniform Circular Motion
- Wave Properties
 - Waves And Energy Transfer; Transverse And Longitudinal Waves; Wave Properties; Law Of Superposition
- Wave Phenomena
 - Speed Of A Wave In A Uniform Medium; Reflection; Refraction; Interference; Diffraction (Ripple Tanks)
- Sound
 - Properties of Sound; Speed Of Sound; Resonance; Doppler Effect; Harmonics
- Electrostatics
 - Properties Of Charges; Insulators And Conductors; Coulomb's Law; Conservation Of Charge
- Electric Fields
 - Direction And Magnitude; Electric Potentials; Field Lines; Mapping
 - Electric Fields
- Current Electricity
 - Resistivity And Resistance; Requirements For Current Flow; Ohm's Law; Electric Energy And Power
- Series And Parallel Circuits
 - Electric Potential, Current, And Resistance In Series And Parallel Circuits; Galvanometer, Voltmeter, And Ammeter; DC Power Supplies; Power Consumption In DC Circuits; Household Circuits And Electrical Safety
- Magnetic Fields
 - The Magnetic Field; Mapping Magnetic Fields; Magnetic Force On A Current-Carrying Conductor; Motion Of A Charged Particle In A Uniform Magnetic Field; Magnetic Field Strength And Magnetic Force; Right-Hand Rules
- Magnetic Force
 - Magnetic Force Between Two Parallel Conductors; Magnetic Flux; The Earth's Magnetic Field; Right-Hand Rules
- Electromagnetic Induction
 - Electromagnetic Induction; Lenz's Law; Motors And Generators; AC Current; Solenoids
- Light
 - Electromagnetic Nature Of Light; Light As A Wave; Speed Of Light; Properties of Light; Polarization; Doppler Effect
- Modern Physics
 - Wave-Particle Duality Of Light; Quantum Theory; Bohr Model Of The Atom; Energy Transitions In The Hydrogen Atom; Continuous, Emission, And Absorption Spectra; Compton Effect
- Standard Model
 - Investigation Of Sub-Atomic Particles; Standard Model Of Particle Physics; Quarks And Leptons; Classification Of Matter

Assessment: All Physics students who complete the required 1200 minutes of labs will take the Physical Setting – Physics Regents Exam in June.

For the complete NYS Core Curriculum for Physical Setting/Physics, see: <http://www.emsc.nysed.gov/mst/pub/phycoresci.pdf>

SCIENCE



PHYSICS - HONORS

Code: S661 Full Year (11-12) (rank weight 1.05)

Prerequisite: Successful completion of geometry with 85 or better, concurrently enrolled in Algebra 2. An 85 or better on a previous Science and Mathematics regents exam.

- Physics And Measurement
 - SI Units – (Length, Mass, Time); Dimensional Analysis; Significant Figures; Problem Solving; Fermi Problems estimations, Error, And Error Analysis
- Motion In One Dimension
 - Displacement, Velocity, Speed; Instantaneous Velocity, Speed; Acceleration; Kinematic Graphics; Free Fall
- Vectors
 - Coordinate Systems; Vectors And Scalars; Vector Addition And Subtraction; Vector Components; Conditions For Equilibrium—static and dynamic
- Motion In Two Dimensions
 - Two Dimensional Motion With Constant Acceleration; Motion In A Plane And Projectiles; Uniform Circular Motion; Relative Motion;
- The Laws Of Motion
 - Concept Of Force; Newton's First Law And Inertial Frames; Mass, Newton's Second Law; Application Of Newton's 2nd Law To Systems Of Bodies; Force And Gravity, Friction
- Circular Motion And Applications Of Newton's Laws
 - Circular Motion; Centripetal Force; Torque;
- The Law Of Gravity
 - Newton's Universal Law Of Gravitation; Free Fall And Gravitational Force; Kepler's Laws; Gravitational Potential Energy; Energy Considerations In Planetary And Satellite Motion
- Linear Momentum And Collisions
 - Linear Momentum And Its Conservation; Impulse And Momentum; Collisions
- Work And Kinetic Energy
 - Work Done By A Constant Force; Scalar Product; Work Done On A Spring; Kinetic Energy And The Work-Energy Theorem; Power
- Potential Energy And Conservation Of Energy
 - Potential Energy; Conservation Of Mechanical Energy
- Fluid Physics Archimedes Principle, Bernoulli's Principle
- Thermal Physics
 - Temperature Scales; Heat Transfer; Laws of Thermodynamics
- Wave Properties
 - Waves And Energy Transfer; Transverse And Longitudinal Waves; Wave Properties; Law Of Superposition
- Wave Phenomena
 - Speed of A Wave In A Uniform Medium; Reflection; Refraction; Interference; Diffraction [Ripple Tanks]
- Sound
 - Properties Of Sound; Speed Of Sound; Resonance; Doppler Effect;
- Electrostatics
 - Properties Of Charges; Insulators And Conductors; Coulomb's Law; Conservation Of Charge
- Electric Fields
 - Direction And Magnitude; Electric Potentials; Field Line Mapping
- Electric Potential & Electric Potential Energy; Series And Parallel Circuits
- Current Electricity

- Resistivity and Resistance; Requirements For Current Flow; Ohm's Law; Electric Energy & Power
- Series & Parallel Circuits
 - Electric Potential, Current, Resistance In Series And Parallel Circuits; Galvanometer, Voltmeter, And Ammeter; DC Power Supplies; Power Consumption In DC Circuits; Household Circuits And Electrical Safety
- Magnetic Fields
 - The Magnetic Field; Mapping Magnetic Fields, Magnetic Force On A Current-Carrying Conductor; Motion Of A Charged Particle In A Uniform Magnetic Field; Magnetic Field Strength And Magnetic Force; Right-Hand Rules
- Magnetic Force
 - Magnetic Force Between Two Parallel Conductors; Magnetic Flux; The Earth's Magnetic Field; Right-Hand Rules
- Electromagnetic Induction
 - Electromagnetic Induction; Lenz's Law; Motors And Generators; AC Current; Transformers
- Light
 - Electromagnetic Nature Of Light; Light As A Wave; Speed Of Light; Refraction; Dispersion; Properties Of Light; Polarization; Doppler Effect
- Mirrors & Optics
 - Plane Mirrors; Spherical Mirrors; Ray Tracing; Thin Lenses
- Modern Physics
 - Wave-Particle Duality Of Light; Quantum Theory; Bohr & Rutherford Models Of The Atom; Energy Transitions In The Hydrogen Atom; Continuous, Emission & Absorption Spectra; Compton Effect; Photoelectric Effect; Radioactivity;
- Standard Model
 - Investigation of Sub-Atomic Particles; Standard Model Of Particle Physics; Hadrons, Mesons, Quarks And Leptons; Classification Of Matter; Four Fundamental Forces Of Nature

Assessment: All Physics students who complete the required 1200 minutes of labs will take the Physical Setting – Physics Regents Exam in June.

For the complete NYS Core Curriculum for Physical Setting/Physics, see: <http://www.emsc.nysed.gov/ciai/mst/pub/phycoresci.pdf>



CONCEPTUAL PHYSICS - NON-REGENTS

Code: S639 Full Year (11-12) (rank weight 1.00)

Prerequisite: Two years of math and science, and a grade of 65 or better on at least one Math and one Science Regents Exam.

Areas of Study May Include:

- Reality And Illusions
 - Measurement & Data Collection; Accuracy Of Measurements; Patterns In Data To Make Predictions; Scientific modeling; Theoretical and Experimental Probability; Nature of Scientific Discovery; The Atom and Radioactive Decay
- Motion
 - Newton's Laws Of Motion; Force; Friction; Speed & Acceleration; Relationship Between Force, Mass and Acceleration; Circular Motion (Centripetal Acceleration And Force) Bernoulli's Principle and fundamentals of flight, waves.

TRANSPORTATION

- Light
 - Properties of light; visible and invisible light; Spectrum; Speed of light; Lenses and camera obscura
- Driving The Roads

SCIENCE

- Response Time; Speed, Distance And Time Relationships; Acceleration; Average and Instantaneous Speed; Inertia; Force And Friction; Gravity; Circular Motion
- Safety
 - Effect Of Forces On Motion; Inertia; Force And Pressure; Newton As A Unit of Force Measurement; Impulse And Momentum; Acceleration; Collisions
- Journey to the Moon and Beyond
 - Physical Properties Of Matter; Effect Of Forces On Motion; Acceleration Due To Gravity; Free Fall; Inertial And Gravitational Mass; Newton's Laws of Motion; Photosynthesis; Fermi Problem; Sound Waves; Speed Of Radio And Sound Waves
- Track & Field Championships
 - Relationship Between Speed, Distance And Time; Kinetic Energy; Using Data To Make Predictions; Average And Instantaneous Speed; Acceleration; Projectile Motion; Trajectories; Gravity; Free Fall; Gravitational Potential Energy; Transfer Of Mechanical Energy; Conservation Of Energy
- Physics In Action
 - Newton's First Law Of Motion And Galileo's Principle Of Inertia; Newton's Second Law Of Motion (Relationship Between Mass, Force And Acceleration); Newton's Third Law Of Motion; Gravity; Center Of Mass; Potential And Kinetic Energy; Work; Momentum And Conservation Of Momentum; Circular Motion (Centripetal Acceleration and Force)
- Sports On The Moon
 - Newton's Laws Of Motion; Properties Of Matter On Earth And In Space; Effect Of Forces On Motion; Gravity And Mass On The Earth And Moon; Relationship Between Gravity And Free Fall; Effect Of Gravity On The Trajectory In Projectile Motion; Effect Of Gravity On Friction; Collisions; Coefficient Of Restitution; Momentum; Pendulum Motion
- Climate
 - Greenhouse Effect; Insolation; Inverse Square Laws; Light Intensity and Newton's Law Of Universal Gravitation; Solar Energy; Newton's Law Of Cooling
- Electricity
 - Static and Current Electricity; Ohm's Law; Cost Of Energy Consumption; Series And Parallel Circuits; Power; Electrical Lighting; Magnetic Fields
- Simple Machines
 - Forces, Levers, Pulleys, Mechanical Advantage And Practical Applications

Assessments: Final exam is given in class over a two-day period



CHEMISTRY - AP

Code: S682 Full Year (11-12) (1 credit) (rank weight 1.10)

Prerequisite: Honors or Regents Chemistry (average of 85% or better, in Honors, 90% better in Regents).

Successful completion of Algebra 2 (average of 85% or better).

Approval by District Science Director.

Seniors: Concurrent course in physics recommended.

Areas of Study Include:

- Atomic Structure I
 - History
 - Structure of the Atom
 - Mass Number, Atomic Number, Isotopes
 - Mass Spectrometry
 - Natural Radioactivity

- Stoichiometry
 - Average Atomic Mass
 - Mole Conversions
 - Percent Composition, Empirical and Molecular Formulas
 - Balancing Equations
 - Stoichiometry, Including Limiting Reagent
 - Theoretical and Percent Yields
- Chemical Reactions
 - Electrolytes
 - Concentration Units - Dilution, Beer's Law
 - Precipitation, Neutralization, Redox
- Gases
 - Charles', Boyle's, combined gas law and Avogadro's Laws
 - Ideal Gas Law
 - Dalton's Law of Partial Pressures
 - Kinetic Molecular Theory of Gases
 - Graham's Law of Diffusion
 - Van der Waal's Equation for Real Gases
- Energy
 - PV Work
 - Calorimetry - Hess's Law
 - Standard Heat of Formation, Bond Energy
 - Entropy
 - Gibb's Free Energy - Spontaneity
- Atomic Structure II
 - Electromagnetic Radiation
 - Dual Nature of Light and Matter
 - Electron Configurations - Aufbau Principle
 - Quantum Numbers
 - Orbitals
 - PES-Photoelectron Spectroscopy
 - Periodic Trends
- Bonding
 - Electronegativity
 - Ionic, Covalent, Metallic, and Network Bonds
 - Molecular Polarity - Dipole Moments
 - Lewis Structures, Resonance
 - VSEPR Theory - Hybridization
 - Bond Order - Sigma and Pi Bonds
 - Intermolecular Forces
 - Vapor Pressure - Phase Diagrams
 - Boiling Point Elevation, Freezing Point Depression, Osmotic Pressure
- Kinetics
 - Collision Theory - Reaction Rates
 - Rate Law, Integrated Rate Law
 - Reaction Mechanisms
 - Potential Energy Diagrams
 - Activation Energy, Catalysts
- Equilibrium
 - Mass Action Expression
 - Gaseous Equilibria, Solubility Equilibria
 - Common Ion Effect
 - Complex Ion Equilibria
 - Le Chatelier's Principle
 - Acids and Bases and Salts
 - Acid - Base Equilibria
 - Conjugate Acid-Base Pairs
 - pH, pOH, Kw
 - Titration Curves/Indicators
 - Buffers
- Oxidation-Reduction
 - Galvanic Cells
 - Electrolytic cells
 - Standard Reduction Potential

SCIENCE

- Nuclear
 - Natural and Artificial Transmutations
 - Mass Defect – Binding Energy
 - Fission and Fusion
 - Half Life
- Organic
 - Homologous Series of Hydrocarbons
 - Functional Groups
 - Isomers
 - Organic Reactions

Assessment: Each student is expected to take the AP Chemistry Exam in May. The fee is determined by the College Board and is the responsibility of the student. In the event that a student does not take the AP Exam, the student's report card and transcript will reflect only a course at the honors-type level.

For the complete AP Curriculum see:
<http://apstudent.collegeboard.org>



ADVANCED GEOLOGY

Code: S685 Full Year (11-12) (1 credit) (rank weight 1.05)

Recommendation: Completion of Earth Science and Geometry. Juniors are encouraged to have taken or be taking a course in Chemistry. Seniors are encouraged to have taken or be taking a course in Physics.

