

Bethlehem Central

HIGH SCHOOL



**S
H
C
B**

**Course
Curriculum
Handbook**

2010-2011

KEY PEOPLE TO HELP YOU

Mr. Charles Abba, Principal
439-4921, ext. 22909

Mr. Scott Landry, Assistant Principal
439-4921, ext. 22919

PUPIL PERSONNEL SERVICES

Ms. Michele Goldman, CSE Chair, 439-8886

COUNSELING CENTER

Ms. Michele Goldman, Counseling Center Supervisor
439-4921, Ext. 22950

Ms. Katherine Burkart
Mr. Scott Carlton
Ms. Lisa Carr
Mrs. Joanne Honeywell
Mrs. Gayle Moriarity
Mr. Ryan St. John
Mrs. Deb Zeh

DEPARTMENT SUPERVISORS

439-4921

Art Mrs. Melanie Painter, ext. 22048
English Mr. Anthony Bango, ext. 22048
Health & Physical Education
Family & Consumer Sciences
Mr. Frederick Powers, ext. 22113
Math Mr. Greg Sterling, ext. 22052
Music Mr. David Norman, ext. 22052
World Languages..... Mrs. Marisa Bel, ext. 22048
Science & Technology Education.....
Mr. Michael Klugman, ext. 22052
Social Studies & Business Education.....
Mr. Nick Petraccione, ext. 22052

LAB SCHOOL

439-4921

Mr. Stephen Smith, Coordinator

January 2010

Dear Students and Parents:

During the next few months you will be engaged in the course selection process. This activity is an important part of your future academic development and employment plans. You will be asked to assess future options, your academic strengths and weaknesses and, of course, your personal academic preferences and goals. In addition, all students will need to plan to complete those courses and New York State Regents examinations that are required to earn a high school diploma.

We have devised a course selection process that will provide you with the resources and information to assist you with your decisions. These resources include student counseling programs with teachers and school counselors. I encourage you to use, to the fullest extent possible, these school resources so that the decisions you make will come from an informed base.

It is the philosophy of our Board of Education, instructional faculty and administration to motivate students to learn in high-interest and challenging courses of study. I encourage parents to work closely with their high school or middle school counselor.

Your 2010-2011 BC education begins NOW, during course selection. Choose carefully, and think positively about your future.

Like you, I am also looking forward to another outstanding school year.

Yours truly,

Mr. Charles Abba
Principal

Table of Contents



Program Planning Guide	
Planning Your Courses.....	4
Counseling Services.....	4
Grouping.....	4
Additional Opportunities.....	4
Graduation Requirements.....	6
Course Selection Week Time Schedule.....	7
Special Education Supports & Services.....	8
Art Course Descriptions.....	9
Career & Technical Education Course Descriptions	
Business Education.....	12
Family & Consumer Science.....	14
Technology Education.....	15
Career Exploration Internship	
Program/Cooperative Education.....	17
Capital Region BOCES Career & Technical School....	18
English Course Descriptions.....	21
Health & Physical Education Course Descriptions.....	25
Interdisciplinary Studies	
EXCEL Program.....	26
Lab School.....	28
Mathematics Course Descriptions.....	30
Music Course Descriptions.....	34
Science Course Descriptions.....	36
World Languages Course Descriptions.....	40
Social Studies Course Descriptions.....	43
Four-Year Worksheet.....	47

Title IX

The Bethlehem Central School District hereby advises students, parents, employees and the general public that it offers employment and educational opportunities, without regard to sex, race, color, national origin or handicap. Grievance procedures are available to interested persons by contacting the person(s) listed below.

Please direct inquiries regarding this nondiscrimination policy to: Title IX/Section 504 Coordinator, Sex/Handicap Discrimination, Dr. Michael D. Tebbano, Superintendent of Schools, 90 Adams Place, Delmar, New York 12054; (518) 439-7098.



PROGRAM PLANNING GUIDE

We believe that parents and students should work closely with teachers and school counselors in considering the various subjects and programs that are available. Student course selection sheets should be signed by the parents and returned to the counselors for review. The responsibility for selection of courses is shared by the student, the parents and the High School.

Planning Your Courses

The following guidelines will help you plan a successful program:

- Establish personal goals. Even though your plans may change, you should have some general educational, occupational and personal objectives.
- Honestly evaluate your strengths, interests, aptitudes and needs.
- Learn the requirements for entrance to the college or program of your choice or to the career area you plan to pursue after graduation.
- During your junior academic year, visit the colleges or vocational resources of interest to you.
- Consult with your parents, your teachers and your school counselor in order to benefit from their experiences. Talk and visit with citizens of the community who are currently working in the professions that you find most interesting.
- Select the subjects that will contribute MOST toward helping you achieve your goals.
- If you want to add or delete a course after you receive your schedule, please bring a note from your parents to your counselor.

Counseling and Services

The counselors are available for individual and group meetings with students to discuss school programs and planning. Counselor assistance is helpful in the following areas:

Planning your schedule

Group counseling meetings are held for students in grades 9, 10 and 11. A counselor provides information and alternatives to help you make informed course choices.

College planning

Students need to determine what programs and schools best fit their interests and aptitudes. Along with numerous print, video and CD/DVD resources, the "Naviance" web-based college search program is available. You and your parents may want to use this program for specific information on colleges and careers. All resources are also available for use during the summer.

When you are having difficulty

You may need study skills help or information on tutoring or special services that are available to Bethlehem students. Our counselors, teachers and supervisors are available to help you evaluate a particular course and its level of difficulty in relation to your ability.

Grouping

In some of our subject areas, levels of instruction have been established to appropriately challenge the academic ability of students. Information regarding student placement for a course may be found in the text of the course description. This information is to serve as a guideline for parents, teachers and students. Parents are encouraged to consult with the school counselor if there are questions about student placement.

- **Enriched** courses include highly interested and skilled students in grades 9-12.
- **EXCEL** provides a team-based, interdepartmental organization of Regents-level curriculum in grades 9 and 10. The emphasis is on successful completion and reinforcement of basic skills and Regents requirements.
- **Lab School** provides a team approach in grades 9-12. It focuses on project-based learning.

Additional Opportunities

- **Graduation Acceleration and Credit-by-Examination:** Some students meet graduation requirements in fewer than the usual four years. Plans for such programs should be discussed with your counselor. Plans for early graduation should be discussed with your counselor no later than January of the junior year. Options for acceleration include Credit by Examination. The Principal may accept alternative tests, projects or a combination of tests and projects to demonstrate proficiency for a unit of study and credit.
- **Co-registration:** With prior written approval from the Principal, courses may be taken at private secondary schools and colleges for which Bethlehem will grant diploma credit.
- **Career Exploration Internship Program or Cooperative Education:** For information concerning these programs, please contact Mr. Nick Petraccione, Supervisor for Social Studies and Business Education (Rm. C111), at 439-4921, ext. 22052.
- **Alternative Educational Programs:** Students who do not find success in the traditional programs may be assigned to Alternative Educational Programs.

- **Specialized Programs:** Specialized educational programs which involve other state-approved schools and/or programs may be developed by the student, parent and counselor for approval by the Principal.
- **Auditing Classes:** Students may choose to audit classes if seats are available with the permission of the teacher, supervisor, administration and their parents.
- **Capital Region BOCES Career and Technical School:** Juniors and/or seniors may enroll at the CTE School for career and technical courses upon successful completion of all grade 9 and 10 coursework.
- **Students Considering Overseas Internships:** The Bethlehem Central School District is supportive of overseas internships and educational programs sponsored by the American Field Service (AFS) and other approved programs. Students are reminded that planning for such activities must occur with the school early in a student's educational program, typically two years prior to such a commitment. It is highly recommended that students complete all requirements and prerequisites as outlined in their course of study, and found within this handbook prior to leaving for the experience. Creating waivers or exceptions to the school's educational program or timetable will not be allowed unless the student desires to delay his/her graduation from high school. Students should plan for this opportunity in their *senior year* when appropriate accommodations can be made to support the opportunity. For more information, contact your school counselor or the school administration.

Advanced Placement Courses

All students enrolled in Advanced Placement courses are required to take the Advanced Placement Examination for each course.

Attention Parents and Students: With some courses a summer assignment is a requirement of that particular course. If a summer assignment is required it will be noted at the end of the course description in bold.

Academic Intervention Services (AIS)

The Academic Intervention Services (AIS) Plan has been developed by the Bethlehem Central School District consistent with Part 100 of the Commissioner's Regulation, adopted by the Board of Regents in July 1999 (Appendix A). Section 100.1(g) defines AIS as follows:

Academic intervention services are intended to assist students who are at risk of not achieving the State learning standards in English language arts, mathematics, social studies and science, or at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments.

At Bethlehem Central High School, students are placed within these services based on the following criteria:

- Students who have not passed state-mandated assessments in subjects listed above.
- Students who either have not met requirements of state-mandated assessments, but have passed the course, or who scored at level 1 or 2 on the grade 8 ELA assessment.
- Students who are failing courses (listed above) that are needed to meet graduation requirements.

Participation in AIS services will be scheduled for students who meet these criteria in one of the following manners: EXCEL classes and/or AIS classes to occur either within the student's schedule or at the discretion of the teacher. The decision to place students in these services will be made with the approval of the curriculum supervisor of the subject areas, school counselor and principal. ***Participation in AIS is mandatory for students meeting these criteria.***

Note to students and parents: BCHS hopes to offer all the courses described in this Curriculum Guide during 2010-2011, but some courses may be cancelled due to insufficient enrollment, scheduling problems, or budget constraints.