Areas of Study Include:

- Overview of the Dynamic Earth
 - Formation of our solar system
 - Internal Structure of Planet Earth
 - External Structure of Planet Earth
 - External and Internal Structure Interactions
 - Geologic Time Scale
- Minerals of the Earth
 - Minerals and Their Chemistry
 - Crystal Structure and States of Matter
 - Properties of Minerals and Their Identifications
 - Rock Forming Minerals
 - Economic Minerals
 - Formation of Ore Deposits
 - Economic and Environmental Factors
 - Renewable and Non-Renewable Resources
- Petrology
 - Igneous Rocks
 - Magma and Magmatic Rocks
 - Lava, and Volcanic Features
 - Igneous Rock Identification
 - Structure of Plutons
 - Origin of Magma
 - Bowen's Reaction Series
 - Sedimentary Rocks
 - Origin of Sediments
 - Lithification and Diagenesis
 - Sedimentary Rock Identification
 - Depositional Environments
- Metamorphic Rocks
 - Factors Controlling Metamorphism
 - Metamorphic Structures
 - Types of Metamorphism
 - Metamorphic Rock Identification
 - Plate Tectonics and Metamorphism
- Evolution of Landforms and Landscapes
 - Weathering and Soils

- Mass Wasting
- Groundwater
- Glaciers and Glaciation
- Deserts and Winds
- Ocean Margin Features
- Dynamic movements of the Earth's Crust
 - Deformation of Rock
 - Evidence of Former Deformation
 - Earthquakes
 - Plate Tectonics
 - Internal Structure of Earth
 - Gravity anomalies and Isostasy
 - Global Tectonics
- Stratigraphy
 - Relative Dating and Correlation
 - Radioactive Dating
 - Magnetic Reversals
 - Fossils and Fossil Preservation
 - Fossil Identification Project
 - Geologic Maps
 - Our Changing Planet
- Geology of New York State
 - Plate Tectonic History of New York
 - Bedrock Geology of New York State
 - Surficial Geology
 - Present Day New York

Assessment: School final exam.



ADVANCED PLACEMENT - PHYSICS C

Code: S686 Full Year (12) (1 Credit) (rank weight 1.10)

Prerequisite: Current or previous enrollment in a Calculus course required. Successful completion of Regents Physics and strong history in other Regents Math and science courses. This course is intended as a second year Physics course.

Areas of Study Include:

- Physics And Measurement
 - SI Units – (Length, Mass, Time); Dimensional Analysis; Significant Figures; Problem Solving; - Estimations, Error, And Error Analysis
- Motion In One Dimension
 - Displacement, Velocity, Speed; Instantaneous Velocity, Speed; Acceleration; Kinematic Graphics; Free Fall
- Vectors
 - Coordinate Systems; Vectors And Scalars; Vector Addition And Subtraction; Vector Components; Unit And I-J-K Vectors
- Motion In Two Dimensions
 - Two Dimensional Motion With Constant Acceleration; Motion In A Plane And Projectiles; Uniform Circular Motion; Relative Motion
- The Laws Of Motion
 - Concept Of Force; Newton's First Law And Inertial Frames; Mass, Newton's Second Law; Application Of Newton's 2nd Law To Systems Of Bodies; Force And Gravity, Friction
- Circular Motion And Applications Of Newton's Laws
 - Circular Motion; Centripetal Force; Non-uniform Circular Motion; Motion In A Resistive Medium
- Work And Kinetic Energy
 - Work Done By A Constant Force; Scalar Product; Work Done By A Variable Force; Work Done On A Spring; Kinetic Energy And The Work-Energy Theorem; Power And Efficiency
- Potential Energy And Conservation Of Energy

SCIENCE

- Potential Energy; Conservative And Non-conservative Forces; Conservative Forces and Potential Energy; Conservation Of Mechanical Energy; Potential Energy Function
- Linear Momentum And Collisions
 - Linear Momentum And Its Conservation; Impulse And Momentum; Collisions In One Dimension; Collisions In Two Dimensions; Center Of Mass; Rocket Propulsion
- Rotation Of A Rigid Object About A Fixed Axis
 - Angular Displacement, Velocity, And Acceleration; Rotational Kinematics; Angular And Linear Quantities; Rotational Energy; Calculations Of Moments Of Inertia; Torque and Angular Acceleration; Work, Power, and Energy In Rotational Motion
- Rolling Motion And Angular Momentum
 - Rolling Motion Of A Rigid Body; Kinetic Energy Of A Rolling Body; Angular Momentum of A Particle; Angular Momentum Of A Rolling Rigid Body; Conservation Of Angular Momentum
- Static Equilibrium And Elasticity
 - Conditions For Equilibrium; First Condition Of Equilibrium; Second Condition For Equilibrium; Cranes Ladders And Other Systems, Thermal Expansion, Elasticity
- Oscillatory Motion
 - Simple Harmonic Motion; The Block And Spring System; Energy Of A Simple Harmonic Oscillator; The Pendulum; Simple Harmonic Motion And Uniform Circular Motion; Damped Oscillations
- The Law Of Gravity
 - Newton's Universal Law Of Gravitation; Measuring The Gravitational Constant; Free Fall and Gravitational Force; Kepler's Laws; Gravitational Potential Energy; Energy Considerations In Planetary And Satellite Motion
- Electrical Fields
 - Properties Of Charges; Insulators And Conductors; Coulomb's Law, Electrical Fields, Electrical Fields Of Continuous Charge Distribution; Electrical Field Lines; Motion Of Charged Particles In A Uniform Electrical Field.
- Gauss' Law
 - Electric Flux; Gauss' Law; Application Of Gauss' Law To Charged Insulators; Conductors In Electrostatic Equilibrium
- Electrical Potential
 - Potential Difference And Electric Potential; Potential Differences In A Uniform Electric Field; Electrical Potential And Potential Energy Due To Point Charges; Relating Electric Potential To The Electric Field; Electric Potential Due To A Continuous Charge Distribution; Electric Potential Due To A Charged Conductor; The Millikan Oil-Drop Experiment; Applications Of Electrical Potential-
- Capacitance And Dielectrics
 - Capacitance; Calculating Capacitance; Combinations Of Capacitors; Energy Stored In A Charged Capacitor; Capacitors With Dielectrics; Equivalent Capacitance; Electric Dipole In An Electric Field
- Current And Resistance
 - Electric Current; Resistance And Ohm's Law; A Model Of Electric Conductivity; Resistance And Temperature; Electrical Energy And Power.
- Direct Current Circuits
 - Emf; Resistors In Series, Parallel, And Combination; Ohm's Law For An Entire Circuit; Kirchhoff's Rules; R_c Circuits; Voltmeters, Ammeters, And Galvanometers; Household Circuits And Electrical Safety

- Magnetic Fields
 - The Magnetic Field; Magnetic Force On A Current-Carrying Conductor; Torque On A Current Loop In A Uniform Magnetic Field; Motion Of A Charged Particle In A Uniform Magnetic Field; Magnetic Field Strength And Magnetic Force
- Sources Of Magnetic Fields
 - The Biot-Sarvart Law; Magnetic Force Between Two Parallel Conductors; Ampere's Law; Magnetic Flux; Gauss' Law For Magnetism' Displacement Current And Ampere's Law; The Earth's Magnetic Field
- Faraday's Law
 - Faraday's Law Of Induction; Motional Emf; Lenz's Law; Induced Emf; Motors And Generators; Maxwell's Equations
- Inductance
 - Self Inductance; R_L Circuits; Energy In A Magnetic Field; Mutual Inductance; L_c Circuits

Assessment: Students Will Be Prepared For The Advanced Placement Exam In May. Each Student Is Expected To Take The Advanced Placement Exam In May. The Fee Is Determined By The College Board And Is The Responsibility Of The Student. In The Event That The Student Does Not Take The AP Exam, The Student's Report Card And Transcript Will Reflect Only A Course At An Honors-Type Level.

For the complete AP Curriculum see:
<http://apcentral.collegeboard.com>



ADVANCED PLACEMENT - ENVIRONMENTAL SCIENCE

Code: S687 Full Year (12) (1 credit) (rank weight 1.10)
Prerequisite: Earth Science and Living Environment

Recommendation: Student must have achieved a final average 85% or higher in Earth Science and Living Environment; Chemistry preferred or taking concurrently. Approval by District Science Director.

Students are expected to take the AP Environmental Science exam in May. Any student who does not take the AP exam will be re-registered into a non-AP level course number.

NOTE: Laboratory and field investigations are a required component to this course

Areas of Study Include:

- Earth Systems and Resources
 - Earth Science Concepts (Geologic time scale; plate tectonics, earthquakes, volcanism; seasons; solar intensity and latitude)
 - The Atmosphere (Composition; structure; weather and climate; atmospheric circulation and the Coriolis Effect; atmosphere-ocean interactions; ENSO)
 - Global Water Resources and Use (Freshwater/saltwater; ocean circulation; agricultural, industrial, and domestic use; surface and groundwater issues; global problems; conservation)
 - Soil and Soil Dynamics, Rock cycle; formation; composition; physical and chemical properties; main soil types; erosion and other soil problems; soil conservation)
- The Living World
 - Ecosystem Structure (Biological populations and communities; ecological niches; interactions among species; keystone species; species diversity and edge effects; major terrestrial and aquatic biomes)
 - Energy Flow (Photosynthesis and cellular respiration; food webs and trophic levels ecological pyramids)
 - Ecosystem Diversity (Biodiversity; natural selection; evolu-

SCIENCE

- tion; ecosystem services)
- Natural Ecosystem Change (Climate shifts; species movement; ecological succession)
- Biogeochemical Cycles (Carbon, nitrogen, phosphorus, sulfur, water, conservation of matter)
- Population
 - Population Biology Concepts (Population ecology; carrying capacity; reproductive strategies) Human Population
 - Human population dynamics (Historical population sizes; distribution; fertility rates; growth rates and doubling times; demographic transition; age-structure diagrams)
 - Population size (Strategies for sustainability; case studies; national policies)
 - Impacts of population growth (Hunger; disease; economic effects; resource use; habitat destruction)
- Land and Water Use
 - Agriculture
 - Feeding a growing population (Human nutritional requirements; types of agriculture; Green Revolution; genetic engineering and crop production; deforestation; irrigation; sustainable agriculture)
 - Controlling pests (Types of pesticides; costs and benefits of pesticide use; integrated pest management; relevant laws)
 - Forestry (Tree plantations; old growth forests; forest fires; forest management; national forests)
 - Rangelands (Overgrazing; deforestation; desertification; rangeland management; federal rangelands)
 - Other Land Use
 - Urban land development (Planned development; suburban sprawl; urbanization)
 - Transportation infrastructure (Federal highway system; canals and channels; roadless areas; ecosystem impacts)
 - Public and federal lands (Management; wilderness areas; national parks; wildlife refuges; forests; wetlands)
 - Land conservation options (Preservation; remediation; mitigation; restoration) Sustainable land-use strategies
 - Mining (Mineral formation; extraction; global reserves; relevant laws and treaties)
 - Fishing (Fishing techniques; overfishing; aquaculture; relevant laws and treaties) Global Economics Globalization; World Bank; Tragedy of the Commons; relevant laws and treaties) Energy Resources and Consumption
 - Energy Resources and Consumption
 - Energy Concepts
 - Energy Concepts (Energy forms; power; units; conversions; Laws of Thermodynamics)
 - Energy Consumption
 - History (Industrial Revolution; exponential growth; energy crisis)
 - Present global energy use
 - Future energy needs
 - Fossil Fuel Resources and Use (Formation of coal, oil, and natural gas; extraction/purification methods; world reserves and global demand; synfuels; environmental advantages/disadvantages)
 - Nuclear Energy (Nuclear fission process; nuclear fuel; electricity production; nuclear reactor types; environmental advantages/disadvantages; safety issues; radiation and human health; radioactive wastes; nuclear fusion)
 - Hydroelectric Power (Dams; flood control; salmon; silting; other impacts)

- Energy Conservation (Energy efficiency; CAFE standards; hybrid electric vehicles; mass transit)
- Renewable Energy (Solar energy; solar electricity; hydrogen fuel cells; biomass; wind energy; small-scale hydroelectric; ocean waves and tidal energy; geothermal; environmental advantages/disadvantages).
- Pollution
 - Pollution Types
 - Air pollution (Sources-primary and secondary; major air pollutants; measurement units; smog; acid deposition-causes and effects; heat islands and temperature inversions; indoor air pollution; remediation and reduction strategies; Clean Air Act and other relevant laws)
 - Noise pollution (Sources; effects; control measures)
 - Water pollution (Types; sources, causes, and effects; cultural eutrophication; groundwater pollution; maintaining water quality; water purification; sewage treatment/septic systems;
 - Solid waste (Types; disposal; reduction)
 - Impacts on the Environment and Human Health
 - Hazards to human health (Environmental risk analysis; acute and chronic effects; dose response relationships; air pollutants; smoking and other risks)
 - Hazardous chemicals in the environment (Types of hazardous waste; treatment/disposal of hazardous waste; cleanup of contaminated sites; bio-magnification; relevant laws)
 - Economic Impacts (Cost-benefit analysis; externalities; marginal costs; sustainability)
 - Global Change
 - Stratospheric Ozone (Formation of stratospheric ozone; ultraviolet radiation; causes of ozone depletion; effects of ozone depletion; strategies for reducing ozone depletion; relevant laws and treaties)
 - Global Warming (Greenhouse gases and the greenhouse effect; impacts and consequences of global warming; reducing climate change; relevant laws and treaties)
 - Loss of Biodiversity
 - Habitat loss; overuse; pollution; introduced species; endangered and extinct species
 - Maintenance through conservation
 - Relevant laws and treaties



ADVANCED PLACEMENT BIOLOGY/DCC

BIOLOGY 105/106

Code: S688 Full Year (11-12*) (1 credit) (rank weight 1.10)

Prerequisite: Honors or Regents Biology and Honors or Regents Chemistry. All others approval by the district coordinator. Students are expected to have at least an 85% average in previous science courses, for Honors, 90% or better for Regents.

NOTE: This course can include labs with dissection components. The final exams are approved by Dutchess Community College. Successful completion of these exams can result in up to eight college credits issued by Dutchess Community College. Each student is expected to take the Advanced Placement in May. The fee is determined by the College Board and is the responsibility of the student.

Areas of Study Include:

- Molecules and Cells
 - Chemistry of Life
 - Water
 - Organic molecules in organisms
 - Free energy changes
 - Enzymes

SCIENCE

- Prokaryotic and eukaryotic cells
- Membranes
- Subcellular organization
- Cell cycle and its regulation
- Cellular Energetics
 - Coupled reactions
 - Fermentation and cellular respiration
 - Photosynthesis
- Heredity and Evolution
 - Heredity
 - Meiosis and gametogenesis
 - Eukaryotic chromosomes
 - Inheritance patterns
- Molecular Genetics
 - RNA and DNA structure and function
 - Gene regulation
 - Mutation
 - Viral structure and replication
 - Nucleic acid technology and applications
- Evolutionary Biology
 - Early evolution of life
 - Evidence for evolution
 - Mechanisms of evolution
- Organisms and Populations
 - Diversity of Organisms
 - Evolutionary patterns
 - Survey of the diversity of life
 - Microbial Diversity
 - Phylogenetic classification
 - Evolutionary relationships
- Structure and Function of Plants and Animals
 - Reproduction, growth, and development
 - Structural, physiological, and behavioral adaptations
 - Response to the environment
- Ecology
 - Population dynamics
 - Communities and ecosystems
 - Global issues

For the complete AP Curriculum see:
<http://apstudent.collegeboard.org>



MARINE SCIENCE

Code: S531 Full Year (11-12) (1 credit) (rank weight 1.00)

Prerequisite: Successful completion of two years of Science, and a 65 or better on one Science Regents Exam.

NOTE: This is intended to be a third year course

Area of Study Include:

Exploring the Oceans

- What is Marine Science?
- What are the Oceans?
- History of ocean exploration
- Buoyancy
- History of Diving/Scuba

Marine Environments

Marine life zones characteristics and life

- Ocean zones
- Ocean floor characteristics
- Physical characteristics of oceans including
 - ocean water chemistry
 - tides
 - ocean currents

- sandy and rocky environments
- estuaries and mangroves
- coral reef environment

Organisms structure, classification, and adaptations

- Marine Algae and plants
- Plankton
- Stinging tentacle animals
 - jellyfish
 - sea anemones
 - coral
 - hydroids
- softbodied animals
 - bivalves
 - gastropods
 - cephalopods
 - mollusks
- crustaceans
 - lobsters and crabs
 - shrimps and arthropods
- spiny-skinned animals
 - sea stars
 - sea urchins and sand dollars
 - echinoderms
- Fishes
 - jawless fish and protochordates
 - cartilaginous fish (sharks, skates and rays)
 - bony fish
 - marine reptiles and birds
 - marine mammals
 - whales
 - dolphins
- Ocean Conservation
 - Overfishing
 - Ocean Acidification/ Coral Bleaching
 - Endangered species
 - Marine resources



ASTRONOMY: A STUDY OF "OUR SPACE"

Code: S640 Full Year (11-12) (1 credit) (rank weight 1.0)

Prerequisite: Successful completion of two years of Science and a 75 or better on one Science Regents Exam

Areas of Study Include:

- The Celestial Sphere
 - Shape of the sky
 - Measuring distances and directions on the sky
 - Objects "on" the sky
 - Constellations
 - Viewing the sky (telescopes)
- History of Astronomy
 - The observers and borrowers (using the sky to pace daily life)
 - The theorists (seeking to explain through observation)
 - The discoverers (building off of Newtonian mechanics to predict celestial activity)
- The Scale of the Universe
 - Light years
 - Orders of magnitude
 - Sizes of objects
- The Sun and Stars
 - Star types
 - Stellar evolution
 - Sol (our sun)
- The Solar System
 - Formation of our solar system

SCIENCE

- Inner planets (with asteroids, meteors, and meteorites)
- Outer planets
- Kuiper belt and Oort cloud
- Our Space Missions
 - “Thousands of years worth of dreams and fantasy”
 - The Rocket
 - Sputnik / NASA
 - Project Mercury
 - Gemini
 - Apollo (esp. 11)
 - Space Shuttle
 - Robotic missions
- The Galaxies and Universe
 - Big Bang
 - Galaxies
 - Cosmology
- The Future
 - Space economy / tourism
 - The search for life
 - Colonization and beyond

Assessment: School generated Final Exam



FORENSIC SCIENCE - PROJECT ADVANCE CHEMISTRY 113 - (Syracuse University Concurrent Enrollment)

Code S714 Full Year (12) 1 credit (rank weight 1.10)

Prerequisite: Successful completion of three years of Regents science including Chemistry and Living Environment as well as successful completion of at least three years of Regents math. Student must be recommended by the previous year's science teacher. Director approval required. This course is designed as a Senior year elective.

4 college credits available from Syracuse University (Additional fee payable directly to college)

Areas of Study

Forensic Science, is focused upon the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. In this course, scientific methods specifically relevant to crime detection and analysis will be presented.

Areas of Study Include:

- 1 History of Forensic Science
- 2 Intro overview of the Law
- 3 Forensic Psychology
- 4 Trace Evidence Analysis
- 5 Serology and Bloodspatter
- 6 Hair and Fiber
- 7 Soil
- 8 Firearms and Ballistics
- 9 Cryptanalysis
- 10 DNA
- 11 Toxicology
- 12 Forensic Pathology and Death Investigation

As a concurrent enrollment with Syracuse University students would obtain four college credits for their work in this course at a very reasonable cost. These credits would transfer to the student's college of choice thereby providing the families with savings towards their total college costs.

HUMAN ANATOMY, PHYSIOLOGY, AND DISEASE

Code: S715 Full Year (11-12) (rank weight: 1.00)

Prerequisite: Completion of Living Environment and Chemistry

This course will provide students with a comprehensive study of the human body. Students will develop an understanding of who they are, what makes their bodies work, and what happens when their bodies malfunction.

NATURAL RESOURCE MANAGEMENT

Code: S716 Full Year (11-12) (rank weight: 1.00)

Prerequisite: Completion of Living Environment and Earth Science

This course aims at raising students' awareness of their natural environment through the scope of current, relevant topics in the media. Students will become knowledgeable in fundamental concepts relating to Earth systems, climate, population growth dynamics, sustainability, and natural resource management. These concepts will be explored through different lenses; including biological, geological, historical, and socio-political viewpoints.

SECOND LANGUAGE

SECOND LANGUAGE

The goal of the Foreign Language program is to develop in each student the ability to understand and communicate verbally, as well as to read and write in the foreign language. Students develop a knowledge of vocabulary, a knowledge of the structure of the language, the ability to read the language at sight, and the appreciation of the contributions to our culture of the people whose language is being studied. The students are aided in speaking and in understanding the target language through frequent use of video and audio recordings and authentic materials.

GRADUATION REQUIREMENTS

1) In order to satisfy the minimum graduation requirements for any New York State diploma, unless specifically exempted by an Individualized Education Plan (I.E.P.), all students must earn one (1) unit of foreign language credit by either a) completing two (2) years of foreign language study and passing the Local Proficiency Exam at the junior high school level, or b) passing one (1) high school foreign language course. Students exempted from this requirement by an I.E.P. must substitute one (1) credit in another subject area in place of the foreign language credit.

2) In order to qualify for an Advanced Regents Diploma, unless specifically exempted by an I.E.P., all students must complete a sequence of three (3) credits and pass the District Level 3 Final Exam in a foreign language. Students exempted from this requirement by an I.E.P. must substitute three (3) credits in some other subject area(s) in place of the foreign language sequence.

(NOTE: A sequence of five (5) credits in Art, Music, Business, Technology or Vocational Education may be substituted for the requirement for the Advanced Regents Diploma, but the minimum requirement of one (1) foreign language credit must still be satisfied.)

JUNIOR HIGH SCHOOL FOREIGN LANGUAGE PROGRAM

In Wappingers, all students (except those classified students whose I.E.P.s exempt them), begin a foreign language in grade 7. With sufficient enrollment and availability of staff, grades 7 and 8 **Language for Communication** is offered in French, Italian and Spanish. This is a 2-year introductory Level I program. At the end of grade 8, students take a Foreign Language Proficiency Examination. Students who pass this exam are eligible to receive one unit of high school Regents credit. Grade 7 and grade 8 foreign language are the equivalent of a level I course.

All Foreign Language courses are full-year courses.



SPANISH 1

Code: L513 (9-12) (1 credit) (rank weight 1.0)

Prerequisite: None

This course is intended as a first experience in the target language and prepares students to meet the NYS Education Department's Languages Other Than English (LOTE) Checkpoint A proficiency level. Students learn to speak and understand the language using basic vocabulary within the context of everyday situations, use grammatical structures within the context of topics, and work with vocabulary lists, original dialogues, notes and letters related to the topics.

Areas of Study Include:

TOPICS

- Personal identification
- Family life
- Education
- House and home
- Leisure
- Shopping
- Community neighborhood
- Meal taking/food/drink
- Physical environment
- Travel
- Health and welfare

- Earning a living
- Public and private services
- Services - repairs
- Current events

(Every topic may not be studied in depth.)

FUNCTIONS

- Culture
- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action (Persuasion)

SITUATIONS

- Listening
- Speaking
- Reading
- Writing

Assessment: A Department final exam will be administered in June. The final exam counts as 20% of the final course average. Passing this course meets the minimum graduation requirement in foreign language.

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see:

<http://www.emsc.nysed.gov/ciai/lotepub/lotelea.pdf>

For a complete core curriculum for LOTE, see (especially pp. 12 – 19)
<http://www.p12.nysed.gov/ciai/lotepub/loteresa1.pdf>

SECOND LANGUAGE

CULTURAL LANGUAGE

Code: L510 (10-12)(1 credit) (rank weight 1.0)

Prerequisite: None

This course is open to all students in grades 10-12 who lack the one credit language requirement for graduation, but who do NOT intend to pursue the 3 credit sequence in foreign language that is required for an advanced Regents diploma designation. This course is intended to prepare students to meet the NYS Education Department's Languages Other Than English (LOTE) Checkpoint A proficiency level.

The Cultural Language course is an option for students who did not meet the New York State foreign language requirement at the junior high level. The goals of this course include:

- Compliance with NYSED foreign language requirements for graduation
- Meeting requirements of Checkpoint A proficiency
- Providing alternative instructional methods and strategies

Students who take this course will NOT be able to continue into Level 2 language without successful completion at Level 1. To be eligible, students enrolled must have completed the seat time requirement at Level 1 but were not eligible to earn credit for the graduation requirement. This is a voluntary option, and both students and parents need to be aware of the objectives and guidelines of the course before it is scheduled.

Areas of Study Include:

TOPICS

- Personal identification
- Family life
- Education
- House and home
- Leisure
- Shopping
- Community neighborhood
- Meal taking/food/drink
- Physical environment
- Travel
- Health and welfare
- Earning a living
- Public and private services
- Services - repairs
- Current events
- Culture

(Every topic may not be studied in depth.)

FUNCTIONS

- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action (Persuasion)

SITUATIONS

- Listening
- Speaking
- Reading
- Writing

Assessment: A teacher-created final exam or culminating project will be included and counted as 20% of the final course average. Passing this course meets the minimum graduation requirement in foreign language.

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see:

<http://www.emsc.nysed.gov/ciai/ote/pub/lotelea.pdf>

For a complete core curriculum for LOTE, see (especially pp. 12 – 19)
<http://emsc32.nysed.gov/guides/ote/part1.pdf>



FRENCH 2

Code: L123



ITALIAN 2

Code: L323



SPANISH 2

Code: L523 (9-12) (1 credit) (rank weight 1.0)

Prerequisite: **Must have passed the same foreign language in Grade 8 or Level 1.**

In level 2, students move beyond the State Education Department's LOTE Checkpoint A proficiency level and begin preparing in earnest for the District Final exam at the end of level 3 (Checkpoint B). Topics, functions and situations remain the same as in the previous level, but are approached in a broader and deeper manner. Expanding vocabulary and an increasing understanding of more complicated verb forms and grammatical concepts allow the students to communicate more effectively and understand the target language in authentic situations.

Areas of Study Include:

TOPICS

- Personal identification
- Family life
- Education
- House and home
- Leisure
- Shopping
- Community neighborhood
- Meal taking/food/drink
- Physical environment
- Travel
- Health and welfare
- Earning a living
- Public and private services
- Services - repairs
- Current events

(Every topic may not be studied in depth.)

FUNCTIONS

- Culture
- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action (Persuasion)

SITUATIONS

- Listening
- Speaking
- Reading
- Writing

Within the contexts of the topics, students will:

- Expand their vocabulary in the second language within the context of everyday situations
- Use grammatical structures which build upon those learned in prerequisite courses in order to express more complex thoughts and ideas
- Read and comprehend short stories and essays
- Socialize and carry on simple conversations in social situations relevant to young students
- Provide and obtain information in daily social interaction
- Express personal feelings
- Persuade others to act or not act in many different situations
- Write short essays and dialogues relevant to the above areas

SECOND LANGUAGE

of study

- Listen to and comprehend the second language when spoken in authentic situations

Assessment: A Department final exam will be administered in June. The final exam counts as 20% of the final course average. Passing this course meets the minimum graduation requirement in foreign language.

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see:

<http://www.emsc.nysed.gov/ciai/lotepub/lotelea.pdf>

For a complete core curriculum for LOTE, see (especially pp. 12–19)

<http://emsc32.nysed.gov/guides/lotepart1.pdf>



FRENCH 3

Code: L133



ITALIAN 3

Code: L333



SPANISH 3

Code: L533 (9-12) (1 credit) (rank weight 1.0)

Prerequisite: Must have passed the same foreign language in Level 2.

This is the final course preparing students for NYS Education Department's Checkpoint B proficiency (the District Final Exam). Topics, functions and situations remain the same as in the previous levels, but are approached in a broader and deeper manner. Expanding vocabulary and an increasing understanding of more complicated verb forms and grammatical concepts allow the students to communicate more effectively and understand the target language in authentic situations.

Areas of Study Include:

TOPICS

- Personal identification
- Family life
- Education
- House and home

- Leisure
- Shopping
- Community neighborhood
- Meal taking/food/drink
- Physical environment
- Travel
- Health and welfare
- Earning a living
- Public and private services
- Services - repairs
- Current events

FUNCTIONS

- Culture
- Socializing
- Providing and obtaining information
- Expressing personal feelings
- Getting others to adopt a course of action (Persuasion)

SITUATIONS

- Listening
- Speaking
- Reading
- Writing

Assessment: All students in this course level take the District Final exam in the foreign language in June. The District Final Exam is also the final exam for the course, which counts as 20% of the final course average. Students must pass this course and the District Final Exam in order to qualify for an Advanced Regents Diploma.

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see:

<http://www.emsc.nysed.gov/ciai/lotepub/lotelea.pdf>

SECOND LANGUAGE

FRENCH 4 - HONORS*

Code: L145

ITALIAN 4 - HONORS*/COLLEGE CREDIT**

Code: L345

SPANISH 4 - HONORS*

Code: L545 (9-12) (1 credit) (rank weight 1.05)

Prerequisite: Must have passed the same foreign language in Level 3.

* This course is intended for the accelerated/honors student who is prepared to meet the rigorous academic demands of advanced placement work, as it is the first part of a two-year sequence that prepares students to meet the challenges of the College Board's Advanced Placement exam at the end of Level 5. As an honors-level course, grades are weighted.

**Students of Italian 4 have the option of enrolling with SUNY Albany to receive four (4) credits for successful completion of the course (equivalent to SUNY Albany's Intermediate Italian 1). There is a fee for students who wish to participate in this college program.

Areas of Study Include:

In accordance with Checkpoint C of the New York State Learning Standards for Languages Other than English (LOTE), throughout the course, students will:

- expand their ease in listening comprehension, in order to understand more readily native speakers as they present a variety of topics, in various situations
- refine and widen their own use of the spoken language as they interact with others to communicate their thoughts, needs and wants in the target language
- learn more advanced grammar in order to express deeper thoughts about topics of interest
- be exposed to the written language as found in contemporary media and in carefully-selected literary works
- be able to write reports that are factual and analytical as well as opinion-based essays
- continually develop an appreciation for the customs of the target culture as well as their artistic expression by learning about the creative arts, traditional and current music and the culture of cinema

Topics will include, but not be limited to:

- self and others
- family and interpersonal relations
- the community and societal customs
- education and preparing for the future
- jobs and professions; leisure

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.