PROGRAM PLANNING GUIDE

Course and Testing Requirements for Graduation

Advanced Regents Diploma

Course Requirements

Students must earn the following course credits in order to graduate with an Advanced Regents Diploma:

English	4
Social Studies	4
Math	3
Science	3
World Languages	3
Art/Music/Tech	1
Health	0.5
Phys. Ed	2
Electives	1.5
TOTAL CREDITS	22

Testing Required for Graduation

Students must demonstrate competency in reading, writing, math, science, U.S. History and global studies by passing the **New York State Regents** examinations listed below:

- Comprehensive English
- Global History & Geography
- U.S. History & Government
- Integrated Algebra, Geometry and
- Algebra 2/Trigonometry or Math A and B
- Two Science Exams
- Second Language Proficiency
- World Language Regents Exam (or 5 credits in Technology, Art or Business)

Regents Diploma

Course Requirements

Students must earn the following course credits in order to graduate with a Regents Diploma:

English	4
Social Studies	4
Math	3
Science	3
World Languages	1(a)
Art/Music/Tech	1
Health	0.5
Phys. Ed	2
Electives	3.5
TOTAL CREDITS	22

Testing Required for Graduation

Students must demonstrate competency in reading, writing, math, science, U.S. History and global studies by passing the **New York State Regents** examinations listed below:

- Comprehensive English
- Global History & Geography
- U.S. History & Government
- Integrated Algebra or Math A
- One Science Exam
- Second Language Proficiency

(a) Students are required to have completed one unit in a world language by the end of their freshman year

Local Diploma

Course Requirements

Students must earn the following course credits in order to graduate with a Local Diploma:

English	4
Social Studies	4
Math	3
Science	3
World Languages	1(a)
Art/Music/Tech	1
Health	0.5
Phys. Ed	2
Electives	3.5
TOTAL CREDITS	22

Testing Required for Graduation

State exams required for a local diploma are the same as a Regents with a passing score of 55 or 65 depending on the year of entry into the high school.

For students who entered grade 9 in 2007: Four scores at 65 or above on the five Regents exams are required and all scores must be at 55 or above.

For students who entered grade 9 in 2008 and later: All five scores on the required Regents exams must be 65 or above.

Note: Special education students may earn a local diploma by scoring 55 and above on Regents' exams or by completing RCT exams (Safety net)

(a) Students are required to have completed one unit in a world language by the end of their freshman year.



Program: Five-Subject Minimum

According to Board of Education policy, students must carry a minimum of five (5) subjects in addition to physical education each semester. Students may elect up to six subjects including physical education. If a course conflict arises, the counselors will discuss this problem with students. Ninth and tenth graders will be scheduled for study hall when no classes are scheduled.

Course Selection Week Time Schedule

Important Dates

Tuesday, January 5, 2010 - Homeroom teachers will give you the 2010-2011 Curriculum Handbook. This handbook contains a short description of each course being offered during the 2010-2011 school year, a list of all courses, other planning materials and directions for your program-selection.

Monday, February 1, 2010 - Homeroom teachers will distribute the course selection worksheet. You are to take your curriculum handbook and worksheet to classes during the day. Each subject teacher will discuss the courses available. Teachers will consult and confirm the selection of courses with you. Last period, teachers will collect the course selection worksheet. Worksheets will be forwarded to the Counseling Center. Any student who is absent can meet with teachers on the following day.

Monday, February 1, 2010 - Students in grades 9, 10 and 11: If you have questions about a subject you may go to the following rooms for advice from the supervisor or a teacher. Please visit during your lunch, study hall or unscheduled time.

- **Room C111** (Supervisor's Office) for questions about art, career & technical education, English,-mathematics, science, second language, social studies
- **Phys Ed Office** (Near Health Office) for music and physical education

Group Counseling Sessions

Be sure to bring your curriculum handbook to the group counseling session scheduled during the following physical education classes. At this time you will be completing the course selection worksheet.

Thursday, February 4, 2010 - Counselors will be completing the scheduling process and meeting with the 9th grade physical education classes.

Wednesday, February 10, 2010 - Counselors will be completing the scheduling process and meeting with the 11th-grade physical education classes.

Thursday, February 11, 2010 - Counselors will be completing the scheduling process and meeting with the 10th-grade physical education classes.

Course selection sheets, signed by parents, are to be returned to the homeroom teacher on **February 12, 2010**.

Incoming Ninth-Grade Students

Eighth-graders and their parents will receive assistance in planning their schedules from the Middle School counselors. The schedule of dates and times for the Middle School course selection meetings will be brought home by eighth graders. They will be using an abridged version of the High School's course selection sheet listing only those courses ninth-graders may take. The courses and levels recommended by the student's teachers and counselor will be indicated on this form.

A scheduling information program (Grade 8 Transition Night) for parents will be held at the High School on **Wednesday, January 13, 2010** [Snow date is January 21]

Course Selection Worksheet

It is important that you place a checkmark next to the correct course and have your teacher initial it when possible.

In classes with levels, such as English and social studies, you should ask your teacher for a recommended "level." Levels are shown as such 9-E, 9 or 10-E, 10 or 11.

Half and full-year courses are indicated in the course description. If you are selecting half-year courses, you should select two of them for a full-year requirement.

Time Frame for Course Changes

The selection of courses entails a very careful and thorough decision-making process. Students will have submitted the course selection sheet with a parent's signature indicating approval of the programs selected. Students will have the opportunity to make any final schedule changes at the time of course verification, which typically takes place in late June. Counselors will adjust for errors, under-enrolled classes and conflicts and make changes.

Students may only enter a new course during the first ten (10) days of instruction of that course. Special circumstances will be reviewed by your counselor, teacher and subject supervisor.

Under-Enrolled Courses

The Board of Education reviews all courses with an enrollment of fewer than 17 students. This review is done in the spring and may lead to the deletion of a course. After such a deletion is made, the counselors will meet with students who are signed up for the deleted course to arrange for another course selection. *The listing of a course on the course selection sheet in January is not a guarantee that it will be taught the following year.* It is our goal to provide students with a complete scope of departmental courses from introductory courses to the more advanced courses. However, the final decision regarding the offering of any course, including those courses that are culminating courses for a sequence, is dependent on a minimum of 17 student registrations and the approval of the Board of Education. Seniors and those needing specific courses will be given preference.



SPECIAL EDUCATION SUPPORTS & SERVICES

Students who have a disability may be eligible for an individualized plan that provides accommodations and/or services to assist the student in meeting the New York State learning standards.

Section 504 Accommodation Plan

Students who have a disability that impacts the student's ability to be successful in the general education setting without accommodations may need a Section 504 accommodation plan. With a 504 Plan, students are provided classroom accommodations such as preferential seating, allowed to leave class to go to the Health Office, use of the elevator, etc. Students may also receive testing accommodations such as scribe, separate location, etc. Students may receive some minimal services with a 504 plan, such as access to resource room or social work counseling.

Individualized Education Plan under IDEA

Students who have a disability that adversely impacts their learning may need an Individualized Education Plan (IEP). The IEP describes the student's educational strengths and needs related to the disability. It also outlines the special education and related services goals, services, classroom accommodations, technology needs, and testing accommodations that the student requires. The High School offers a full continuum of special education services and supports for students with disabilities.

Related Services

Students may receive related services (speech therapy, occupational therapy, physical therapy, adapted physical education, and/or counseling) from 1-5 times per week. Related services may be provided within the general education classroom, in a special education classroom, or in a therapy room. Services may be individual or group.

Learning Center

Learning Center (also called resource room) is an instructional program provided by a special education teacher in a group of five students or less. The service is for students with an IEP who need direct, supplemental instructional support for success in their general education classes. Students are grouped in resource rooms to meet their unique learning needs:

- **Social & Communication**—Students have a social and communication disorder (Autism Spectrum Disorder) that requires direct social skills training and support in navigating the social environment of school. Speech language therapy is provided for both, social and pragmatic language skills.
- **Organization & Writing**—Students have no academic goals (math or reading) but need significant assistance with organization of time and materials and writing. Significant assistive technology support is provided.
- **Reading & Language**—Students have a significant reading disability. For students with word decoding and encoding deficits, a multi-sensory phonemic reading approach is used. Other students require support in reading comprehension, language development, and writing. Speech language therapy is provided for language and vocabulary development.
- **Learning Support**—Students may have need for support in multiple areas.

Co-Taught Academic Support Program

This program is for students with an IEP who are pursuing a high school diploma and who need significant support and modifications in the

general education program due to reading and math skills that are well-below grade level.

Co-teaching support from a special education teacher is provided in the Excel and interdisciplinary courses of math, social studies, and science required for a high school diploma. A separate Skills English class that continues to teach reading within the English language arts curriculum is provided.

Life Skills Instructional Program

This program is for students with an IEP who are pursuing an IEP diploma and who need a life skills based curriculum. During the freshman and sophomore years, the students are enrolled in Life Skills classes in English, math, science and social studies. Students also take physical education and an elective. During the junior and senior years, the students are enrolled in Life Skills classes in English and math and physical education for half a day. For the remainder of the day the students participate in a career and technical work experience program through Bethlehem High School or at the Capital Region Career and Technical Center.

Functional Skills Instruction Program

This program is for students with an IEP who are pursuing an IEP diploma and are eligible for the New York State Alternate Assessment. Students participate in functional skills instruction through the Functional Skills Instruction classroom and through community-based instruction and work experiences. Students in this program generally remain eligible for the program until age 21. As the students progress through high school and their post-graduate years, the focus on transitioning to post high school increases with their time spent in the community based work program increasing and their classroom-based instruction decreasing.

If a student believes that he or she may be qualified for a specific course without having completed its prerequisites, the student is welcome to discuss the matter with the art supervisor. Some art courses require students to bring in materials and/or supplies.

STUDIO IN ART

Code: 001 Grade: 9-12
Credit: 1

Studio in Art is a comprehensive foundation course in art. It is in full compliance with the New York State standards for the visual arts. This course is designated for Regents credit and is a prerequisite for elective sequences in the department. Students are engaged in a wide variety of two and three-dimensional experiences in drawing, painting, printmaking and ceramics entwined with the history of art. The Elements and Principles of Design are stressed, learned and applied. This course meets the one unit of Fine Arts credit. Students are given a basic supply list for this course.

DRAWING 1

Code: 091001 Grades 10-12
Credit: 1/2

Pre-Req.: Studio in Art. Drawing 1 is a course that will expand upon student's observational and technical skills in drawing. The class is designed for students beginning to develop and explore their own personal style and expression in drawing. This is an inclusive course designed for students preparing for advanced study in art courses and for students seeking to build their drawing skills for portfolio development. The outcomes are based on personalized challenges, decision making and creative problem solving. This course complements the course of study for Painting 1.

DRAWING 2

Code: 101101 Grades 11-12
Credit: .5

Pre-Req: Drawing 1. Drawing 2 is course that will expand upon student's observational and technical skills in drawing. The class is designed for students beginning to develop and explore their own personal style and expression in drawing. This course designed for students preparing for advanced study in art courses and for students seeking to build their drawing skills for portfolio development. The course meets the criteria for *ART 105 Beginning Drawing (3 Credits) at the University at Albany*. Students that successfully complete this course may be eligible for college credit. The outcomes

are based on personalized challenges, decision making and creative problem solving. This course complements the course of study for Painting 2.