For more information on the Advanced Placement program, see: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see: <http://www.emsc.nysed.gov/ciai/lote/pub/lotelea.pdf>

For a complete core curriculum for LOTE, see (especially pp. 12 – 19) <http://emsc32.nysed.gov/guides/lote/part1.pdf>

FRENCH 5 - ADVANCED PLACEMENT*

Code: L156

ITALIAN 5 - HONORS/COLLEGE CREDIT**

Code: L355

ITALIAN 5 - ADVANCED PLACEMENT

Code: L356

SPANISH 5 - ADVANCED PLACEMENT*

Code: L556 (9-12) (1 credit) (rank weight 1.10)

Prerequisite: Must have passed the same foreign language in Level 4.

*This course is intended for the accelerated/honors student who is prepared to meet the rigorous academic demands of advanced placement work, as it is the final part of a two-year sequence that prepares students to meet the challenges of the College Board's Advanced Placement exam. As an Advanced Placement-level course, grades are weighted.

**Students of Italian 5 have the option of enrolling with SUNY Albany to receive four (4) credits for successful completion of the course (equivalent to SUNY Albany's Intermediate Italian 2). There is a fee for students who wish to participate in this college program.

Areas of Study Include:

In accordance with Checkpoint C of the New York State Learning Standards for Languages Other than English (LOTE), throughout the course, students will:

- continue to refine their listening comprehension skills as they learn to recognize nuances, subtleties and humor in the language of a native speaker
- be able to expand their own level of communication in the target language through the use of more specific vocabulary and idiomatic expressions
- be able to comprehend, synthesize, and appreciate the content of a variety of authentic print texts – from newspapers and magazines to contemporary short stories.
- be able to express feelings and opinions on a broad range of topics through the written and spoken form.

Topics will include, but not be limited to:

- the environment and ecological issues
- travel and cultural exchanges
- the work place
- societal roles and current events
- The US and the world community
- The country of the language studied

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average. Students in this course are also expected to take the Advanced Placement exam in the applicable language in May. There is fee for this exam which is determined by the College Board and is the responsibility of the student. In the event that a student does not take the AP exam, the student's report card and transcript will reflect only a course in Honors.

For more information on the Advanced Placement program, see: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

For a complete review of the NYS Learning Standards for Languages Other Than English (LOTE), see: <http://www.emsc.nysed.gov/ciai/lote/pub/lotelea.pdf>

For a complete core curriculum for LOTE, see (especially pp. 12 – 19) <http://emsc32.nysed.gov/guides/lote/part1.pdf>

SOCIAL STUDIES

All students are required by New York State to take four years of Social Studies in high school. Students must pass New York State Regents examinations in Global History & Geography and in United States History & Government in order to graduate.

Required courses are:

Global History and Geography - Grades 9 and 10
United States History and Government - Grade 11
Economics and Participation in Government - Grade 12

Students may also elect to take the courses listed below. First priority is given to seniors. Except for AP World History, elective courses in Social Studies are generally not available to students in grade 9 or grade 10. However, if space allows, grade 10 students may be permitted to take an elective course, with the approval of the Department Director. Unless otherwise noted, electives are half-year courses.

African Studies
American Civil War
AP Economics
AP European History (full year)
AP P.I.G./American Government

AP World History (2 full years)
Holocaust Studies
Human Rights Issues
Latin American Studies

Law and the Individual
Psychology
Society and Culture
World at War

Electives are offered subject to sufficient enrollment and the availability of staff, and may not be available at both high schools.

- **Students may not take more than one required Social Studies course in any given academic year except as noted herein. During their senior year, students who request permission from the District Social Studies Director to take United States History & Government and a required grade 12 Social Studies course simultaneously may be permitted to do so if they meet the following requirements:**
 - the student would be eligible to graduate at the end of that year if both courses were completed successfully
 - the student must maintain passing grades for both courses.

At the end of the first and third quarters of instruction, when grades are reviewed, if the student is not passing both courses, s/he will be dropped from the higher level course, regardless of which course s/he is passing.

For a complete review of the NYS Social Studies Learning Standards see:

<http://www.p12.nysed.gov/ciai/socst/>

SOCIAL STUDIES



GLOBAL HISTORY & GEOGRAPHY I - REGENTS

Code: D347 Full Year (9) (1 credit) (rank weight 1.0)
Prerequisite: None



GLOBAL HISTORY & GEOGRAPHY I - HONORS

Code: D367 Full Year (9) (1 credit) (rank weight 1.05)
Prerequisite: 1. Completion of Grade 8 Honors Social Studies with a final average of at least 85% or Grade 8 Regular Social Studies with a final average of at least 90% and recommendation from teacher; or 2. Recommendation of the previous year's Social Studies teacher.

NOTE: Honors classes generally incorporate more reading, writing and discussion and at a higher level; use more challenging instructional materials; and take more challenging tests throughout the year and a different final exam.



GLOBAL HISTORY & GEOGRAPHY II - REGENTS

Code: D447 Full Year (10) (1 credit) (rank weight 1.0)
Prerequisite: Must have passed Global History & Geography I



GLOBAL HISTORY & GEOGRAPHY II - HONORS

Code: D467 Full Year (10) (1 credit) (rank weight 1.05)
Prerequisite: 1. Completion of Global History & Geography I Honors with a final average of at least 85% or Global History & Geography I Regents with a final average of at least 90%; and 2. Recommendation of the previous year's Social Studies teacher.

NOTE: Honors classes generally incorporate more reading, writing and discussion and at a higher level; use more challenging instructional materials; and take more challenging tests throughout the year.

The Global History and Geography core curriculum is a two-year program (grades 9 and 10) based on the five New York State Social Studies Learning Standards. It is designed around eight historical units and focuses on common themes that recur across time and place.

Areas of Study Include:

GRADE 9

- Ancient World – Civilizations and Religions (4000 BCE/BC – 500 CE/AD)
- Expanding Zones of Exchange and Encounter (500-1200)
- Global Interactions (1200-1650)
- The First Global Age (1450-1770)

GRADE 10

- An Age of Revolution (1750 - 1914)
- A Half-Century of Crisis and Achievement (1900 - 1945)
- The Twentieth Century Since 1945
- Global Connections and Interactions

This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables students to investigate issues and themes from multiple perspectives and make global connections and linkages that lead to in-depth understanding. For each historical era, students will investigate global connections and linkages, including:

- Cultural Diffusion (Ideas/Technology/Food/Disease)
- Migrations
- Multi-Regional Empires
- Belief Systems
- Trade
- Conflict

Assessment: In Global I (grade 9), a Department final exam based on the content, concepts and themes in this curriculum and modeled after the NYS Global History and Geography Regents examination will be

administered in June. The final exam counts as 20% of the final course average. Students must pass this course in order to graduate.

In Global II (grade 10), all students take the NYS Global History and Geography Regents examination in June based on two years of material. The Regents exam is also the final exam for the course and counts as 20% of the final course average. Students must pass this course and the Global History and Geography Regents exam in order to graduate.

For the complete NYS core curriculum for Global History and Geography, see: <http://www.p12.nysed.gov/ciai/socst/ssrg.html> (pp. 89)



ADVANCED PLACEMENT WORLD HISTORY I (HONORS)

Code: D377 Full Year (9) (1 credit) (rank weight 1.05)
Prerequisite: 1. Completion of Grade 8 Honors Social Studies with a final average of at least 90% or Grade 8 Regular Social Studies with a final average of at least 95% and recommendation from teacher; or 2. Recommendation of the previous year's Social Studies teacher.

NOTE: This course replaces Global History and Geography I. This is a college-level course. It is academically demanding and requires a significant commitment on the part of the student.



ADVANCED PLACEMENT WORLD HISTORY II

Code: D477 Full Year (10) (1 credit) (rank weight 1.10)
Prerequisite: 1. Completion of Advanced Placement World History I with a final average of at least 85%; and 2. Recommendation of the previous year's Social Studies teacher.

NOTE: This course replaces Global History and Geography II. This is a college-level course. It is academically demanding and requires a significant commitment on the part of the student.

Advanced Placement World History I/II is a two-year Advanced Placement program (grades 9 and 10). The Advanced Placement Program offers a course and exam in World History to qualified students who wish to complete studies in secondary school equivalent to an introductory college course in world history. The purpose of this course is to develop greater understanding of the evolution of global processes and contacts in interaction with different human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge used in conjunction with leading interpretive issues and types of historical evidence.

Areas of Study Include:

Core topics begin with the Foundation period of prehistory to 1000 CE, which will serve as the basis during the rest of the program for a more in-depth study of global history and civilization of the past 1,000 years. This course also covers the material outlined in the course description for Global History and Geography I and II.

Assessment: For Advanced Placement World History I, a Department final exam based on the content, concepts and themes in this curriculum and modeled after the World History Advanced Placement exam will be administered in June. The final exam counts as 20% of the final course average. Students must pass this course in order to graduate.

For Advanced Placement World History II, all students take the NYS Global History and Geography Regents examination in June. The Regents exam is also the final exam for the course and counts as 20% of the final course average. Students must pass this course and the Global History and Geography

SOCIAL STUDIES

Regents exam in order to graduate. Students in this course are also expected to take the Advanced Placement World History exam in May. There is fee for this exam which is determined by the College Board and is the responsibility of the student.

For more information about the Advanced Placement curriculum, see: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html

For the complete NYS core curriculum for Global History and Geography, see: <http://www.p12.nysed.gov/ciai/socst/ssrg.html> (pp. 89-120)

GLOBAL HISTORY (AIS) - REGENTS PREP

Code: **D401 First Semester**
D402 Second Semester
(10-12) (no credit)

Academic Intervention Services (AIS) are mandated for students who have failed the Global History Regents exam. Students will be assigned to the course either five days a week or on an every other day basis. The student remains in the course until he/she passes the required Regents exam.



UNITED STATES HISTORY & GOVERNMENT - REGENTS

Code: **D547 Full Year (11) (1 credit) (rank weight 1.0)**
Prerequisite: **Must have passed Global History and Geography II**



UNITED STATES HISTORY & GOVERNMENT - HONORS

Code: **D567 Full Year (11) (1 credit) (rank weight 1.05)**
Prerequisite: **1. Completion of Global History and Geography II Honors or Advanced Placement World History II with a final average of at least 85%, or Global History and Geography II Regents with a final average of at least 90% and recommendation from teacher; or 2. Recommendation of the previous year's Social Studies teacher.**

NOTE: Honors classes generally incorporate more reading, writing and discussion and at a higher level; use more challenging instructional materials; and take more challenging tests throughout the year.

The United States History and Government core curriculum is organized into seven historical units based on the five New York State Learning Standards. It covers the history of this great experiment in representative democracy, while emphasizing government and basic constitutional principals so that students can take on their roles as citizens.

Areas of Study Include:

- Geography
- Constitutional Foundations
- Industrializations of the United States
- The Progressive Movement
- At Home and Abroad: Prosperity and Depression
- The United States in an Age of Global Crisis: Responsibility and Cooperation
- A World in Uncertain Times: 1950 to the Present

Assessment: All students take the NYS United States History and Government Regents examination in June. The Regents exam is also the final exam for the course and counts as 20% of the final course average. Students must pass this course and the United States History and Government Regents exam in order to graduate.

For the complete NYS core curriculum for United States History and Government, see: <http://www.p12.nysed.gov/ciai/socst/ssrg.html> (pp. 121-155)



ADVANCED PLACEMENT UNITED STATES HISTORY

Code: **D587 Full Year (11) (1 credit) (rank weight 1.10)**
Prerequisite: **1. Completion of Advanced Placement World History II with a final average of at least 85%, or Global History and Geography II Honors with a final average of at least 90%, or Global History and Geography II Regents with a final average of at least 95%; and 2. Recommendation of the previous year's Social Studies teacher.**

NOTE: This course replaces U. S. History and Government. This is a college-level course. It is academically demanding and requires a significant commitment on the part of the student.

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

Areas of Study Include:

See the course description for U. S. History and Government.

Assessment: All students take the NYS U. S. History and Government Regents examination in June. The Regents exam is also the final exam for the course and counts as 20% of the final course average. Students must pass this course and the United States History and Government Regents exam in order to graduate. Students in this course are also expected to take the Advanced Placement U. S. History exam in May. There is fee for this exam which is determined by the College Board and is the responsibility of the student.

For more information about the Advanced Placement curriculum, see: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3501.html

For the complete NYS core curriculum for United States History and Government, see: <http://www.p12.nysed.gov/ciai/socst/ssrg.html> (pp. 121-155)



PARTICIPATION IN GOVERNMENT

Code: **D605 Half-Year (12) (½ credit) (rank weight 1.0)**
Prerequisite: **Must have passed United States History and Government**

Students studying participation in government in grade 12 should experience a culminating course that relates the content and skills of the entire social studies curriculum throughout the previous school years to the individual student's obligation and ability to act as a responsible citizen.

Areas of Study Include:

- Interaction between citizens and government
- Analysis of current political issues
- Participation in the United States political system
- Comparison/contrast concept of justice in societies
- Criminal and civil justice systems
- Key court decisions at various levels

Learning activities include:

- Oral presentations
- Research of issues
- Community service

Assessment: Students are required to complete ten hours of community

SOCIAL STUDIES

service for this course. In addition, a teacher-created final exam or culminating project will be included and counted as 20% of the final course average. Students must pass this course in order to graduate.

For the complete NYS core curriculum for Participation in Government, see: <http://www.p12.nysed.gov/ciai/socst/ssrg.html>



ADVANCED PLACEMENT PARTICIPATION IN GOVERNMENT (AP UNITED STATES GOVERNMENT & POLITICS)

Code: D700 Half-Year (12) (½ credit) (rank weight 1.10)

Prerequisite: 1. Completion of United States History and Government Honors or Advanced Placement U. S. History with a final average of at least 85%, or United States History and Government Regents with a final average of at least 90%; and 2. Recommendation of the previous year's Social Studies teacher.

NOTE: This course replaces Participation in Government. This is a college-level course. It is academically demanding and requires a significant commitment on the part of the student.

The AP United States Government & Politics course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret United States politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute United States political reality.

Areas of Study Include:

- Constitutional Underpinnings of United States Government
- Political Beliefs and Behaviors
- Political Parties, Interest Groups, and Mass Media
- Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts
- Public Policy
- Civil Rights and Civil Liberties

Assessment: Students are required to complete ten hours of community service for this course. In addition, a teacher-created final exam or culminating project will be included and counted as 20% of the final course average. Students must pass this course in order to graduate. Students in this course are also expected to take the Advanced Placement U. S. Government and Politics exam in May. There is fee for this exam which is determined by the College Board and is the responsibility of the student.

For more information about the Advanced Placement curriculum, see: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2259.html

For the complete NYS core curriculum for Participation in Government, see: <http://www.p12.nysed.gov/ciai/socst/ssrg.html>



ECONOMICS

Code: D655 Half-Year (12) (½ credit) (rank weight 1.0)

Prerequisite: Must have passed United States History and Government

Areas of Study Include:

- Economic concepts & understandings
- Economics decision making
- United States Economic system compared to/contrasted with others
- Global economic issues & trends

Learning activities include:

- Simulated Stock Exchange & International Market activities
- Oral presentations
- Research of topics
- Role playing and active participation

- Individual and/or group projects

Assessment: Students take a final exam based on the content, concepts and themes in this curriculum project at the end of the semester. The final exam counts as 20% of the final course average. Students must pass this course in order to graduate.

For the complete NYS core curriculum for Economics, see: <http://www.p12.nysed.gov/ciai/socst/ssrg.html>



ADVANCED PLACEMENT ECONOMICS (AP MICROECONOMICS)

Code: D650 Half-Year (12) (½ credit) (rank weight 1.10)

Prerequisite: 1. Completion of United States History and Government Honors or Advanced Placement U. S. History with a final average of at least 85%, or United States History and Government Regents with a final average of at least 90%; and 2. Recommendation of the previous year's Social Studies teacher.

NOTE: This course replaces Economics. This is a college-level course. It is academically demanding and requires a significant commitment on the part of the student.

The purpose of this AP course in Microeconomics is to provide a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. General topics include:

Areas of Study Include:

- Basic Economic Concepts
- The Nature and Functions of Product Markets
- Factor Markets
- Market Failure and the Role of Government

Assessment: Students take a final exam based on the content, concepts and themes in this curriculum project at the end of the semester. The final exam counts as 20% of the final course average. Students must pass this course in order to graduate. Students in this course are also expected to take the Advanced Placement Microeconomics exam in May. There is fee for this exam which is determined by the College Board and is the responsibility of the student.

For more information about the Advanced Placement curriculum, see: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2121.html

For the complete NYS core curriculum for Economics, see: <http://www.p12.nysed.gov/ciai/socst/ssrg.html>

MACRO/MICRO

D649 AP Macro/Micro - One year course (1 credit)
(rank weight 1.10)

Prerequisite Course: US History

This course is a college level course where students will learn complex models and apply them to real work scenarios. Students who are interested in the field of business would benefit from taking this course. Student can obtain college credit. The Syllabus for this course is aligned with College Board standards for the course.

Course Resources- Advanced Placement 4th ed. Macroeconomics student manual and Advanced Placement 4th ed. Microeconomics student manual

ELECTIVES

NOTE: Unless otherwise noted, electives are half-year courses. Electives are offered subject to sufficient enrollment and the availability of staff, and may not be offered each semester or at both high schools.

SOCIAL STUDIES



AFRICAN STUDIES

Code: D785 Half-Year(11-12) (½ credit) (rank weight 1.0)

Prerequisite: None

This course will deal with the history, people, politics, culture, economy, geography and current events of Africa. It will expand the students' basic knowledge of the African continent and its countries beyond the framework and level of mastery established in Global History and Geography. This course will broaden the students' perspective and understanding regarding Africa. At the conclusion of the course, students will be able to think critically about Africa, demonstrate knowledge of the region and reflect an in-depth understanding of major issues related to Africa. The course will include group study and discussion, focus films, guest speakers, fictional and non-fictional literary works, lecture and research.

Areas of Study Include:

- Geography of the African Continent
- Early history and society
- European contact/the scramble for Africa
- African slave trade
- Modern Africa: politics, economics, international relations

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.



AMERICAN CIVIL WAR

Code: D760 Half-Year(11-12) (½ credit) (rank weight 1.0)

Prerequisite: None

The purpose of this course is to offer students the opportunity to examine the issues, personalities and the legacy of this single-most important event in American history. The course will attempt to help students understand the magnitude of the issues, the degree of personal sacrifice, and the war's subsequent impact in shaping the modern American nation.

Areas of Study Include:

- Causes of the war
- Major events and battles as the war unfolds
- The issues and personalities of the war
- The legacy of the conflict

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.



EUROPEAN HISTORY - ADVANCED PLACEMENT

Code: D780 Full Year (11-12) (1 credit) (rank weight 1.10)

Prerequisite: 1. Completion of previous year's Honors or Advanced Placement Social Studies course with a final average of at least 85%, or a Regents-level course with a final average of at least 90%; and 2. Recommendation of the previous year's Social Studies teacher.

NOTE: This is a college-level course. It is academically demanding and requires a significant commitment on the part of the student.

The study of European history since 1450 introduces students to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

Areas of Study Include:

- Movement of European history from the Renaissance to the present
- Political, social and economic conflicts of this era
- Intellectual background
- Artistic, literary, economic and philosophical movements
- Analyzing historical documents
- Developing an awareness of the many influences forming history

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average. Students in this course are also expected to take the Advanced Placement European History exam in May. There is fee for this exam which is determined by the College Board and is the responsibility of the student. In the event that a student does not take the AP exam, the student's report card and transcript will reflect only a course in Honors.

For a complete review of the NYS Social Studies Learning Standards, see: <http://www.emsc.nysed.gov/ciai/socst/pub/sslearn.pdf>

For more information about the Advanced Placement curriculum, see: http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2122.html



HOLOCAUST STUDIES

Code: D782 Half-Year(11-12) (½ credit) (rank weight 1.0)

Prerequisite: None

This course will deal with the uniqueness and universality of this momentous event in history. It will examine the causes and events of the Holocaust, as well as its effect on the course of humanity. The course will begin with a history of the Jews and early examples of anti-Semitism and conclude with current issues in the Middle East, utilizing historical readings, fictional accounts, films and guest speakers.

Areas of Study Include:

- Defining the Holocaust and the reasons for studying it
- Anti-Semitism before, during and after Hitler's time in power
- The foreign reaction to the Holocaust
- The legacy of the Holocaust
- The Middle East today

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.



HUMAN RIGHTS ISSUES

Code: D784 Half-Year(11-12) (½ credit) (rank weight 1.0)

Prerequisite: None

This course will deal with the struggle of all people to achieve and maintain human rights. Students will study various documents of human rights, violations of human rights and hate groups which attempt to curtail human rights. Particular emphasis will be given to events and documents relating to the history of the United States. The class will include projects that help teach tolerance and respect for all people. Focus films, guest speakers and fictional and non-fictional literary works will be included.

Areas of Study Include:

- The history of Human Rights theory
- The Universal Declaration of Human Rights
- The contemporary Human Rights movement
- Contemporary Human Rights issues

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.

SOCIAL STUDIES



LATIN AMERICAN STUDIES

Code: D783 Half-Year(11-12) (½ credit) (rank weight 1.0)

Prerequisite: None

This course will focus on the history, people, politics, culture, economy, geography and current events of Latin America, Central America, South America and the Caribbean. It will expand the students' basic knowledge of Central and South America beyond the framework and level of mastery established in Global History and Geography, and broaden the students' perspective and understanding regarding this region. The course will include group study and discussion, focus films, guest speakers, fictional and non-fictional literary works, lecture and research. At the conclusion of the course, students will be able to think critically about Latin America, demonstrate knowledge of the region and reflect an in-depth understanding of major issues related to Latin America.

Areas of Study Include:

- Geography
- Traditional People: Mypuran-Arawaks, Tupi-Guarani, Yanomami, Kayapo, Olmec, Toltec, Maya, Aztec, Inca.
- Colonization
- Slave Trade
- Nationalism and Revolutions, Liberalism vs. Conservatism - Haiti, Colombia, Brazil, Mexico, Cuba
- United States Imperialism - Relations, "Paternalistic Neglect"
- Country Case Studies in the 20th Century: Brazil, Mexico, Cuba, Guatemala, Chile, et al.
- Cold War and Latin America
- Women's Issues
- Contemporary Issues

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.



LAW AND THE INDIVIDUAL

Code: D710 Half-Year(9-12) (½ credit) (rank weight 1.0)

Prerequisite: None

This course is designed to provide students with a general understanding of their legal rights and responsibilities and knowledge of daily legal problems faced in society. The course will examine the purposes and origins of law using both criminal and civil law. A variety of other laws will be discussed, including individual rights and freedoms, family law and consumer law. There will be extensive use of current events and issues.

Areas of Study Include:

- Introduction to law and legal systems
- Individual rights and responsibilities
- Criminal law and judicial procedure
- Civil law
- Family law
- Consumer law
- Tort law

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.



PHILOSOPHY: A HISTORY OF THOUGHT

Code: D786 Half-Year(11-12) (½ credit) (rank weight 1.0)

Prerequisite: None

This course serves as an introductory level philosophy course. Presented are many philosophical traditions and theories from a myriad of global perspectives. Students will learn about the role of thought, inquiry, ideas, modalities of discourse, and the practical application of philosophical theories.

Areas of Study Include:

- Development of Philosophical Ideas in Different Regions of the World
- Development of Philosophical Ideas Across Time Periods
- Global Philosophical Traditions and Theories

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.



PSYCHOLOGY

Code: D720 Half-Year(11-12) (½ credit) (rank weight 1.0)

Prerequisite: None

This is a general survey course designed to provide students with an understanding of the basic concepts and techniques of modern psychology. Application activities and critical thinking skills will enable students to gain an increased knowledge and understanding of themselves and others. Each student will be expected to contribute to class discussions and to suggest projects and topics for study.

Areas of Study Include:

- Introduction to psychology, the study of human nature
- Personality development
- Behavior disorders
- The nature of consciousness
- Growth and development
- Understanding intelligence
- How people learn
- The individual and society

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.



D.C.C. PSYCHOLOGY

Code: D722 Half-Year(12) (½ credit) (rank weight 1.10)

Prerequisite: 85% overall average and college bound senior

Emphasis in this course is on major aspects of human behavior and its adaptation to the environment. Topics include learning, motivation, emotional behavior, maturation, personality, behavior disorders, and therapies. Course Student Learning Outcomes: 1. Apply psychological concepts, theories, and research to everyday life 2. Identify and evaluate the source, context, and credibility of psychological claims using scientific principles.

Course Student Learning Outcomes:

1. Introduction to Psychology
 - A consideration of the relationship of Psychology to other disciplines.
 - A survey of the methods employed in research and in the design of experiments.
 - An overview of the historical antecedents and major schools of thought that have influenced contemporary psychology.
 - An introduction to the physiological mechanisms of the nervous system as they affect psychological functions.
 - The nature of consciousness
 - Growth and development
 - Understanding intelligence
 - How people learn
 - The individual and society
2. Principles of Learning
 - The importance of behavior consequences.
 - The basic descriptions and distinctions between Classical and Operant conditioning and the technical terms relating to each.
 - The concept of reinforcement, the types, the characteristic schedules, and their effects on extinction.
 - The difference between Punishment and Negative Reinforcement.
 - The difference between Escape and Avoidance Conditioning.
 - The basic notion of biological feedback control, including an exploration of its application and implications.

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.

SOCIAL STUDIES

3. Maturation and Development

- An examination of the Nature-Nurture issue.
- The perspectives of continuity of development versus stage theories and of stability versus change in the developmental process.
- The importance of developmental experiences throughout the lifespan as they affect the developing individual.
- The unfolding and maturation of gender and human sexuality over time.

4. Motivation and Emotion

- Consideration of the nature of motives, their manifestations and classification
- Coverage of the theoretical explanations for the expression of emotions with their various emphases.
- Focus on the applied behavioral aspects of emotion and the relationship which exists with motivated states.

5. Personality

- The operational definition of personality as a composite of varied influences.
- A survey of several major explanations of personality development and their attempts to account for functioning behavior.
- The varied measuring devices used in personality assessment.

6. Psychopathology and Treatment

- The dynamics of stress and its relation to health and well-being.
- A survey of the defense mechanisms and the ways in which defensive behavior contrasts with task-oriented behavior.
- A consideration of the continuum of behavior, ranging from minor maladjustments through psychotic reactions, and personality disorders.
- The major types of conflict situations.
- The notion of normality.
- A survey of the major therapeutic approaches.

Assessment: Research paper and Final exam

Note: Successful completion of DCC D722 with a grade of C or higher will earn students three college credits

Text: Required text: Psychology in Actions 10th edition Karen Huffman



SOCIETY AND CULTURE IN TWENTIETH CENTURY AMERICA

Code: D770 Half-Year(11-12) (½ credit) rank weight 1.0)

Prerequisite: None

The goal of this course is to assess the major developments which shaped the social and cultural values of the American people in the twentieth century. This is a course in social history that examines the way ordinary Americans lived and what they believed as reflected in their music, art, literature and popular institutions. To gain a better understanding of what it means to be an American today, we will examine how previous generations of Americans went about their daily lives and what was important to them.

Areas of Study Include:

- Fundamental trends in modern American life from the early 1900s to the present
- People in relation to culture and social organizations
- Family, religion, education
- American culture as expressed in art, literature, film and music
- Social change, social problems

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.



WORLD AT WAR

Code: D740 Half-Year(11-12) (½ credit) (rank weight 1.0)

Prerequisite: None

This course is designed to give students an in-depth look at World War I World War II, as well as other military conflicts of the thentieth century. The course will be lecture-driven, highlighted by historical-based videos, group discussions, readings and analysis, and essay writing. The goal of the course

is the analysis of the events that occurred and the decisions that were made leading up to and throughout the war, trying to answer the question of “why,” and not just a survey of who, what, where and when.

Areas of Study Include:

- World War II and its effects on the modern world
- The origins of the wars
- The people and events of the wars
- Battles and strategies
- The development of the Cold War
- Related contemporary problems and events

NOTE: At Roy C. Ketcham High School, a broader approach to this course is followed, starting with a more formal survey of World War I and the period between the Wars as the background for World War II.

Assessment: A teacher-created final exam, term paper or culminating project will be included and counted as 20% of the final course average.

HISTORY THROUGH FILM

Code: D787 Half-Year (1/2 credit) (rank weight: 1.0)

Prerequisite: NONE Targeted Grade Level: 11-12

Students will learn about the history of film as an art form and become knowledgeable about the techniques, film styles, genres, creative talent and the industry itself. Students will examine how the medium of film has changed with the times and adapted to the technological and cultural changes that show how movies were catalysts for social movements/change. Students will learn about the techniques and vocabulary needed to examine films with a critical and analytical eye. The films will serve as both primary sources and in some cases, evidence for students to support their point of view/opinions and perspective. This course will also teach students how to use film in an intelligent and thought provoking way in order to write a persuasive/position essay or articulate an argument with supporting evidence.