PAINTING 1

Code: 091002 Grades 10-12
Credit: 1/2

Pre-Req.: Drawing 1. Painting 1 is a course that will expand upon student's creative and expressive skills in painting. The class is designed for students beginning to develop and explore their own personal style and expression in painting and have developed observational skills through successful completion of Drawing 1. The course will explore new and innovative material used for expressive application of color including, watercolor, acrylic, encaustic and tempera. Students will participate in studio and outdoor painting. This is an inclusive course designed for students preparing for advanced study in art. The outcomes are based on personalized challenges, decision making and creative problem solving. This course complements the course of study for Drawing 1.

PAINTING 2

Code: 101102 Grade: 11-12
Credit: .5

Pre-Req: Drawing, 1, Painting 1. Painting 2 is course that will expand upon student's creative and expressive skills in painting. The class is designed for students to develop and explore their own personal style and expression in painting and have developed observational skills through successful completion of Drawing 1. The course will explore new and innovative material used for expressive application of color including, watercolor, acrylic, encaustic and tempera. This is course is designed for students preparing for advanced study in AP Art. The outcomes are based on personalized challenges, decision making and creative problem solving. This course complements the course of study for Drawing 2.

CERAMICS

Code: 003 Grade: 10-12
Credit: 1/2

Studio in Art suggested. Ceramic clays are used extensively and in conjunction

with other materials in the making of pottery and sculpture. Creative, original use of the media and production of substantial work is encouraged with aesthetic growth the major objective. Students explore direct modeling, hand building, casting and carving as they study the history and techniques of ceramics. Glazing and wheel throwing techniques are introduced with a focus on three-dimensional work.

CRAFT AND CULTURE

Code: 101103 Grade: 10-12
Credit: .5

This course is a media and cultural based course exploring the major differences between what we consider art and what is craft. Students will research various cultures to discover traditional crafts and produce craft pieces that are culturally inspired. Students creatively problem solve while they will learn many new techniques for construction and innovative use of materials.

ADVANCED CERAMICS 2

Code: 5601 Grade: 10-12
Credit: 1/2

Pre-Req: Ceramics. Ceramics 2 will build on the skills and knowledge introduced during the prerequisite ceramics course. Students will develop the skills to create more advanced constructions and explore their creativity using clay as a vehicle. Students will develop skills in hand building, coil building, slab construction, wheel throwing, Raku, glazes, surface treatments and sculptural experiences.

SCULPTURE

Code: 004 Grade: 10-12
Credit: 1/2

Studio in Art suggested. A course in three-dimensional design, constructed to offer both aesthetic and technical exploration of media. Students will be involved in a series of projects to familiarize them with basic sculptural concepts and techniques, any of which could lead to a more complex and involving sculptural work. As the course develops, students will be encouraged to work into major sculptural pieces using techniques such as construction (welding and soldering), clay modeling and casting, carving and building an armature.



ART DEPARTMENT

ADVERTISING DESIGN

Code: 011 Grade: 10-12
Credit: 1

Pre-Req: Studio in Art. Many students in the high school will enjoy this course. Market psychology, product promotion and commercial art techniques are used in combination to solve design problems and assignments. In this course, students are presented with projects centered on type and type spec, graphic design, logo and album cover designs, the development of full-page ads and travel brochures. They will become familiar with layout, paste-ups and mechanicals, three-dimensional packaging designs and general illustration techniques. Using traditional and computer techniques, this course provides the student the opportunity to develop a well-rounded portfolio and stresses approaches used in presentation. Students are expected to have CDR-W disks to store their work.

FILM MAKING

Code: 014 Grade: 10-12
Credit: 1/2

Pre-Req: Studio Art. This course stresses the artistic principles of video communication. It is intended as a survey course in which the students will critique television programs and will be introduced to the basics of computer graphic and video production. As a course requirement, each student will supply a computer disc on which to create his or her work. Students are expected to have DVD-R disks to store their work.

FILM MAKING 2- ADVANCED FILM MAKING AND 3-D ANIMATION

Code: 091003 Grades: 10-12
Credit: 1/2

Pre-Req.: Film Making. The advanced filmmaking class will expand and refine the techniques learned in filmmaking including scriptwriting, stop action animation and 3-D Animation. Research of historical and contemporary filmmaking will be a significant component to the curriculum as well as production. Students will design and produce films using digital film techniques and 3-D animation. Advanced filmmaking will enable students to expand their knowledge base and technical skill sets. The class will focus on applying the fundamental film techniques to the art of telling a

story with a video camera. Emphasis will be placed on pre-and post production techniques, aiming for creative and polished original works. This course will use Bryce 3-D or comparable software for the 3-D animation programs. The software selected will introduce students to 3-D modeling, rendering and animation. Students get hands-on experience with modeling, lighting, texturing, photorealistic rendering, special effects and character animation.

AP STUDIO ART—2-D DESIGN/ 3-D DESIGN/DRAWING

Code: 070801 Grade: 11-12
Credit: 1

Prerequisite: Studio Art and 2 art electives. The AP Studio Art Portfolio class is designed for students who are seriously interested in the practical experience of art. Students are required to submit portfolios for evaluation at the end of the school year. There is not a written examination. Students will develop a portfolio that is based in 2-D design, 3-D design or Drawing. Students must demonstrate mastery of design in concept, composition and execution. Student will develop a concentration that represents a body of work that investigates a strong underlying visual idea. Students should have a minimum of 3-units of art to satisfy the "Breadth" section of the portfolio that demonstrates a variety of concepts and approaches in 3-D design. (*Summer assignment required.*)

SENIOR ART THESIS

Code: 021 Grade: 12
Credit: 1

Pre-Req: Studio Art, Drawing & Painting, teacher recommendation and at least 2.5 art credits. Senior Art Thesis is a course that meets five days a week under the guidance of a teacher. Students who elect this course declare major/minor components from four areas: drawing, painting, sculpture and design. Collaboration between the teacher-mentor and student will set contractual responsibilities, goals and exit outcomes. All students will be responsible for a senior thesis exhibit of their work, as well as a written thesis statement.

FASHION AND FIBER

Code: 022 Grade: 10-12
Credit: 1

Pre-Req: Studio in Art. This course is designed to introduce students to many areas of fashion and costume design. Students will learn how to design and illustrate their ideas and creations. Traditional and contemporary techniques will be explored. Fabric painting, illustration batik, tie-dye, machine and hand embroidery, paper-making and polymer clay will be experienced. No experience is necessary.

ADVANCED FIBER ARTS

Code: 027 Grade: 11/12
Credit: 1

Pre-Req: Studio Art, Fashion & Fiber or permission of instructor. This is an advanced course that allows students to work independently under the guidance of the instructor to create a portfolio of textile arts. Students will learn to "free-up" and explore design exercises, techniques or combination of techniques including stitching, quilting, embroidery, and beadwork as a springboard for each major work. The focus of this class is to combine traditional surface design techniques with nontraditional textile techniques. Students will learn to work independently, experimentally, and intuitively to develop a personal approach to textile design. Students may also earn college credit through agreements with Cazenovia College. For more information contact the art supervisor.

JEWELRY: A MULTI-CULTURAL APPROACH

Code: 024 Grade: 10-12
Credit: 1/2

Studio in Art suggested. This course is designed for students who would like to gain greater understanding of the many cultures of the world through the creation of jewelry and body adornment. Student inspiration will be derived from four broad categories—creative use of material, historical and cultural influences, investigations and the ability to encapsulate through interpretation a strong sense of design and innovation. Metal work, mosaics, clay, beads and wire are used to create amulets, medallions and neck pieces.

JEWELRY 2—ADVANCED METAL DESIGN AND JEWELRY

Code: 070802 Grade: 10-12
Credit: 1/2

Prerequisite: Jewelry. The advanced jewelry class will expand and refine the techniques learned in jewelry including wire work, metal fabrication and precious metal clay. Research of historical and contemporary metal art will inspire work. Students will design and produce jewelry and metal art forms. Basic metal fabrication skills include: embossing, soldering, annealing, polishing, casting and stone setting. Precious metal clay skills include: stamping, etching and stone setting. Students will be able to work with a variety of different metals and learn about the properties of the materials to make informed decisions for their unique artwork.

PHOTOGRAPHY

Code: 007 Grade: 10-12
Credit: 1

Pre-Req: Studio in Art. This class is designed to introduce the student to the basic processes of photography, including photography as a fine art and as a practical means of communication. It is an introduction to the use of the camera and the techniques of black and white film processing, printing, composition and presentation. Students need a 35-mm camera and photographic film and paper. **All photography students are expected to have a 35-mm SLR camera with a manual operational mode and are responsible for purchasing their own film, photographic paper and supplies.**

ADVANCED PHOTOGRAPHY

Code: 020 Grade: 11-12
Credit: 1

Pre-Req: Studio in Art & Photography. Advanced Photography enables students to further their study of photography by presenting subject matter and techniques that challenge the artistically motivated student. Students will be encouraged to think critically and creatively and to demonstrate their technical photographic knowledge through expressive experimentation. All photography students are expected to have a 35-mm SLR camera with a manual operational mode and are responsible for purchasing their own film, photographic paper and supplies. Students need a 35mm camera and photographic film and paper. **All photography students are expected to have a 35-mm SLR camera with a manual operational mode and are responsible for purchasing their own film, photographic paper and supplies.**

PHOTOGRAPHIC PORTFOLIO WORKSHOP

Code: 023 Grade: 12
Credit: 1/2

Pre-Req: Studio in Art, Photography and Advanced Photography, or permission of an instructor. Students will work independently under the guidance of the instructor to develop an individualized plan of study and compose a photographic portfolio. The final evaluation will consist of a portfolio of 15 high-quality prints, a multimedia presentation and an artist's statement based on the photographers, photographic styles and techniques they have researched and applied in their portfolio. **All photography students are expected to have a 35-mm SLR camera with a manual operational mode and are responsible for purchasing their own film, photographic paper and supplies.** Students may also earn college credit through agreements with HVCC. For more information contact the art supervisor. (*Summer assignment required.*)

THE AD AGENCY: ADVANCED ADVERTISING DESIGN

Code: 016 Grade: 11-12
Credit: 1

Pre-Req: Studio in Art and Advertising Design or permission of the instructor. This course is designed for those students who are considering a career in graphic design. It will allow students to implement skills learned in a real world work atmosphere. Students will learn work processes and daily flow of a real "Ad Agency." The Agency will be run by students initiating incoming work from start to finish. The main client will be the district itself and its special events, thus the stress on deadlines will be profound. Students will use industrial high-tech programs and equipment to produce professional brochures, posters and flyers. The new state-of-the-art Virtual Art Center will house this dynamic program. It is recommended that students with a strong work ethic enroll. Students are expected to have CDR-W disks to store their work.