HISTORY OF SPORTS AND COMPETITION

Code:D788 Half year (1/2 credit) (rank weight: 1.0)

Prerequisite: NONE Targeted Grade Level: 11-12

In this half year course, students will examine the development of sports and competition throughout history. We will concentrate on how sports have grown to play a large role in the political, economic and social aspects of our everyday lives. There will be connections made to show the impact that sports had on a particular era in history. Issues and developments related to gender, race, ethnicity, and social class will be examined and the pioneers of each sport will be studied.

Areas of study include: The Olympic Games, Development and Origins of the following sports Baseball, Football, Basket Ball, Ice Hockey and Soccer and the Gender Gap in Sports

HISTORY THROUGH MYTHS AND LEGENDS

D789 History Through Myths and Legends 1/2 year course (1/2 credit)

Prerequisite:None

This course will explore world history, culture and sociology and mythology. Students will examine myths legends and folklore that have shaped cultures and nations around the world. This course will include the study of beliefs, cultures, and history of ancient societies in order to gain knowledge beneficial to the academic disciplines of philosophy, anthropology, archaeology, art, literature, and psychology. Students will work together to tell the story of human history through stories that shape our past.

SPECIAL EDUCATION

The Wappingers Central School District has a commitment to provide a comprehensive education for all students. In keeping with this commitment, the District provides a continuum of special education services to those students who have been identified by the Committee on Special Education as students with disabilities. Services provided may include related services, consultant teacher, resource room, integrated co-teaching, and special classes. The program and services are specified in the student's Individualized Education Program. The instructional program for the majority of classified students is based on the same instructional objectives as the general education program. Necessary modifications in materials, curriculum, teaching strategies, and grading are made as appropriate. Supplementary aids and services are also used as per each student's Individualized Education Program (IEP) to allow access to regular education curriculum in the least restrictive environment.

Special Education students may be eligible to earn Regents, Advanced Regents, Local Diploma, or a Career Development and Occupational Studies Credential. For a very small percentage of alternatively assessed students, a Skills and Achievement Commencement Credential (SACC) may be awarded. The appropriate diploma option is determined through transition planning and the Committee on Special Education (CSE) review process.

Indirect Consultant Teacher

Indirect consultant teacher services are consultation provided by a special education teacher to regular education teachers to assist them in adjusting the learning environment and/or modifying their instructional methods to meet the individual needs of a student with a disability who attends their classes.

Direct Consultant Teacher

Specially designed instruction provided to an individual student with a disability or a group of students with disabilities by a special education teacher to aid the student(s) to benefit the general education class instruction.

Resource Room

Resource room is specialized supplementary instruction in a small group setting for a portion of the school day.

Integrated Co-Teaching

Integrated co-teaching is the provision of specially designed instruction and academic instruction provided to a group of students with disabilities and non-disabled students.

Special Class

Special class provide students with the opportunity of specially designed individualized or group instruction. The classes consist of students with educational disabilities and similar needs.

Special class programs may include:

- Special Classes with Regents content and Regents examinations, for students who are working toward a Regents diploma. Special classes address specific content areas;
- Special Class Intensive Instruction (Levels 1 & 2): Students explore vocational opportunities while working towards the Skills and Achievement Commencement Credential (SACC). Students in these classes will take the NY State Alternative Assessment exams;
- Special Class Intensive Instruction (Levels 3 & 4) Students explore vocational opportunities while working towards the Career Development Occupational Studies Commencement Credential (CDOS). Students in these classes will take NY State Regents examinations, and exit with a Regents or local diploma with a CDOS credential, or with a CDOS credential as a stand-alone credential.

TECHNOLOGY EDUCATION & ENGINEERING

Technology Education has always been strongly committed to experienced-based education with respect to the teaching of a wide range of technological subject matter. Courses will be offered based on teacher availability, student interest, and room availability. Students are evaluated on written work, lab work, and performance. A good attendance record is necessary for successful completion of the course.

TECHNOLOGY EDUCATION COURSES

SEMESTER COURSES

Materials Processing (Woods or Metals)

Electricity/Electronics

Technical Drawing

Communication Systems

Computer Graphics

Construction Systems

Computer Aided Design/Drafting (CAD)

Web Design and Animation

Current Course Handbook Link: http://www.wappingersschools.org/cms/lib/ny01001463/centricity/domain/31/wcsd%20course%20Handbook%202017_18.pdf

FULL YEAR COURSES

Communication Systems/Studio-Art*

Transportation Systems

Manufacturing Systems

PROJECT LEAD THE WAY

Project Lead the Way (PLTW) is a national program forming partnerships among public schools, higher education institutions and the private sector to increase the number of qualified high school students that complete a four- or two-year college engineering or engineering technology program.

PLTW has developed a four-year sequence of courses which, combined with regents mathematics and science courses, introduces students to the scope, rigor and discipline of engineering prior to entering college. When PLTW is fully implemented there are five courses that comprise the program. Below is listed the courses available.

Design and Drawing for Production*

Digital Electronics

Principles of Engineering

Civil Engineering and Architecture

Engineering Design and Development (no college credit)

Upon application:

An acceptable grade on the RIT assessment can result in course credit at Rochester Institute of Technology

*These courses may be used to meet the 1 credit Regents Art/Music requirement for all students, as well as being used for Technology credit.

TECHNOLOGY EDUCATION & ENGINEERING

STUDIO-IN-ART/COMMUNICATIONS SYSTEMS

Code: I100 Full Year (9-12) (1 credit) (Rank Weight: 1.0)

Prerequisite: None

Recommendation: 9th Grade

NOTE: This foundation course can be used for Technology credit and to meet the Art/Music graduation requirement. John Jay students will have access to the John Jay Television Network. Students will spend a year exploring different audio, visual, audio/visual, and electronic communication systems. Concepts as they apply to contemporary communication systems. Students will document all work and maintain a digital portfolio for course assessment. This course is taught collaboratively by the Department of Technology Education and Fine Arts.

Areas of Study Include:

- Development and role of communication systems and societal impacts
- Digital photography and videography
- Tradition/computer illustration and printing processes
- Sound and radio applications
- Audio Mixing and Editing
- Fiber optics
- News writing, reporting, and communication graphics
- Digital video applications
- Digital video and image editing programs
- Career options

Assessment: Student evaluation is reflected in the numerical grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in projects, written critical analysis of art work, portfolio, and other assignments.

For the complete NYS Learning Standards, see:

<http://www.emsc.nysed.gov/cial/cores>

COMMUNICATION SYSTEMS

Code: T710 Half Year (9-12) (½ credit) (Rank Weight: 1.0)

Recommendation: None

Communication Systems is half-year course taught by the Department of Technology. Students will spend a year exploring different audio, visual, audio/visual, and electronic communication systems. This course is used for TECHNOLOGY CREDIT ONLY. Student who wish to meet the NYS Art/Music requirement are encouraged to take the full year I100 Studio-In-Art/Communication Systems course.

Areas of Study Include:

- Development and role of communication systems and societal impacts
- Digital photography and videography
- Tradition/computer illustration and printing processes
- Audio Mixing and Editing
- News writing, reporting, and communication graphics
- Digital video and image editing programs
- Career options

Assessment: Student evaluation is reflected in the numerical grade, a composite of a student's participation and achievement in assignments and assessments. The grade may be derived from objective and subjective teacher evaluations and observations, including students' demonstration of criteria-based skills and techniques in projects, written critical analysis of art work, portfolio, and other assignments.

TRANSPORTATION SYSTEMS

Code T720 Full Year (9-12) (1 credit) (Rank Weight: 1.00)

Prerequisite: None

Areas of Study Include:

- Identify and evaluate components of the systems model as it relates to transportation systems.
 - Correctly identify components of the system model (input, process, feedback, and output)
 - List resources needed to perform processes
- Identify skills necessary for careers in land, air, and marine transportation systems.
 - Distinguish major careers in transportation
 - Explain job requirements for one or more jobs associated with transportation systems
- Understand technical advances in land, air, and marine transportation systems.
 - Relate latest developments in transportation
- Understand the impacts of land, air, and marine transportation systems
 - Identify vehicle subsystems.
 - Describe the functions of each system
- Understand human and machine monitor/control devices in transportation systems
 - Differentiate between human and automatic monitoring and control devices
 - Observe simple instrumentation attached to an engine or vehicle and make adjustments
- Identify and use information resources in land, air, and marine transportation systems
 - Consult and apply information from manuals, charts, maps, books, and computer data bases
- Describe and/or model various modes of land transportation systems
 - Explain/Describe the differences between three modes of land transportation
 - Fixed route: mass transit, railroad trains, etc.
 - Random route: bicycle, auto, RV
 - Stationary conveyance: pipeline, conveyor, elevator
- Understand the laws, regulations, and safety procedures related to transportation systems.
 - Be able to use safe and proper procedures while working in the lab setting
 - List basic safety rules applied in lab work
 - Understand applicable laws governing land, air, and marine transportation systems

Assessment: School final exam, project, or portfolio.

TECHNOLOGY EDUCATION & ENGINEERING

CONSTRUCTION SYSTEMS

Code: T723 Half Year (9-12) (½ credit) (Rank Weight 1.00)

Prerequisite: None

Recommendation: Materials Processing Wood would provide a good background.

Areas of Study Include:

- How construction technology affects society
 - Houses, Roads, Dams
- Planning a construction site
- Safety
- Surveying and mapping a construction site
- Clearing the site
- Residential construction
 - Foundation systems
 - Floor framing
 - Wall framing
 - Fasteners
 - Roofing
 - Mechanical systems
 - Finish carpentry
 - Repair and maintenance
- Commercial construction
 - Steel Buildings
- Estimation of costs
- O.S.H.A. health and safety standards

Assessment: School final exam and/or project.

BASIC ELECTRICITY/ELECTRONICS

Code: T725 Half Year (9-12) (½ credit) (Rank Weight: 1.00)

Recommendation: None

Areas of Study Include:

- Current, voltage, resistance
- Parallel Circuits
- Series Circuits
- Ohm's Law
- Kirchoff's Law
- Watt's Law
- Ac/DC Current
- Residential Wiring demo
- Residential wiring project
- Resistor color codes
- Voltage dividers
- Soldering
- Etching
- AC Measurement
- RC/RL Currents
- Voltage Regulators

Assessment: School final exam or project.

TECHNICAL DRAWING

Code: T735 Half Year (9-12) (½ credit) (Rank Weight: 1.00)

Recommendation: None

Areas of Study

- The proper use and care of drafting tools
- Dimensioning techniques
- Measurements
 - Precise measurements using tools such as dial calipers and micrometers
 - Scale
 - Engineers scale
 - Architects scale

- Orthographic Multi View Drawings
- Pictorial Drawings
 - Sketching and Mechanical Drawings in the following categories
 - Oblique
 - Isometric
 - Perspective
- Section View drawing
- Auxiliary Views
- Basic Architectural Drawings

Assessment: Portfolio of work and/or final exam.

WEB DESIGN AND ANIMATION

Code: T742 Half Year - Spring Semester (9-12) (½ credit each)

(Rank Weight: 1.00)

Prerequisite: Computer Graphics

Topics Include:

- Website Creation
- Animation Graphics
- History and current trends in Web production
- Designing for the Web
- Color, Graphics, Type and Video
- Web programming: HTML, JavaScript, Action Script, Cascading Style Sheets (CSS)
- Web Authoring
- Interactivity and Animation
- Creating Web Sites for Business vs. Personal use
- Types of Careers related Web Design

Assessment: Final website project and/or final exam

COMPUTER GRAPHICS

Code: T743 Half Year - Fall Semester (9-12) (½ credit each)

(Rank Weight: 1.00)

Recommendation: None

Topics Include:

- Desktop Printing
- Commercial Printing
- Process Color Printing
- Computer Applications
- Color Modes and File Formats
- Digital Imaging and Resolutions
- Vinyl Graphic Creation and Application
- Dye- Sublimation Printing Techniques
- Computer Animation
- Scanner and Printer Technology
- Bitmap and Vector Image Production

NOTE: This course and Web Design and Production make an excellent full year combination

Assessment: Final Project and/or Final Exam

CAD - COMPUTER AIDED DESIGN

Code: T745 Half Year (9-12) (½ credit each) (Rank Weight: 1.00)

Areas of Study Include:

- Use computers and computer peripherals in a proper and considerate manner.
 - Determine and use proper options, controls, and know how to setup – essential features when using the CAD program
 - Perform specified tasks using proper commands to obtain a set goal
 - Identify and use different types of lines (object, hidden, dimension, extension, center)

TECHNOLOGY EDUCATION & ENGINEERING

- Possess an understanding of two dimensional drawing
 - Use commands to create an object (line, arc, rectangle, circle, parallel, polygon)
 - Modify an object (trim first, trim double, trim divide, break)
- Understanding of 3 view (orthographic projection) drawing
 - Identify and create 3 common views of an object (front, top, side)
 - Identify width, depth, and height for each of the given views
- Understand the importance of dimensioning an object
 - Dimension horizontal and vertical objects with linear dimensions
 - Dimension arcs (radius), circles (diameter), and fillets (radius)
 - Dimension location of circles and holes in an object
 - Change and set dimension note height
- Understand an Isometric drawing and what its main purpose is
 - Identify an isometric drawing – one that shows realistic views of an object
 - Create an isometric drawing using a 30-degree axis
- Understand and be able to use rendering tools
 - Identify and decide how each view should be rendered (front, top, and side views using dashed lines to show hidden areas of an object and the isometric view to show multiple views of an object)
 - Use solid modeling tools to show completed isometric drawing as an actual object
- Understand and be able to complete an entire drawing
 - Create front, top, side, and isometric views on one screen
 - Create a title block and use it on all completed drawings
 - Dimension views so that objects could be reproduced using given measurements
 - Print objects using appropriate equipment (plotter, laser printer)
- Understand the process of recreating objects using CAD
 - Create complete drawings of objects that already exist (ball point pen, flashlight, c-clamp)
 - Use precise measuring equipment to create an accurate duplication of an object (micrometers, Vernier calipers, and dial indicators)

Assessment: School final exam and/or project.

MATERIALS PROCESSING (WOOD)

Code: T753 Half Year (9-12) (9-12) (Rank Weight: 1.00)

Recommendations: None

Areas of Study Include:

- Use proper and safe procedures with tools, equipment, and materials
 - Determine proper tool adjustments, and use tools for their intended purposes
 - Perform tasks according to accepted commercial safety standards
- Understand how to read and make a plan of materials, drawings, and patterns
 - Interpret plans, specifications, and sectional views from blueprints, charts, graphs, and tables
 - Identify key factors affecting decisions (money, space, time, skills, materials)
 - Make accurate computations (area, volume, and estimate materials, time, and costs)
 - Make simple sketches and plans
 - Make a bill of materials
- Understand safe and proper procedures and methods in as-

sembling projects

- Identify and use appropriate materials to complete a job properly and safely
- Understand and apply common assembly methods including various fasteners
- Develop and follow a plan of procedure
- Identify and use basic joints in construction processes
- Understand and use multiple machines and techniques to construct projects
 - Determine and follow correct sequences of operations
 - Use proper conservation methods
 - Use proper techniques for preparing materials and assembling parts
- Understand and use finishing materials and tools to complete projects
 - Select the proper finish for durability, safety, compatibility, and aesthetics
 - Properly apply various finishes
 - Use proper finishing procedures, knowing and applying all safety and clean-up procedures
- Possess a general knowledge of the lumber industry and its' environmental implications
 - Know about current related careers (benefits, responsibilities, requirements, lifestyles)
 - Research current job market information
 - Know the effects the lumber industry has on the environment and ways to reduce the negative impacts

Assessment: Final exam and/or project.

ADVANCED MATERIALS PROCESSING (WOOD)

Code: T754 Half Year (9-12) (½ credit) (Rank Weight: 1.00)

Prerequisite: Have taken Materials Processing Wood

Areas of Study Include:

- Design projects using the principles of design.
 - Design a box that is functional, practical, and aesthetically pleasing.
 - Interpret as well as draw working drawings.
 - Estimate materials, time and cost of the designed project.
 - Formulate and follow the most efficient plan for the construction of said project.
 - Lay out stock efficiently while maintaining structural integrity and design criteria.
- Understand various types of wood and materials available to build projects and utilize them to effectively meet the needs of the project.
 - Determine if a species is a hardwood or softwood.
 - Select the best material for a project. (hard/softwood, plastic laminate, veneer, plywood, etc.)
 - Qualities of different materials and why different materials would be suitable for certain projects.
- Proper and safe procedures with tools, equipment, and materials related to advanced woodworking.
 - Determine proper attire as well as the appropriate machines for the task.
 - Perform tasks and operate machinery safely and effectively.
 - Utilize proper safety procedures when applying finishes.
- Proper assembly procedures and wood joinery.
 - Select the proper wood joint for a project, and select suitable adhesives for the task.
 - Choose proper mechanical fasteners for the project.
- Wood finishing tools, application processes and properties of

TECHNOLOGY EDUCATION & ENGINEERING

different wood finishes.

- Properly prepare a project for finishing.
- Select the proper finish for the project based on the function of the piece.
- Choose the proper finish application process to obtain optimum results.

Assessment: School Final Exam and/or Project

MATERIALS PROCESSING (METAL)

Code: T759 Half Year (9-12) (½ credit) (Rank Weight: 1.00)

Recommendation: None

Areas of Study Include

- Complete major projects from a set of drawings
 - Read, interpret, and draw technical drawings and layouts utilizing specifications, charts, tables, and manuals.
 - Apply basic mathematics from a set of drawings to complete a major
 - Estimate materials, time, and costs in completing a major project
 - Use formulas related to machine tool speed and feed computational -
- Complete major projects in the following:
 - Sheet metal fabrication
 - Heat treatment of steel
 - Band iron forming and brazing
 - Foundry and casting processes
 - Machine tool operation (lathe and milling machines)
 - Basic welding processes
- Understand the various use of metals
 - Know and identify common ferrous and non-ferrous metals and alloys
 - Know and apply the various properties of metals (hardness, tensile strength, elasticity, machineability, compressive strength, ductile strength, malleability, brittleness, toughness, and corrosion resistance)
- Safely use metalworking tools, machines, equipment, and materials properly
 - Be able to determine proper attire, maintain proper tool adjustment, and use tools for their intended purposes
 - Be able to perform tasks according to acceptable safety standards
- Identify and safely use a variety of metal processes used to fabricate metal products
 - Identify and perform basic forming processes
 - Bending
 - Pressing
 - Casting
 - Forging
 - Extruding
 - Identify and perform basic separating processes
 - Sawing
 - Drilling
 - Shearing
 - Grinding
 - Shaping
 - Turning
 - Identify and perform basic combining processes
 - Mechanical Fasteners
 - Welding
 - Soldering
 - Coating
 - Identify and perform basic conditioning processes
 - Heat treatment
 - Chemical Conditioning
- Use a variety of finishing tools, materials, and processes used to finish and protect metal to improve its' appearance
 - Painting
 - Buffing

- Polishing

Assessment: School final Exam and/or Project

MANUFACTURING SYSTEMS

Code: T760 (11-12) (FULL YEAR) (1 credit)

Recommendation: Capstone Course

Areas of study include:

System Command Input

• Desired project

- Product Selection
- Product Specifications
- Pre-Production Planning

• Expected Impacts (Environmental, Economic, Societal, Personal)

Resources for Manufacturing

• People

- Job Classification/Career Preparation
- Organizational Structure
- Recruitment

• Information

- History (Handcrafting, Mechanization/Automation)
- Safety
- Technical Knowledge (Research and Development, Planning, Engineering)

• Materials

- Raw Material Sources
- Conversion from Raw Materials to Industrial Materials
- Procurement
- Comparative Characteristics

• Tools/Machines

- Function/Selection
- Operating Techniques
- Maintenance

• Capital

- Sources
- Disbursement

• Energy

- Types
- Applications

• Time

- Quantity
- Management

Processes of Manufacturing

• Forming

- Casting/Molding
- Compressing/Stretching

• Separating

- Shearing
- Chip Removal
- Non-Traditional

• Combining

- Mechanical Fastening
- Adhesion/Cohesion
- Mixing
- Coating
- Assembling

• Conditioning

- Thermal, Chemical and Mechanical
- Applications

Outputs of Manufacturing

• Products

- Packaging
- Distribution
- Reclamation
- Servicing

• Impacts

TECHNOLOGY EDUCATION & ENGINEERING

- Environmental
- Economic
- Societal
- Personal

Control of Manufacturing

- Reasons
 - Quality Assurance
 - Profitability
- Methods
 - Monitor Outputs
 - Compare Outputs with Inputs
 - Adjust Processes

Assessment:

Textbook:

DESIGN AND DRAWING FOR PRODUCTION (PROJECT LEAD THE WAY)

Code: T750 Full Year (9-12) (1 credit) (Rank weight: 1.05)

Recommendation: 75% or better in Math 8.

Areas of Study Include

- Express ideas through graphic representation
 - Use appropriate drawing tools (T-Squares, triangles, compasses, scales, lead, erasers)
 - Select appropriate drawing medium (paper, vellum, illustration board)
- Determine, represent and project drawings orthographically and create and assemble working drawings through view relationships.
 - Use appropriate line weights to complete drawings.
 - Letter quickly and legibly according to industry standards. The students will be able to use standard drawing symbols to designate objects, details, and other appropriate information.
 - Read and interpret technical drawing
- Mathematical principles necessary for design and drawing.
 - Calculate area, perimeter, volume, weight, and angles; and convert between fractions, decimals, English and metric units
 - Use geometric construction procedures to divide lines, arcs, and circles
 - Construct parallels, perpendiculars, and tangent lines; and circles, curves, ellipses, and polygons
- Specific criteria when analyzing or producing a design
 - The relationships made possible by drawings of industrial plans, processes, and organizations.
 - The impact of environmental, sociological, and economic factors of design
 - Artistic, cultural, technological, and intellectual accomplishments
- Interpret, represent, and produce technical drawings correctly)
 - One-view drawings
 - Orthographic drawings
 - Pictorial drawings (isometric, oblique, and perspectives)
 - Renderings or technical illustrations using accepted design principles
- Interpret, and apply correct dimensioning procedures on drawings (notations, dimensions, symbols)
 - Dimension using the aligned or unidirectional system

- Locate dimensions correctly on a drawing
- General rules of dimensioning

Assessment: Project Lead the Way generated final exam

DIGITAL ELECTRONICS (PROJECT LEAD THE WAY)

Code: T771 Full Year (10-12) (1 Credit)(Rank weight: 1.05)

Recommendation: Design and Drawing for Production.

Areas of Study Include:

- Understand Electronic Fundamentals
 - Safety
 - Basic Electron Theory
 - Prefixes, Engineering Notation
 - Resistors
 - Laws
 - Capacitance
 - Analog and Digital Waveforms
 - Obtaining Data Sheets
- Understand Number Systems
 - Binary
 - Hex
 - Conversions
- Understand Gates
 - Logic Gates
- Understand Boolean Algebra
 - Boolean Expressions
 - Logic Simplifications
 - Duality of Logic Functions
- Understand Combinational Circuit Design
 - Paradigm for Combinational Logic Problems
 - Specific Application MSI Gates
 - Programmable Logic Devices
- Demonstrate Ability to Add
 - Binary Addition
- Understand Flip-Flops
 - Introduction to Sequential Logic
 - The J-K Flip-Flop
 - Triggers
 - Flip-Flop Timing Considerations
 - Elementary Applications of Flip-Flops
- Understand Shift Registers and Counters
 - Shift Registers
 - Asynchronous Counters
 - Synchronous Counters
- Understand Digital Electronic Families and Specifications
 - Logic Families
 - Spec Sheets
- Gain Basic Knowledge of Microprocessors
 - Microcontrollers
 - Interfacing
- Complete a Student Directed Study Topic

Assessment: Project Lead the Way generated Final Exam

PRINCIPLES OF ENGINEERING (PROJECT LEAD THE WAY)

Code: T773 Full Year (10-12) (1 credit) (Rank Weight: 1.05)

Prerequisite: Algebra with a final average of 75% or greater and Regents Science with a final average of 75% or greater.

Recommendation: Design and Drawing for Production.

Areas of Study Include:

- Build modeling devices (Rube Goldberg)
 - Use words, pictures and mathematics to describe a simple system
 - Manipulation of models through the use of test apparatus, CAD, and prototypes
- Build systems devices (Marble Sorter)
 - Describe a system in the terms of the Universal Systems Model (Input, Process, Output)

TECHNOLOGY EDUCATION & ENGINEERING

- Explain and demonstrate how sub-systems make up a specific system
- Demonstrate how feedback controls a system
- Comparison between open and closed-loop systems
- Utilize optimization concepts
 - Explain the consequences in trade-off situations
 - Set criteria in real-world decision-making
 - Explain how constraints and limitations conflict with the ability to meet the desired outcomes in decision-making situations
 - Develop the ability to use mathematics and problem-solving techniques in decision-making
 - Use cost benefit and cost effective analysis when making decisions with cost being considered as human, societal, environmental, and economic
- Interaction between Technology and Society
 - Describe the process of alternative approaches to the solution of technology/society problems. The alternatives fit into three categories:
- Education
- Legislation and Law
- Using technology as a problem solver
 - Participation in voluntary action, such as recycling
- The Design Process
 - Active participation in the design process throughout all activities
 - Consider human and environmental factors in the design of a system or device
 - Apply design principles such as form, function, color, balance, and unity in the design process
 - Select appropriate design materials
 - Consider the effect of production capabilities, marketing, time, and cost
- Importance of Ethics in the Workplace
 - Consider the legal and professional responsibilities of contracts
 - Exhibit social responsibilities
 - Be aware of moral dilemmas involved in employment

Assessment: Project Lead the Way generated Final Exam.

CIVIL ENGINEERING AND ARCHITECTURE (PROJECT LEAD THE WAY)

Code: T774 Full Year (10-12) (1 credit) (Rank Weight: 1.05)

Recommendation: Design and Drawing for Production.

Regents Math and Science with a final average of 75% or greater.

Area of Study Include:

- Overview of Civil Engineering and Architecture
 - The fields of civil engineering and architecture have influenced the evolution of how people live and work.
 - Making responsible decisions is important in the actions of engineers and architects, as choices will affect the lives and well-being of others.
- Introduction to Projects
 - Current Civil Engineering and Architectural common practices must be identified and utilized to develop a viable solution to a project.
 - All designs continuously evolve as they are developed.
 - Critiques and reviews are used to inform and provide suggestions for improvement.
 - A high-quality presentation of a project will determine its acceptance and support implementation.
 - Project documentation is necessary to solve complex design problems and provide accurate communication.
- Project Planning
 - A client's needs, wants, and desires are all essential components of a project.
 - The selection of a site and the project being planned are inter-related.
 - Planning of a project is essential to its success.

- Site Planning
 - Responsible designers maximize potential of the property, minimize impact on the environment, and create an attractive visual space.
 - Codes and building requirements define and constrain the location of structures, utilities, and landscape components placed on a site.
 - The use of a site defines the utilities/services needed and how they are delivered.
- Architecture
 - A responsible architectural designer takes into consideration the environment, the aesthetics, the structural integrity, and the safety and needs of occupants.
 - A good designer balances cost consideration with functionality and aesthetics.
 - Graphic communication is essential to successful communication and implementation of a design project.
 - Mathematics and physics are important tools in the design process.
 - Application of the principles and foundations of art will enhance the form and function of a design project.
- Structural Engineering
 - Structural design encompasses how a structure is to be used, the conditions of that use, the occupants or users and the geometric shapes from which it will be comprised
 - A responsible designer takes into consideration the environment, aesthetics, structural integrity, available materials and their properties, and the safety of its occupants.
 - Graphic communication is essential to successful implementation of a design project.
 - Mathematics and physics are important tools in the analysis of a design.
- Presentations and Reviews
 - The presentation of an idea determines its acceptance and potential for development.
 - Analysis of a project idea or proposal leads to opportunities to reflect on expectations, outcome, and areas for improvement.

Assessment: Project Lead the Way generated Final Exam

ENGINEERING DESIGN AND DEVELOPMENT (PROJECT LEAD THE WAY)

Code: T775 Full Year (11-12) (1 credit) (Rank Weight: 1.05)

Prerequisite: Design and Drawing for Production and one other Project Lead the Way course.

Areas of Study Include:

- Design Process
- Product Scheduling
- Patent Search
- Patent Registration and Development
- Product Life Cycle
- Presentation Techniques
- Data Collection
- Data Presentation
- Prototype Planning and Construction
- Testing and evaluation of Products
- Interview Process
- Decision Matrix Construction
- Material Price Lists
- Confidentiality/Non-disclosure Agreements
- Graphical timeline Mapping

NOTE: Engineering Design and Development (EDD) is a full year, full credit capstone course for the Project Lead The Way curriculum. This course involves extensive research in designing and constructing solutions to an open ended engineering problem. In EDD you will work in teams to research, design and construct a solutions. You will apply

DUTCHESS BOCES CAREER & TECHNICAL INSTITUTE

2018-2019 COURSE OFFERINGS

Please note that CTI Courses are not currently National Collegiate Athletic Association (NCAA) approved.