ADVANCED PLACEMENT ART HISTORY

Code: 025 Grade: 11-12
Credit: 1

Pre-Req: Global 9/10 and one Art/Music course. The AP offering in art

history is designed to provide the same benefits to the high school students as those provided by an introductory college course in art history with the understanding and enjoyment of architecture, sculpture, painting and other art forms within a historical and cultural context. The students will examine major forms of artistic expression from the past to present in a variety of cultures. They will learn to look at works of art critically, with intelligence and sensitivity and to analyze what they see. Advanced Placement credit will be given to those students who have performed successfully on the AP Art History examination. This is an interdisciplinary offering and students may elect either art or social studies credit. This course will not take the place of any of the required social studies courses. The Advanced Placement Examination is required of all students taking this course. This course includes an online component, visiting artists and museum experiences. **AP Art History requires a summer assignment. *Offered every other year. This course will not be offered in 2011-2012.**

DIGITAL PHOTOGRAPHY

Code: 5602 Grade: 11-12
Credit: 1/2

Pre-Req: Studio Art, Photography suggested. This course will introduce students to the new world of digital photography. Using their own digital cameras, students will learn the mechanics of the camera, how to compose and shoot interesting photographs, how to manipulate and perfect the photos using Adobe Photoshop and how to create the fine digital print using various papers with an Epson printer. **All photography students are expected to have their own digital camera and are responsible for purchasing their own photographic paper.**

All courses include opportunities for career exploration and/or college credit through UAlbany or HVCC.

Camera recommendations and supply lists are available on the art department Web page at <http://bcsd.k12.ny.us/departments/art/art.htm>. Students should not purchase equipment for photography or any course until they have been formally registered in that course.



CAREER & TECHNICAL EDUCATION

If a student believes that he or she may be qualified for a specific course without having completed its prerequisites, the student is welcome to discuss the matter with the district's career & technical education supervisor.

Business Education

All courses include opportunities for career exploration and/or college credit through UAlbany or HVCC.

BUSINESS EDUCATION SEQUENCE

Five-unit sequences are available. These five-unit sequences may be used to fulfill requirements for an Advanced Regents Diploma.

FINANCIAL ACCOUNTING UNIVERSITY IN THE HIGH SCHOOL – UALBANY

Code: 103 Grades: 11-12
Credit: 1

This course is designed to provide a solid foundation in basic accounting concepts, focusing on accounting techniques for a sole proprietorship, partnership and corporation. Topics covered include: accounting equation, accounting cycle, journalizing transactions, posting to the ledger, creating financial statements, petty cash, payroll, paying dividends, issuing stock, etc. Students will perform the accounting functions manually and through an Automated Accounting software program. *Students may earn college credit through agreement with UAlbany.*

BUSINESS LAW

Code: 107 Grade 11-12
Credit: 1

Business Law is designed to give students a basic understanding of business and personal law. Topics covered include: foundations of law, court systems, jury duty, criminal and civil law, forms of business ownership, negotiable instruments, credit, bankruptcy, consumer law, renting or owning a home, contracts, employment law, marriage, divorce, child support, wills/estates and insurance law. Students will have an opportunity to visit the Albany County Judicial Court and watch arraignment proceedings and a

portion of a criminal trial, as well as, speak with a judge.

MARKETING

Code: 112 Grades: 10-12
Credit 1/2

Did you know that you see over 3,000 advertisements daily? This course will provide an introduction to marketing. Topics covered include: marketing history, concept and functions; consumer markets; segmenting and targeting consumers; developing new products, managing brands; 4 P's of marketing; advertising; strategies; social responsibility; and global markets. A Virtual Retailing Simulation software will be used to assist students in running a business and making marketing decisions. Students will also manage a school-related marketing campaign. Students may have the opportunity to visit Macy's in New York City for a personalized marketing and/or business management tour. *Students may earn college credit through agreement with HVCC.*

BUSINESS ORGANIZATION & MANAGEMENT

Code 114 Grade 10-12
Credit: 1/2

Do you see a business management or ownership career in your future? Did you know that 32% of high school students enroll in a business program in college? Start working on your college degree now! Join us for in-depth study of management, covering the following topics: management values, attitudes, and emotions; organizational culture; ethics and social responsibility; managing diverse employees; managing in a global environment; decision-making; entrepreneurship; strategy; competitive advantage; organizational structure; human resource management; motivation; leadership; managing groups, conflicts and change; and promoting effective communication and teamwork. A Virtual Management Simulation software will

be used to assist students in running a business and making management decisions. Managers Hotseat is another management simulation used to put students into real life management scenarios, where they have to respond to a management situation in progress. Students may have the opportunity to visit Macy's in New York City for a personalized marketing and/or business management tour. *Students may earn college credit through agreement with HVCC.*

CAREER, COLLEGE, & FINANCIAL PLANNING

Code: 117 Grades: 11-12
Credit: 1/2

Are you overwhelmed by the task of planning for the future? Are you planning on getting your bachelors degree? This half year class will provide you with the resources and time necessary to put together an individualized college and career plan. This course covers: college preparation, career and financial planning and is run on the college platform Blackboard. Students are required to work independently on assignments via Blackboard. Instruction, resources, guest speakers, and college visits will assist students in gaining the knowledge necessary to complete the assignments. A college portfolio will be created throughout the course.

COMPUTER CONCEPTS & APPLICATIONS I

Code: 121 Grades: 10-12
Credit: 1/2

This course provides a practical background in microcomputer basics. Students will receive hands-on experience while learning Microsoft Word, PowerPoint, Excel, and Access. Students will need to be able to independently complete exercises and projects to practice the skills taught. *Students may earn college credit through agreement with HVCC.*

Business Education, continued

COMPUTER CONCEPTS & APPLICATIONS II

Code: 122 Grades: 10-12
Credit: 1/2

Pre-Requisite: Computer Concepts & Applications I. This course introduces advanced microcomputer concepts and applications. Students will receive hands-on experience learning and applying advanced features of the Microsoft Office Suite. The course is project-based and students will be required to work independently to complete projects.

WEB PAGE DESIGN

Code: 110 Grades: 10-12
Credit: 1/2

Pre-requisite: Computer Concepts & Applications I strongly recommended. Delve head on into the new millennium and the ever-expanding electronic world by creating your own web page. This half-year course uses industry standards through Macromedia Suite, Dreamweaver and Java Script. *Students may earn college credit through agreement with HVCC.*

DESKTOP PUBLISHING

Code: 4503 Grades: 10-12
Credit: 1/2

Pre-requisite: Marketing. Students will design and produce professional-quality business documents using text, graphics, illustrations, and photos. Microsoft Publisher will be used to create, edit, and modify newsletters, brochures, business cards, merged documents, and clipart. Students will learn how to publish these documents to the web. Students will be introduced to Adobe Design Suite where students will create professional-looking layouts that incorporate illustrations to be used in sophisticated documents and presentations. *Students may earn college credit through agreement with HVCC.*

THE BUSINESS OF MUSIC

Code: 4502 Grade: 9-12
Credit: 1/2

This half-year course is designed to teach students about one of the fastest growing career fields of today, the music industry. This is an excellent opportunity to explore the effects of the global music industry on our lives and economy. Students will discuss and research careers, past and present trends, economics and legal aspects of the industry. Field trips, guest speakers, and internships/career research are integral components of this course.



CAREER & TECHNICAL EDUCATION

Family and Consumer Science

All courses provide opportunities for career exploration and/or college credit through either SCCC or SUNY Cobleskill.

CULINARY ARTS I

Code: 400 Grade: 10-12
Credit: 1/2

This is an introductory culinary course for all students who enjoy cooking and eating! CA is for all students who want to learn to cook or improve their culinary skills. This course will provide a strong foundation to any student pursuing a career in culinary arts, hotel or restaurant management, nutrition or dietetics. CAI includes food preparation, meal management, nutrition awareness, food purchasing, meal service and related career exploration. A fee may be charged to cover the cost of foods over and above the staples used. Students with known allergies MUST have documented information on file with building nurse.

CULINARY ARTS II

Code: 414 Grade: 10-12
Credit: 1/2

Pre-Req: Culinary Arts I. Do you love to bake? Enrollment in this fun class will help you develop baking skills for personal and family enjoyment. The myriad of baking careers will be explored. Products to be made and enjoyed include cookies, cakes, breads, pies, pastries, crepes and many more. A fee may be charged to cover the cost of foods over and above the staples used. SCCC Credit possible for CAI and CAII. Students with known allergies MUST have documented information on file with building nurse.

INTERNATIONAL, REGIONAL & CULTURAL FOODS

CODE: 401
GRADE: 10-12
Credit: 1/2

Pre-Req: Culinary Arts I strongly suggested. Travel in your future? Will your study abroad or future career place you in unknown territory? You will learn how foods are prepared in all regions of the United States including New England, the Midwest, the South, and the Pacific Northwest. The second portion

of the course will include a review of selected international countries and again preparing foods representing these lands while learning about what influences their food choices. A fee may be charged to cover the cost of foods over and above the staples used. Students with known allergies MUST have documented information on file with building nurse.

GOURMET FOODS

Code: 402 Grade: 10-12
Credit: 1/2

Pre-Req: Culinary Arts I strongly suggested. You've seen 'em on TVnow let the creative chef in you come alive! This course is for students interested in experimenting with more specialized culinary techniques. Food preparation includes such advanced techniques as garnishing, sauces, soufflés, mousses and fondues, to mention a few. A fee may be charged to cover the cost of foods over and above the staples used. It is recommended Culinary Arts I be completed prior to taking this course. Students with known allergies MUST have documented information on file with building nurse.

INDEPENDENT LIVING

Code: 080901 Grade: 10-12
Credit: 1/2

Practice living the single life! Live on your own... "Get a job!"...rent an apartment, buy a car, shop for insurance, food and clothing – on a budget! Learn personal legalities for protection and liability. Cash in on some fun field trips to local businesses and benefit from in-class speakers' presentations. Have cash in your pocket the day before your next pay check. Put your goals in action now!

SOCIAL PSYCHOLOGY

Code: 408 Grade: 10-12
Credit: 1/2

Want to understand yourself and others better? Why they do the things they do? Why you do the things you do? Learn ways to improve all your relationships. This course is designed to give you an opportunity to explore the issues you are currently facing and to look at the many choices and challenges open to you as

you deal with these issues. You will learn about yourself, how to cope with the problems and stresses you face, as well as how to deal with those around you -- family, friends, children and adults. This is done through class discussion, group activities and observations of people, young and old.