*** INDICATES NEW COURSES OFFERINGS FOR 2018-2019**



Career Exploration

Career Exploratory Program

This course is geared for students in 10th and/or 11th grade who are classified with disabilities pursuing a Regents Diploma or CDOS Credential. Students will be given a foundation in career skills and will explore a number of career options. Additional services include career counseling, career research and work based learning opportunities. Upon successful completion, students may enter CTE programming.

Agriculture

Small Engine Technology I & II - This program offers students entry level skills in small engine operation, maintenance, and repair. Second year students will focus on the operation, maintenance, and repair of lawn/garden equipment and recreational vehicles. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

Veterinary Science II (AM) – This program will give students insight into the skills necessary for small animal care. Instruction will include diagnostic equipment and grooming tools, animal handling and restraint, pet emergency care, reproductive management as well as animal rights and welfare.

***Careers in Animal & Plant Sciences (PM)** - Students will develop an understanding of the diverse and profitable fields of Agriculture. A variety of topics are covered including plant and animal biology and technology, food science and safety, wildlife management and environmental conservation, agricultural research, college and career exploration. This program emphasizes hands-on experiences with on-site projects, guest visitors, work placements and related field trips to businesses, organizations, colleges and industry events. Students have the option of choosing the animal or plant track in their second year.

Architecture & Construction

Construction Trades I & II - This program includes coursework in building construction, finish carpentry, masonry, plumbing and basic electricity. Students will be introduced to the tools, methods, and skills needed to gain entry level employment in the construction industry. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

Electrical Construction Technology I & II - This program provides students entry level skills in construction electricity. Courses emphasize job safety, electrical theory, electrical calculations, work ethic, proper tool use and exposure to professional opportunities within the trade. First year focus is on residential installations, followed by second year directed at commercial and industrial installations. Students who successfully complete courses I and II will be eligible for one unit of Math credit and one unit of Science credit. Students must provide hand tools and code book.

Welding I & II - This program will help students develop entry level skills needed for careers in the welding and steel fabrication industry.

Arts, Technology & Communication

Graphic Design I & II - Students will be given the opportunity to explore the exciting world of Graphic Arts, Graphic Design, and Multi-Media Arts. Students enrolled in this program will develop skills and workplace competencies while exploring the many facets of communication careers. Students use a hands-on learning approach where the emphasis is placed on problem solving skills and communication techniques and processes.

Film Production I & II - This course is an introduction to the field of film and video production. It familiarizes students with the basic principles, theories and techniques in video production. Students will construct storyboards, write scripts, direct shoots, and edit their own projects using equipment provided by the CTI.

Education

Early Childhood Education I - This program provides students with an understanding of the physical, social and mental development of children ages birth to eight. Students will participate in off-site classroom internships.

Early Childhood Education II - This program prepares students to work under the general supervision of a licensed Teacher. Students will cover a range of topics related to pedagogy. Early Childhood Education is recommended prior to Early Childhood Education II. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

BOCES PROGRAMS/SERVICES

Health Sciences

Introduction to Health Occupations - This one year course is recommended during the student's junior year and includes core competencies specific to the Health Occupations. Students will be given an opportunity to explore various health care fields. Introduction to Health Occupations is strongly recommended before taking the Nursing Assistant (CNA) course. Second year options include Nursing Assistant or Practical Nursing 1. Requirements for PN1 HS are: a 98% average, strong work ethic and no more than three absences in order for recommendation to take the entrance exam for the program.

Nursing Assistant - This one-year course for seniors introduces the student to the foundation skills necessary for the study of Nursing. Successful students qualify to take the CNA exam. Successful completion satisfies health requirement for high school graduation. Students completing the program are eligible for one unit of science credit. No academic pullouts available for this course. *Important Notes:* Introduction to Health Occupations is strongly recommended before taking Nursing Assistant; work maturity skills essential to success in the Nursing Assistant program.

Practical Nursing I - Open to seniors who have completed 3 Regents science courses, including Living Environment. Admission test required. To be considered, students must have a 98% average in Introduction to Health Occupations, demonstrate excellent attendance and work ethic, and obtain teacher recommendation. No academic pullouts available for this course.

Hospitality & Tourism

Culinary Arts /Restaurant Management I & II - This program for juniors and/or seniors introduces the student to skills in food preparation, baking and pastry arts, safety and sanitation, and culinary hospitality. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

Human Services

Cosmetology I & II - This is a two-year program. Students learn the care of hair, nails and skin. Students completing both years of the program are eligible for one unit of Science credit. Good attendance is essential. Students who successfully complete the program with at least 1000 hours are eligible to take the New York State cosmetology license exam. No academic pullouts are available for this class. Successful completion of this program will require students to complete off-site internships. Students who successfully complete courses I and II will be eligible for one unit of Science credit.

Information Technology

Computer Networking - This class is designed to provide the student with the technical knowledge required to obtain an entry level job in the field of computer network installation and maintenance. While Computer Hardware Technology is not required as a prerequisite, basic knowledge of the workings of computers will make this class more accessible. Students who successfully complete Computer Hardware Technology and Computer Networking will be eligible for one unit of Math credit.

Computer Hardware Technology – (Formerly called A+ Computer Repair.) This class is designed to provide the student with the technical knowledge and skills required for an entry-level position in the information and computer technology career field. Additionally, students will be prepared to take the A + Industry Certification Exam. Students who successfully complete Computer Hardware Technology and Computer Networking will be eligible for one unit of Math credit.

Law and Public Safety

Security & Law Enforcement I - This program introduces the student to the basic concepts of security and public safety, including homeland security, executive protection, and disaster preparedness.

Security & Law Enforcement II - This program introduces the student to the theory and practical applications of law enforcement and criminal justice.

Transportation

Automotive Technology I & II - This is an exploration of various segments of the automotive field, including in the second year, electronics, on-board computers, OBD I & II, transmissions, drive line and clutches, and engine service. Students who successfully complete courses I and II will be eligible for one unit of Math credit.

Auto Body Technology I & II - This course covers the auto body field, collision theories and repairs, as well as auto refinishing.

Related Academics

Career Literacy (CTE English) - All programs offer .5 credit per year in high school English, with the exception of Career Exploratory.

HIGH SCHOOL EQUIVALENCY - Eligible students may prepare for a General Equivalency Diploma while completing a vocational program.

MST - This integrated Math-Science-Technology Program fulfills the requirement for a third unit of Math or Science credit.

Integrated/Specialized Science and Math - as indicated.

For more details on our programs, please visit our website www.dcboces.org/CTI or call Kirstin Litwin or Megan Amendola at 845.486.8001

COURSE SELECTION WORKSHEET

NAME _____ **DATE** _____ **GRADE** _____ **COUNSELOR** _____

ART Full Year	BUSINESS EDUCATION Full Year	ENGLISH Full Year	ENGLISH/SOCIAL STUDIES Half Year
<input type="checkbox"/> I100 Studio-In-Art/Communications Systems	<input type="checkbox"/> B652 College Accounting	<input type="checkbox"/> E341 English 9	<input type="checkbox"/> E782(D782) Literature of Genocide
<input type="checkbox"/> F587 Studio-In-Art	<input type="checkbox"/> B653 DCC Accounting 101 & 102	<input type="checkbox"/> E361 Honors English 9	
<input type="checkbox"/> F590 Advertising Design	<input type="checkbox"/> B660 Business Ownership	<input type="checkbox"/> E386 English 9 Literacy Lab	HEALTH Half Year
<input type="checkbox"/> F591 Studio-In-Art/Ceramics	<input type="checkbox"/> B666 Corporate Communications	<input type="checkbox"/> E441 English 10	<input type="checkbox"/> J441 Health Education - 1 st Sem
<input type="checkbox"/> F592 Ceramics II	<input type="checkbox"/> B700 School-To-Work (Diversified Co-op)	<input type="checkbox"/> E461 Honors English 10	<input type="checkbox"/> J442 Health Education - 2 nd Sem
<input type="checkbox"/> F594 Studio-In-Sculpture	<input type="checkbox"/> B770 Work Based Learning (Business Co-op)	<input type="checkbox"/> E540 English 11 Regents	MATHEMATICS Full Year
<input type="checkbox"/> F596 Advanced Art I - Drawing and Painting	<input type="checkbox"/> B800 Virtual Enterprise I	<input type="checkbox"/> E563 AP - Language & Composition	<input type="checkbox"/> M221 DCC Calculus
<input type="checkbox"/> F597 Advanced Art II - Drawing and Painting	<input type="checkbox"/> B801 Virtual Enterprise II	<input type="checkbox"/> E640 English Language Arts Skills I	<input type="checkbox"/> M331 Algebra 1A
<input type="checkbox"/> F607 Studio-In-Art/3-Dimensional Design		<input type="checkbox"/> E662 English 12 - DCC 101/102	<input type="checkbox"/> M341 Algebra +
<input type="checkbox"/> F608 3-D Design/Crafts II	BUSINESS EDUCATION Half Year	<input type="checkbox"/> E670 English 12	<input type="checkbox"/> M351 Algebra
<input type="checkbox"/> F613 Studio-In-Art/Design Works - Full Year	<input type="checkbox"/> B545 Microsoft Office	<input type="checkbox"/> E740 English Language Arts Skills II	<input type="checkbox"/> M371 Algebra Honors
<input type="checkbox"/> F615 Media Arts II	<input type="checkbox"/> B620 Sports Law	<input type="checkbox"/> E681 AP - Literature & Composition	<input type="checkbox"/> M431 Algebra 1B
<input type="checkbox"/> F622 Photography II	<input type="checkbox"/> B630 Entertainment Law	<input type="checkbox"/> E911 Academic Intervention Services	<input type="checkbox"/> M451 Geometry
<input type="checkbox"/> F626 Broadcast Arts	<input type="checkbox"/> B650 Money Management	English as a NEW Language Full Year	<input type="checkbox"/> M481 Geometry Honors
<input type="checkbox"/> F630 Photography III	<input type="checkbox"/> B656 College Business Economics DCC 105	<input type="checkbox"/> G101 ENL - Entering	<input type="checkbox"/> M541 Algebra 2N
<input type="checkbox"/> F631 Media Arts III	<input type="checkbox"/> O700 Career and Financial Management	<input type="checkbox"/> G102 ENL - Entering	<input type="checkbox"/> M551 Algebra 2
<input type="checkbox"/> F632 Ceramics III	<input type="checkbox"/> B730 Word Processing	<input type="checkbox"/> G103 ENL - Entering	<input type="checkbox"/> H581 Algebra 2 Honors
<input type="checkbox"/> F635 Studio-In-Art/Photomedia	FAMILY AND CONSUMER SCIENCES Full Year	<input type="checkbox"/> G201 ENL - Emerging	<input type="checkbox"/> M644 Pre-Calculus
<input type="checkbox"/> F637 3-D Design/Crafts III	<input type="checkbox"/> H494 Co-op Work Experience/Foods	<input type="checkbox"/> G202 ENL - Emerging	<input type="checkbox"/> M645 Introduction to College Math
<input type="checkbox"/> F638 Sculpture II	<input type="checkbox"/> H694 Co-op Work Experience/Child Development & Psychology	ENGLISH Half Year	<input type="checkbox"/> M650 AP Computer Science
<input type="checkbox"/> F640 Portfolio Development	FAMILY AND CONSUMER SCIENCES Half Year	<input type="checkbox"/> E664 Public Speaking/DCC	<input type="checkbox"/> M655 AP Statistics
<input type="checkbox"/> F642 AP Studio Art	<input type="checkbox"/> H496 Co-op Work Experience/Foods	<input type="checkbox"/> E730 Build Your Dream Career	<input type="checkbox"/> M661 Honors Pre-Calculus
<input type="checkbox"/> F644 AP Art History	<input type="checkbox"/> H587 Food Prep/Nutrition	<input type="checkbox"/> E731 Science Fiction & Popular Culture	<input type="checkbox"/> M662 AP Calculus AB
ART Half Year	<input type="checkbox"/> H730 Baking and Pastry	<input type="checkbox"/> E732 Monsters & Marvel in Literature	<input type="checkbox"/> M681 AP Calculus BC
<input type="checkbox"/> F611 Studio-In-Art/Design Works A - 1 st Sem	<input type="checkbox"/> H740 Nutrition for Health, Fitness & Sports	<input type="checkbox"/> E733 Shakespeare	<input type="checkbox"/> M691 Multiv Calculus & Lin Algebra Honors
<input type="checkbox"/> F612 Studio-In-Art/Design Works B - 2 nd Sem	<input type="checkbox"/> H750 Gourmet Foods	<input type="checkbox"/> E737 Writers Workshop	<input type="checkbox"/> M692 Math and Science Real World Applications
<input type="checkbox"/> F735 Studio-In-Art/Photomedia	<input type="checkbox"/> H760 International/Regional Foods	<input type="checkbox"/> E738 Media Writing & Communications	MATHEMATICS Half Year
<input type="checkbox"/> F707 Studio-In-Art/3-Dimensional Design	<input type="checkbox"/> H770 Child Development and Psychology	<input type="checkbox"/> E740 English Language Arts Skills	<input type="checkbox"/> M350 Math LAB for Algebra
<input type="checkbox"/> F791 Studio-In-Art/Ceramics	<input type="checkbox"/> H780 Parenting	<input type="checkbox"/> E774 Contemporary Short Story	<input type="checkbox"/> M401 Math AIS Regents Prep - 1 st Sem
BUSINESS EDUCATION Full Year	<input type="checkbox"/> H960 World of Fashion	<input type="checkbox"/> E777 Film As An Art: Elements & Analysis	<input type="checkbox"/> M402 Math AIS Regents Prep - 2 nd Sem
<input type="checkbox"/> B415 Financial Math		THEATRE Full Year	<input type="checkbox"/> M415 Computer Programming 1
<input type="checkbox"/> B452 Accounting 1	<input type="checkbox"/> H790 Adolescent Psychology	<input type="checkbox"/> E810 Theatre I	<input type="checkbox"/> M416 Computer Programming 2
<input type="checkbox"/> B553 Sports & Entertainment Marketing	<input type="checkbox"/> H950 Interior Design	<input type="checkbox"/> E820 Theatre II	<input type="checkbox"/> M450 Math LAB for Geometry
<input type="checkbox"/> B610 Business Law	<input type="checkbox"/> H960 World of Fashion	<input type="checkbox"/> E821 Theatre III	

John Jay High School
2012 Route 52
Hopewell Junction, NY 12533
845-867-6700



Roy C. Ketcham High School
99 Myers Corners Road
Wappingers Falls, NY 12590
845-298-5100

Orchard View Alternative
25 Corporate Park Drive
Hopewell Junction, NY 12533
845-298-5000



www.wappingersschools.org