CHILD DEVELOPMENT AND PSYCHOLOGY

Code: 417 Grade: 10-12
Credit: 1/2

If you like little children and want to learn more about how they "tick," why they do the things they do, or if you want to work with children one day, then this is the course for you. Major topic areas include prenatal care and development, social development, emotional development, cognitive development and physical development from birth to 11 years of age. This is all done through class discussions, group work, role-plays, observations, guest speakers and field trips. Excellent foundation course for anyone interested in working with children. SUNY Cobleskill credit possible if combined with Early Childhood Education.

EARLY CHILDHOOD EDUCATION

Code: 407 Grade: 11-12
Credit: 1/2

Pre-Req: Child Psychology strongly suggested, Required if seeking SUNY Cobleskill credit. Are you interested in working with young children? This course provides a close look at the child's growth and development from conception to school age. You will study some theories of development, learn observation skills, and gain an understanding of child development from birth to school age. Additionally, you will study social, emotional, intellectual and physical development of children. There will be an opportunity to observe and work with young children at an elementary school/day-care center. SUNY Cobleskill credit possible when preceded by Child Dev & Psy.



Family and Consumer Science, continued

ADOLESCENT DEVELOPMENT AND PSYCHOLOGY

Code: 411 Grade: 10-12
Credit: 1/2

This course is to help you better understand yourself and recognize your responsibilities to manage your life. You will develop the ability to understand the valuing process, examine the physical and psychosocial development of the adolescent, identify stressful situations for adolescents and how to manage these concerns, and identify adolescent crises and healthy

ways to cope. Excellent foundation and exploratory for careers in social work, criminal justice, rehabilitation, etc. Offered 2009-2010

FAMILY PSYCHOLOGY

Code: 412 Grade: 10-12
Credit: 1/2

This course will look at the family and what affects the growth and development of the individuals within this unit. Class discussions will include such topics as: lifestyle choices, decisions as to whether and when to

marry, family communication, financial management in families and family crisis situations (e.g., separation, divorce, remarriage, death of a family member). Excellent foundation and exploratory for careers in social work, criminal justice, rehabilitation, etc.

Technology Education

PROJECT LEAD THE WAY SEQUENCE

These five-unit sequences may be used to fulfill requirements for an Advanced Regents Diploma. Project Lead the Way® is a dynamic national partnership among secondary schools, colleges, universities and engineering industries whose purpose is to increase the quality of graduating high school seniors who plan to pursue a degree in the many fields of engineering and related fields. Project Lead the Way is a five-course program which, when combined with Regents-level math and science courses, better prepares students for the rigor of further study beyond high school. For more information, please contact your school counselor or the department supervisor, Mrs. Karen Olewnick, 439-4921 ext. 22048.

Articulation agreements with HVCC and RIT

PLTW Five-Unit Sequence:

IED
Digital Electronics
Principles of Engineering

AND:

CNC Manufacturing **OR**
Civil Engineering & Architecture

PLUS:

Engineering Design & Development (*Capstone Course*)
Option: Career, College & Financial Planning

OCCUPATIONAL TRAINING PROGRAM SEQUENCE

Five-Unit Sequence:

IED
Electronics
Woodworking I
Woodworking II
Power Mechanics I
Power Mechanics II

PLUS:

Career, College & Financial Planning
Computer Concepts and Applications I or CEIP

Project Lead the Way Sequence

INTRODUCTION TO ENGINEERING AND DESIGN (IED)

Code: 422 Grade: 9-12
Credit: 1

Suggested background: Grade level Regents Math & Science

Introduction to Engineering & Design (IED), formerly CAD/DDP, is the foundation technology course in which students will learn basic CAD/mechanical drawing techniques. Students will create color drawings in the following

technical areas: one-view drawings, geometric construction problems, dimensioning, three-view drawings, sectional and auxiliary views of mechanical parts and full three-dimensional drawings of mechanical parts. This course meets the NYS graduation requirement for one unit of Fine Arts. A lab fee may be charged to cover the cost of materials for project work.

PRINCIPLES OF ENGINEERING

Code: 440 Grade: 10-12
Credit: 1

Pre-Req: IED and Grade Level Regents Math & Science

This course is designed to help students understand the field of engineering/engineering technology. Principles of Engineering is a college level course taught as one of the five sequence courses in the "Project Lead the Way" pre-engineering curriculum. Exploring various technology systems and manufacturing processes will help you learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit society. The course also includes concerns about social and political consequences of technological change. Students will



CAREER & TECHNICAL EDUCATION

Technology Education, continued

have the opportunity to use computers, CAD/DDP, machine tools, computerized machines, materials and processes to perform their investigative work. A lab fee may be charged to cover the cost of materials for project work.

CIVIL ENGINEERING AND ARCHITECTURE

Code: 431 Grade: 10-12
Credit: 1

Pre-Req: IED and Grade Level Regents Math & Science

Civil Engineering and Architecture is a Project Lead the Way® course designed to provide the student with a comprehensive overview of the field of architectural, structural, and civil engineering. The course focuses on the design and planning of residential commercial structures. Three-dimensional modeling and CAD software are utilized by the students to develop the required plans to construct their structures designed in class. Project planning, 3-D modeling, artistic rendering, and student presentations are integrated throughout the course. This class is one of the PLTW classes that may be used to complete a five-unit sequence of college credit. A lab fee may be charged to cover the cost of materials for project work.

DIGITAL ELECTRONICS

Code: 429 Grade: 10-12
Credit: 1

Pre-Req: IED and Grade Level Regents Math & Science

Digital Electronics is a college level course taught as one of the five sequence courses in the “Project Lead the Way” pre-engineering curriculum. Upon successful completion of the course, passing the RIT examination, and paying a minimal college fee, the student may elect to receive college credit for the course. This course is designed as a comprehensive study in the field of digital electronics and solid-state applications. Students will design, construct, test, and fabricate a variety of complex digital circuits. Curriculum content will

include: basic electron theory, basic electronic components, TTL vs CMOS chip design and applications, digital logic circuits, Boolean algebra, flip-flop and sequential logic applications, shift registers and counters, gates, and digital circuit combinations. It is strongly recommended that the students have completed a basic electronics course or be a Regents level student. This Digital Electronics course may be taken as a fourth science elective course for graduation. A lab fee may be charged to cover the cost of materials for project work. NOTE: Simultaneous enrollment in Electronics and DE is prohibited.

COMPUTER NUMERICAL CONTROLLED MANUFACTURING

Code: 450 Grades: 10-12
Credit: 1

Pre-Req: IED and Grade Level Math & Science

Understanding and applying computer technology in the field of manufacturing is a fundamental skill for any engineering or technical degree student. CNC material processing is the key to manufacturing in the 21st century. CNC is a college level course taught as one of the five sequence courses in the “Project Lead the Way” pre-engineering curriculum. This course is designed for any student with a career interest in engineering or materials processing technology. Students will experience hands-on machining applications utilizing the latest technologies in CAD/DDP and computer-controlled machining technologies. The core of the CNC curriculum will focus on a variety of topics including the physical properties of materials, CAD/DDP, computer programming, machining processes, CNC programming and machine operation, Cartesian Coordinate System, 3-D modeling, prototype development and related career opportunities. This course is a keystone class in the pre-engineering sequence. A lab fee may be charged to cover the cost of materials for project work.

ENGINEERING DESIGN AND DEVELOPMENT

Code: 446 Grade: 12
Credit: 1

Pre-Req: This is a PLTW Capstone Course (final step in the PLTW 5 unit sequence)

In this engineering research course you will work in teams to research, design and construct a solution to an open-ended engineering problem. Problems will involve a wide range of engineering applications (e.g., a school robo-mascot, automated solar water heater, remote control appliances). Students will apply principles learned in the IED, Digital Electronics, CNC Manufacturing and Principles of Engineering courses, maintaining a portfolio of their work. Each team will be responsible for delivering progress reports and making final presentations of their project to a review panel. The completed portfolio will be invaluable as students apply to college. A lab fee may be charged to cover the cost of materials for project work.

Traditional Technology

ELECTRONICS

Code: 445 Grade: 10-12
Credit: 1

Students will develop the basic knowledge and skills required to work with electrical circuits and electrical equipment. Students will work with series and parallel circuits, resistors, capacitors, transformers, transistors and integrated circuits and learn the skills of soldering, breadboarding, wiring, circuit layout and manufacturing print circuit boards. Students will work individually and as a team to experiment, construct and problem solve various types of circuits using transistors and integrated circuits. All students will construct and take home projects relating to the course objectives such as a power supply, amplifier, transistor and integrated circuits. A lab fee may be charged to cover the cost of materials for project work. NOTE: Simultaneous enrollment in Electronics and DE is prohibited.



Technology Education, continued

WOODWORKING I

Code: 425 Grade: 10-12
Credit: 1/2

Woodworking is a course designed to provide the student with the opportunity to study and experience various tools and techniques used in producing wood products. Students in Woodworking will receive related and technical information in the following areas: planning and basic drawing, hand tools, fixed power tools joinery, wood fasteners, forestry, hardware, stains and finishes and industrial careers. A fee may be charged to cover the cost of materials over and above the basics provided.

WOODWORKING II

Code: 433 Grade: 10-12
Credit: 1/2

Pre-Req: Woodworking I

Students work on more difficult items of furniture, cabinet-making fiberglass recurve bows, water skis, and other design constructions. The course has value for those interested in carpentry, cabinet making, furniture construc-

tion, pattern making and wood joining. A fee may be charged to cover the cost of materials over and above the basics provided.

POWER MECHANICS I

Code: 443 Grade: 9-12
Credit: 1/2

This course is designed to provide students with an overview of the nature of energy conversion related to internal combustion engines and the small engines industry. Students will learn the basic technical skills and knowledge necessary to become proficient in servicing and/or repairing internal and external combustion engines. Students will learn about gasoline, diesel, steam and solid fuel engines including small engine overhaul, troubleshooting, hydraulics, pneumatics, fluid power action, and explore careers available in each area. A lab fee may be charged to cover the cost of materials for project work.

POWER MECHANICS II

Code: 444 Grade: 9-12
Credit: 1/2

This course is designed to continue the study of energy conversion with a concentration in the areas of automobiles, alternate energy, and introduction to automobile engines including the systems of ignition, lubrication, cooling, drive train, emission braking and suspension, trouble shooting design, computers and electronics. Students will also study various transportation systems used on land, sea and air and will explore careers available in each area. A lab fee may be charged to cover the cost of materials for project work.

Career Exploration Internship Program/Cooperative Education

Bethlehem's Career Exploration Internship Program/Cooperative Education offers a unique opportunity for students to intern at local businesses and to be trained by master craftsmen in the chosen area of skilled learning.

The program is a combination of core academic curriculum and practical work-based application to provide an enhanced education, workforce preparation and the ability to learn throughout a lifetime.

CAREER EXPLORATION INTERNSHIP PROGRAM (CEIP)

Code: 4504 Grade: 11-12
Credit 1/2 or 1

Pre-requisite: Application Process; coordinator approval. Headed for col-

lege but can't pinpoint what your major should be? Does your college require volunteer or internship hours? Not sure where you're headed after graduation? Take time now to explore your interests and career possibilities at job sites while working alongside professionals performing their duties. In-class hours, minimum number of job sites, and a reflective journal are required. Students are responsible for transportation to job sites.

COOPERATIVE EDUCATION (CO-OP)

Code: 973 Grade: 11-12
Credit: 1/2 or 1

Supervised, paid work experience in a local business for 150 or 300 hours during the school year. School credit and a paycheck! Students learn firsthand the knowledge, skills and post-

secondary requirements necessary for the career in which they are working. This is an opportunity for our students to work with area business people to develop and reinforce positive attitudes, ethics and interpersonal and communication skills through a paid, on-site training program. Students are required to meet stated number of hours and regularly submit reflective journal entries to the supervisor. Time of day & days of the week for placement are flexible. The supervisor visits worksites and coordinates with job site mentor. Job site mentor evaluates and grades student's work performance.



CAREER & TECHNICAL EDUCATION

Capital Region BOCES Career & Technical School

Students earn 4 units for each year of study in one Career & Tech area.

Auto Body Collision Repair and Auto Body Refinishing are one-year courses that offer instruction in repairing, refurbishing and painting damaged vehicles. Hands-on experience prepares students for entry-level positions in the auto body field. Students also can earn college credits through an agreement with Hudson Valley Community College (HVCC).

Automotive Services/Small Engine Repair, a program for special needs students, emphasizes hands-on shopwork and classroom instruction in general service station duties and small engine maintenance and repair. Students acquire basic skills for entry-level employment and/or preparation for the more advanced, two-year Auto Trades Technology course.

Power Sports Equipment Technician
Students in this one-year program, proposed as a new offering for the 2010-11 school year, learn how to maintain, diagnose and repair vehicles and power sports equipment including four-wheelers, snowmobiles, marine/personal watercraft, outboard motors, and motorcycles, as well as lawn mowers and tractors. Through hands-on instruction, they learn about 2- and 4-stroke theory, engines, ignition and fuel systems, as well as about safety, equipment and tools. Project-based learning and a fully equipped lab build students' professional and interpersonal problem-solving skills. Upon completion, they may advance their education at college or at specialized trade schools, or enter the workforce.

Automotive Tech Prep is a one-year, accelerated program that enables seniors to earn up to 12 college credits through agreements with HVCC, Columbia-Greene Community College, Universal Technical Institute and the University of Northwestern Ohio. While this is a program for seniors, many students enroll in Automotive Trades Technology as

juniors and then move up to Tech Prep.

Automotive Trades Technology teaches students to repair and maintain a variety of vehicles. Students will learn to locate, diagnose and repair mechanical problems by using modern test equipment and tools. *Recommendation: Automotive Systems Technology and three years of high school math.*

AYES/Automotive Technician is a program that is ASE/NATEF certified and is supported by General Motors and Chrysler Corporations. Students participate in a paid internship with a local automotive dealership and are prepared to test for ASE certification upon completion of the program. AYES/Auto Technician students also earn up to 12 college credits through agreements with HVCC, Columbia-Greene Community College, Universal Technical Institute and the University of Northwestern Ohio. *Recommendation: Pass Math A Regents.*

Botanical Services provides special needs students with the education and workplace skills needed for successful employment. Learning takes place in the classroom, campus flower shop and greenhouse, and through field trips, flower shows and competitions. Upon completion, students may seek employment or continue their education in the Floral Design program.

Carpentry Services
Individuals trained and experienced in carpentry and building maintenance are always in demand in construction, finishing and rehabilitation of homes, office buildings, schools, hospitals, stores, parks and hotels. Special needs students in the Carpentry Services program at the Albany campus learn the skills needed for entry-level positions in the construction and building maintenance fields. Students completing Carpentry Services may continue their studies in the Building

Trades program or, if they have completed high school, continue learning through the Capital Region BOCES Adult Education program or at a community college.

Building Trades teaches modern construction techniques in a curriculum certified by the National Center for Construction Education and Research (NCCER). Such certification provides students with a valuable skill set that is recognized by construction professionals nationwide. Students also can test for advanced standing at SUNY Delhi and HVCC. *Recommendation: Pass Math A Regents.*

Children & Education Career Academy is a full-day, two-year program located at Cobleskill-Richmondville HS, where students take all of their academic and career & technical coursework. This program is designed for students college-bound for careers as preschool or elementary school teachers or professionals in child and family services. Students also earn college credit through SUNY Cobleskill and Schenectady County Community College.

Administrative & Medical Office Assistant
Administrative & Medical Office Assistant is a one-year program designed for students interested in developing a variety of business skills. The program focuses on business software such as Microsoft Office Suite (Word, Outlook, Excel, PowerPoint, Access, and Publisher) and general business office skills. Students prepare for nationally recognized Microsoft Certified Application Specialist (MCAS) certification(s). They apply their skills in real world settings throughout the school year such as medical, legal, insurance, and other businesses. They also may earn integrated math credit. Projects include office management, scheduling, written and electronic communication, data entry and database management and spreadsheets.



BOCES Career & Tech, continued

Computer & Network Technician/Information Technology is an exciting program that prepares students for a variety of certifications including A+ Certification, N+ Certification, S+ Certification and Cisco Systems certification. Students are trained in a state-of-the-art computer and electronics lab. This program can be a half-day or full day depending on the student's needs. Students can earn up to 9 college credits through agreements with SCCC, Fulton Montgomery Community College (FMCC), ITT, and SUNY Cobleskill. An application is required to be selected for Computer & Network Technician.

Cosmetology is a two-year program which offers instruction and practical experience in the skills necessary to work in a salon. Since 1,000 instructional hours are required to take the licensure examination, students must attend a summer session between their junior and senior years. Successful completion of the program qualifies students to take the New York State Cosmetology Licensure Examination. Students will be required to purchase their own kit costing approximately \$140. Through an agreement with SCCC, students may earn college credit in Ethics.

Criminal Justice students learn about the history, theory, practices and latest developments in security, law enforcement and criminal justice. Topics include the police, court and prison systems, operation of security and protection programs, and procedures in public, commercial and residential settings. Hands-on learning teaches patrolling and investigative skills, including radio use, note-taking, evidence gathering, and dealing with safety hazards and emergency situations, as well as lifting fingerprints, photographing and diagramming crime scenes, using surveillance cameras. Criminal Justice students also study civil and criminal law. Students completing the program may enter

the profession or continue their education at college or law enforcement or protection academies. Those who are 18 or older may test for the New York State Security Officer certification.

Culinary Arts & Hospitality is a program certified by the National Restaurant Association and the American Culinary Federation and features the ProStart and ACF ACCESS curricula. Students learn about nutrition, food preparation and dining room operation and can earn the nationally recognized ServSafe Sanitation certification. Students also can earn college credits through an agreement with SCCC.

Culinary Arts Tech Prep enables high school seniors to earn up to 15 college credits through agreements with SCCC, SUNY Cobleskill, Johnson & Wales University and New England Culinary Institute. Students may enroll as seniors or move up to Culinary Arts Tech prep after taking Culinary Arts as juniors.

Design Technology is a new Career & Tech program that integrates coursework in 2-D and 3-D computer aided design, product development and manufacturing processes, with concepts in architecture and construction, engineering and information technology. Students take projects from concept to completion, whether that project is a robot, custom chopper, bridge or building, car or a new manufacturing process. Through project-based learning, they tackle design and production challenges, create products or services, and manage workflow, all while acquiring a solid foundation in design, production and process management that can take them in diverse career and college directions. Students who complete Design Technology in their junior year may continue their education at Career & Tech in Computer & Network Technician/Information Technology,

International Virtual Business or other programs. Seniors completing Design Technology are prepared to continue their education at 2- or 4-year colleges or pursue entry level positions in design and manufacturing, information technology, and architecture- or construction-related professions.

Early Childhood Education is a program for students interested in becoming teachers or working with young children. Students learn about developmental theories and concepts in the fields of health, safety and nutrition and their relationship to the young child. The program includes supervised clinical experience in kindergarten and/or a child care center. Students can earn up to 7 college credits through agreements with SUNY Cobleskill and SCCC.

Electrical Trades provides classroom instruction and on-site activities in the installation, troubleshooting and repair of residential and commercial electrical wiring systems. Training is given in the installation and maintenance of motors, generators and control equipment used in homes, offices, stores and factories. Students are prepared for certification through the National Center for Construction Education and Research. Students can earn up to five college credits through agreements with HVCC, SUNY Delhi and Pima Community College, Arizona. *Recommendation: Construction Systems Technology.*

Floral Design teaches students about the creative and business aspects of the floral design industry. Students run an on-campus flower shop, design arrangements for events on and off campus, and perform community service. They also learn through trips to flower shows and competitions.

Food Services provides special needs students with the opportunity to pursue a career in the culinary and hospitality industries. Course content is geared to the special needs of students



CAREER & TECHNICAL EDUCATION

BOCES Career & Tech, continued

and their potential work opportunities. Students develop skills necessary to work toward placement in a food service position, institutional setting or another Culinary Arts program.

Global Fashion Studies prepares students for careers and higher education in fashion, apparel and accessories, business and marketing. Year one focuses on fashion merchandising, and year two focuses on marketing and retailing. Topics of study include garment theory, textiles, manufacturing, sales, promotion, and career and college opportunities. Students learn through specialized software, hands-on projects, lectures and guest speakers, videos, field trips, work-based learning and community service. They work together to design, research, produce and sell their own product and create professional portfolios. Upon completion, students may enter the workforce or advance their education at colleges such as the Laboratory Institute of Merchandising, Fashion Institute of Technology in Manhattan and the Fashion Institute of Design & Merchandising in California.

Health Services is a one-year program that provides special needs students with education and clinical experience in healthcare settings. The program also can be used as a transition course for students interested in the Nurse Assistant Program. Many employment opportunities are identified throughout the course of study, and students develop an understanding of requirements to work in the healthcare field.

HVAC/R-Heating and Refrigeration instructs students in the installation and repair of residential and commercial heating, ventilation, air conditioning and refrigeration systems. Stu-

dents are prepared for certification by the Environmental Protection Agency (EPA), and they develop the mechanical skills and theoretical background necessary to enter the workforce or college. Students can earn up to 4 college credits through agreements with HVCC and SUNY Delhi. *Recommendation: Math A Regents.*

Medium/Heavy-Duty Truck Repair prepares students for employment in the automotive, trucking, construction or marine industries. Training is provided in troubleshooting, repairing and replacing defective engine parts with emphasis on the diesel fuel system. Students can earn college credits through agreements with SUNY Cobleskill and SUNY Morrisville.

Nurse Assistant provides theory and skill training related to patient care in hospitals, nursing homes, clinics, medical offices and home care, including supervised clinical experiences in local health facilities. This one-year program provides training in total patient care and prepares students for the New York State Nurse Assistant examination. Students can earn college credit through an agreement with SCCC.

Office Operations is a program designed for special needs students. The curriculum emphasizes basic alphanumeric keyboarding techniques stressing accuracy and speed, and students learn software including Microsoft Word, Excel and Access. Upon completion of requirements, students may be referred to data entry employment or co-op placement/work study. Upon recommendation, qualifying students may be referred to the Computer Applications/Web Design program.

Vocational Training & Transition is for low functioning special needs students. The purpose of this program is to bridge the gap from school to either a workshop, supported employment or competitive employment. Tasks, activities and environment will approximate those activities that will ensure transition to a post secondary experience at the student's highest functioning level.

Gaming, Multimedia & Web Design is a one-year program in which students learn Web design using HTML, Dreamweaver and FrontPage and graphic design and multimedia using Adobe Photoshop, Illustrator, Flash, Fireworks, Live Nation and Premiere. They work on projects including Web pages, presentations, brochures, fliers and other publications, and they apply their knowledge by serving actual customers. Seniors may earn credit for integrated English as well. Web & Graphic Design students can earn college credits through articulation agreements and the College in the High School and University in the High School programs. Upon completion of Web & Graphic Design, they may continue their studies in the International Virtual Business program or college or they may enter the workforce.

Welding & Metal Fabrication students learn skills including MIG and TIG welding, gas welding, brazing and use of equipment and materials, as well as blueprint reading and layout. Upon completion, they are prepared for employment or further education in college or technical school. Students can earn up to 6 college credits through agreements with SUNY Delhi and Pima Community College, AZ.

Language is:

- A means of thinking creatively, persuading, exploring new worlds, making informed and reasonable judgments, analyzing, critiquing, comparing and contrasting ideas.
- The personal connection with classic and contemporary text, diversity of cultures and familiarity with all literary genres and forms.
- The ability to acquire and transmit knowledge by identifying cause and effect, supporting a thesis, discerning fact from opinion, gathering evidence and presenting information in a format which includes correct use of the rules and spelling, capitalization, punctuation, grammar, structure and appropriate conventions. It uses a wide range of forms including the use of technology to present information and to develop text.

“Skillful use of language may be the single-most important means of realizing the overarching goal of education to develop informed, thinking citizens.”

— National Council of Teachers of English, 1989

If a student believes that he or she may be qualified for a specific course without having completed its prerequisites, the student is welcome to discuss the matter with the district’s English supervisor.

ENGLISH 9E ENRICHMENT

Code: 298 Grade: 9
Credit: 1

Pre-Req: English 8 and summer assignment. The English Enrichment course is designed to provide students possessing high interest and ability in English with a course sequence that challenges their intellectual capabilities. Students should have demonstrated superior performance in using effective reading, discussion, language, critical thinking and problem-solving skills. The course will provide an intensive writing program integrated with a genre approach to global literature selections that will offer ample opportunity for interdisciplinary projects and approaches. While an open enrollment policy will be followed, it is critical for students and parents to recognize that instructional and assessment practices will be consistent with advanced English classes. **It is important that a student consult with his/her school counselor and eighth-grade English teacher. A summer assignment is a requirement of this course.**

ENGLISH 9

Code: 299 Grade: 9
Credit: 1

Pre-Req: English 8. The reading selections are drawn from a variety of sources and accommodate various student abilities. In all cases, selections include novels, short stories, plays, essays and poetry. The course integrates writing with this genre approach to literature. Students learn the skills of organization and development of examples to support opinions through a gradual shift from summaries to comparison/contrast essays to analytical and evaluative writing.

ENGLISH 10E

Code: 297 Grade: 10
Credit: 1

Pre-Req: English 9E or 9, and teacher recommendation. The English Enrichment course is designed to provide students of high interest and ability in English with a course sequence that challenges their intellectual capabilities. The literary program also aims to develop analysis and critical study of literature. Listening and speaking skills are sharpened through individual reports, group reports and dramatization of plays. The course will provide an intensive writing program, which will include expressive, narrative, expository and persuasive writing.

ENGLISH 10

Code: 296 Grade: 10
Credit: 1

Pre-Req: English 9E, 9. A variety of literary sources is used to bring students to an understanding of the structure of literary forms, style, and themes. The literary program also aims to develop analysis and critical study of literature. Listening and speaking skills are sharpened through individual reports, group reports and dramatization of plays. The writing program will focus on creative and expository writing, including practice of Regents tasks.

ENGLISH 11

Code: 238 Grade: 11
Credit: 1

Pre-Req: English 10. Writing in this course consists of composition based on literary works, personal experience and individual interests, with an emphasis upon strengthening individual student writing skills. The study of literature focuses on short novels, short stories, plays, essays, and nonfiction works. Training in language continues to emphasize expository writing skills and review of Regents tasks.

ENGLISH 11: AMERICAN LITERATURE

Code: 294 Grade: 11
Credit: 1

Pre-Req: English 10. Students will employ four full-length literary works, short stories, and poems to read, write, listen to, and analyze; master designated vocabulary; review ninth and 10th-grade grammar elements and master 11th-grade grammar elements; review Regents tasks, review standardized test content and format, and complete timed essay writing. Literary works include *The Crucible*, *Huckleberry Finn*, *The Great Gatsby*, *The Things They Carried*, works from the Transcendentalists and the Harlem Renaissance, and Native American poetry and short works. Optional titles include *The Scarlet Letter* and *The Bean Trees*.



ENGLISH

BRITISH LITERATURE

Code: 225 Grade: 11-12
Credit: 1

Pre-Req: English 10 teacher recommendation. This is a survey course encouraging critical reading of the literature of Great Britain from Beowulf to Margaret Atwood. The major literary periods studied are Anglo-Saxon, Medieval, Elizabethan, Age of Reason, Romantic, Victorian, and the 20th century. In addition, students read four major works. Writing is an integral part of the course, closely tied to the reading, discussion, and analysis of literary selections. Writing assignments encourage higher-level thinking skills through analysis, synthesis, evaluation and criticism. Example assignments include one research project, literary criticism and interpretation, satires, imitations, and thesis development essays. Students in this class will take the English Regents in January.

EXCEL ENGLISH 9 & 10

Code: 236-237 Grade: 9-10

Pre-Req: Counselor-teacher recommendation. All students in either course must also enroll in corresponding EXCEL Global History 9/10. **See Interdisciplinary Studies [page 26].**

English Department Electives

All students must take the English Regents. The electives listed below are available to 12th-graders. Juniors may select certain electives as an additional English class (English Supervisor's approval required). 12th-graders must be enrolled in an English course both semesters. It is advisable that one course be a literature-based course and one a writing course. Instruction in writing the college essay is given in each writing course and instruction is available in our Writing Center.

EXPOSITORY WRITING

Code: 210 Grade: 12
Credit: 1/2

Pre-Req: Completion of grade 11. This course in writing builds on the concepts and methods employed in Composition. Using models of both fiction and nonfiction, students work on refining syntax, voice and appropriate style. Special emphasis is placed on cross-curricular writing. For example, students may deal with physics or social studies concepts in writings intended to be read and understood by lay persons. The completion of a research paper is a major part of the course.

CREATIVE WRITING

Code: 223 Grade: 12
Credit: 1/2

Pre-Req: English 11 and recommendation of English 11 teacher. This course is designed to give students an introduction to the components of writing fiction and poetry. Readings will focus on how authors employed certain techniques to produce effect. Assignments will direct students' writing in the practice of those techniques, such as writing a description of a place or person, creative dialogue or building images and metaphors. Because this is a course in the fundamentals, we will look at stories, one-act plays and poems to see what makes them effective and then practice those techniques in writing our own original poetry, short story and one-act play. At the end of the 20 weeks, a portfolio (literary magazine style) will be submitted for a final exam grade containing creative pieces of writing from class. The portfolio should address the student's growth as a writer.

SENIOR COMPOSITION

Code: 233 Grade: 12
Credit: 1/2

Pre-Req: English 11. This writing course is for seniors who are interested in improving their writing skills as well as in expanding their experience writing in different writing genres. Objectives include understanding that writing is a process, identifying the elements of good writing, using student, teacher and professional writing as models, and understanding the way

mechanics can affect style, tone and flow. Writing genres addressed in the course are fiction, the college essay, personal reflection, and argumentation/persuasion. Research and documentation skills are reinforced in the composition of a biography. Students read one novel and several short works.

PUBLIC SPEAKING

Code: 219 Grade: 12
Credit: 1/2

Pre-Req: Completion of grade 11. This course stresses writing, delivery, and evaluation of original speeches. Students must present personal, informational, persuasive, and demonstration speeches individually and, at times, in small groups or panels. Vocal aspects of delivery are analyzed such as volume, breath control, enunciation, and fluency. Also studied are gestures, facial expression, eye contact, movement and presentational aids. The students will learn to be more articulate and confident in a public speaking situation, to develop speech writing techniques, to develop material through research, to understand criteria for evaluating speeches, and to improve listening skills. At the end of the course, students prepare and deliver a final speech which reflects individual progress throughout the semester.

JOURNALISM TODAY

Code: 253 Grade: 12
Credit: 1/2

Pre-Req: Completion of English 11 or currently enrolled in an English course. This course is designed to allow students to study the many facets of print and broadcast media. Units focus on the role of newspapers, magazines, radio, television and the Internet in the world of communications. Students are encouraged to be active participants in the school newspaper and any other media opportunities that may arise in the future (e.g., a school TV and radio station). Journalism Today is a course that allows hands-on learning opportunities, as well as a chance to tap the community for guest lecturing appearances (TV news anchors, newspaper editors, photographers, cartoonists, reporters, directors, cameramen, etc.).

AMERICAN MUSICAL THEATRECode: 218 Grade: 12
Credit: 1/2*Pre-Req: Completion of grade 11.*

This course examines the musical as an intrinsic part of the American theatre. The course examines in detail the various elements of the musical: book, lyrics, musical score, choreography, and technical effects; the terminology involved in the construction of a musical; examples of successful musicals; and a historical perspective of the development of musical theatre. This course involves writing reviews of musical productions, writing analyses of musical theatre elements, a project on a specific musical and the group creation of a scene for an original musical. Students will also be encouraged to attend musical theatre productions in the Capital District.

THEATRE ARTSCode: 216 Grade: 12
Credit: 1/2

Pre-Req: English 11. Theatre Arts is a gym class with words. The course focuses on the practical aspects of theatre, working on the voice, mind, and body connection. Students learn how to relax when speaking in front of an audience, how to articulate, and how to connect the performer to the words. Students learn the Alexander Technique, a relaxation exercise, the Linklater Voice Method, a process to strengthen and maintain the voice and short-form improvisation (such as the exercises found on "Whose Line Is It Anyway?"), as well as scene study. Students keep an observation journal and write a play review each quarter, a one-act play, and performance preparation essays. The final exam is the performance of a memorized scene, an essay in preparation for the scene and a five-minute improvisation set. Students are graded on an individual basis, so it is suitable for those who have never performed before but want practical experience in speaking and learning how to relax, as well as for those who have experience and training and wish to advance their work.

Literature-based courses are listed below:**DETECTIVE FICTION**Code: 211 Grade: 12
Credit: 1/2

Pre-Req: English 11. Learn what Crime Scene Investigation (CSI) is really like. This course will explore the development of the detective story and incorporate the genre of Detective Fiction with a look into the field of Forensic Science. Students will learn the history and basic elements of forensics and will explore its connection to literature and other media. In addition to reading fiction and non-fiction with forensic influences, students will practice various aspects of forensic science: evidence collection, fingerprint analysis, hair and fiber analysis, etc. Various language arts skills will be practiced throughout the semester; vocabulary, analytical writing, technical writing (forms and reports), and case study analysis, to name a few.

The final assessment will be based on the format of *Law & Order*. Students will have to process a crime scene, apprehend and question suspects and adjudicate the case.

SCIENCE FICTION/LITERATURE OF THE FUTURECode: 212 Grade: 12
Credit: 1/2

Pre-Req: English 11. This course includes the novels *Brave New World* by Aldous Huxley and *1984* by George Orwell from the works of futuristic literature. Discussions will address the similarities and differences between the literature of the future and science fiction genres. Areas explored are the pioneers in science fiction, the importance of scientific accuracy, the use of scientific innovations and prophecies and the process of "futuring." One unit of study consists of a student-selected work of science fiction or futuristic literature that is read and then addressed through various student and teacher-selected writing assignments. Students create original science fiction works and a futuristic autobiography.

FANTASY IN LITERATURECode: 213 Grade: 12
Credit: 1/2

Pre-Req: English 11. This course examines various works of fantasy literature. Readings may include novels, plays, myths and stories. Students will examine how these works fit the four fantasy archetypes as delineated by Northrup Frye and Joseph Campbell, and will also look for thematic connections between these fantasy worlds and their own lives. Written assignments may include both analytical and creative works. The final exam may take various forms, including oral presentations on outside reading or collections of original creative writing.

SURVEY OF MAJOR DRAMATIC COMEDIESCode: 215 Grade: 12
Credit: 1/2

Pre-Req: English 11. This course explores the use of comedy in dramatic literature, from the origins of comedy in Greek theatre through its development through the centuries, and finally to modern comedic dramas of the Theatre of the Absurd. Students will be exposed to the art of acting through the study of the Alexander Technique, the Linklater Voice method and improvisation for the performing of comedic scenes, a major requirement of the course. Students will also study modern literary criticism, most notably Psychoanalytical, Feminist, New Historical, Archetypal and Antithetical criticisms, as it applies to comedy. The major playwrights studied are Aristophanes, Shakespeare, Rostand and Stoppard.

MAJOR NOVELSCode: 220 Grade: 12
Credit: 1/2

Pre-Req: English 11. Works range from well-known and respected American, French, English and German titles of the 19th and 20th centuries to provide background in the development and growth of the novel form



Literature-based courses, continued

well as solid reading for serious students. Novelists studied include Austen, Melville, Dickens, Kafka and Camus. Supplemental readings will examine related poetry, short stories, and essay selections from various time periods and cultures. Course expectations include reading and writing for literary response and expression and critical analysis and evaluation.

ADVANCED PLACEMENT ENGLISH

Code: 226 Grade: 12
Credit: 1

Pre-Req: English 11 and recommendation of an 11th-grade English teacher. This Advanced Placement course requires the study and practice of writing. Students learn to respond to language with sensitivity and discrimination and to develop the ability to write in various forms. Writing assignments include practice in exposition, argument, critical analysis, personal narrative and fictional or poetic forms. Students are also engaged in the critical reading and analysis of literature's relationship to contemporary experience as well as to the times in which it was written. It is recommended that students have a 90 percent or better average in their previous English courses, including the Regents Examination in English and an R 670 or better verbal PSAT score to ensure successful completion of this course. The Advanced Placement Examination is required of all students taking this course. The fee charged by the College Entrance Examination Board must be paid by September 30 or the student will be placed in another English course. **There is a required summer assignment.**

POP LIT AND FILM

Code: 227 Grade: 12
Credit: 1

Pre-Req: English 11. A look at several types of popular short works of fiction, nonfiction, and film. Some of the selections will include horror, mystery, adventure, recently published stories and paperbacks, mass media and film.

The course will focus on reading and viewing for understanding and analysis through both in-class reading assignments and opportunity for independent reading choices. Follow-up writing instruction will focus on clarity, organization and development. Particular reading selections will include short stories, excerpts from novels and nonfiction works, magazine and newspaper articles, full-length best-sellers and classic and modern films.

CONTEMPORARY LITERATURE

Code: 232 Grade: 12
Credit: 1/2

Pre-Req: English 11. This course will focus on critical reading of many themes manifested in contemporary literature. Students will also read excerpts from contemporary best sellers. Reading selections for this course are drawn from novels, memoirs, short stories, essays, plays and poems. Writing assignments will include synthesis and analysis of contemporary themes. Course expectations include essays, oral presentations, creative projects and a critical evaluation of a contemporary self-selected novel.

SURVEY OF SHAKESPEARE

Code: 242 Grade: 12
Credit: 1/2

Pre-Req: English 11. This class approaches Shakespeare not as a writer who worked on literature but as a playwright who created plays. Students play with the practical application of the world's greatest playwright, focusing on words, rhythm, verse, intentions and the real-world version/visions of Shakespeare's plays. The analysis of a live Shakespeare play is an integral component of this course. This elective explores several themes and characters in four Shakespearean plays—one each from The Comedies, The Tragedies, The Histories and The Romances. Students will read and perform each play. Background information will be discussed as well as modern literary, critical approaches so that students can form their own approaches and criticisms of the

plays. Students will write an essay on a character from one of the plays studied and perform a scene with partners for the final exam.

SPORTS LITERATURE

Code: 209 Grade: 12
Credit: 1/2

Pre-Req: English 11. Students will explore the world of sports through literature and multimedia, both fiction and nonfiction. Through reading and writing, students will gain an appreciation for the role of sports literature in the broader world of literature. The economics, history and science of sports will be studied. There will be a particular emphasis placed on the role of sports in society, as well as athletes and events that transcend the world of sports. Readings will include *In These Girls*, *Hope Is a Muscle*, *Jackie Robinson and the Integration of Baseball*, *The Greatest Player Who Never Lived* and *Little League Confidential*, as well as various short stories and excerpts. Students will also view and discuss "Hoop Dreams," "When We Were Kings" and "The Legend of Bagger Vance," as well as documentaries on the tragedy in Munich and "The Miracle on Ice." Students will be expected to write analytical and creative essays, as well as complete small group projects and participate in daily class discussions. The course will finish with a presentation and research project that will be a major grade in the second marking period of the class.

POETRY TODAY

Code: 4505 Grade: 12
Credit: 1/2

Pre-Req: English 11. This course will expose students to a variety of poetry genres, forms, themes and styles. Students will write critical analyses, research poets, explore poetic forms and techniques and generate original works. By taking this course, students will become more confident readers, writers and analysts of poetry. As a final assessment, students will generate a portfolio of analyses and original work.

HEALTH & PHYSICAL EDUCATION



Note: Physical education grades are included in quarterly and year-end academic averages.

PHYSICAL EDUCATION 9

Code: 633-635 Grade: 9
Credit: 1/2

The grade 9 curriculum focuses on the principles of health fitness, educational karate, aquatics and track & field.

PHYSICAL EDUCATION 10

Code: 634-636 Grade: 10
Credit: 1/2

The first semester is focused on team sport. This course is taught in a sport education model with emphasis on principles of sport and coaching. The second semester is Project Adventure. The program focuses on problem solving, teamwork, trust communication, cooperation and personal goal setting.

PHYSICAL EDUCATION 11-12

Code: 622-626 Grade: 11-12
Credit: 1/2

The courses in Physical Education 11-12 will focus on the development of skills, knowledge and positive attitudes in individual lifetime activities, outdoor pursuits and wellness. Students will have an opportunity to select from the following units: Tennis, Golf, Aerobic Dance, Archery, Ballroom Swing Dance, Badminton, Bowling, Yoga, Project Adventure II & III, Outdoor Adventure, Weight & Fitness and Outdoor Winter Sports.

ADAPTIVE PHYSICAL EDUCATION

Code: 624 Grade: 9-12
Credit: 1/2

Pre-Req: Medical exclusion from regular Physical Education. This program is developed to meet the needs of those students who for some reason cannot participate in the regular physical education program. It would include work with groups of limited size and be aimed at specific individual needs, as recommended by the adapted physical education specialist.

HEALTH EDUCATION

Code: 640 Grade: 10-12
Credit: 1/2

Required of all students sometime during high school, preferably during 11th grade. Content includes physical and mental health, sociological health problems, environmental and community health and safety. Specific units deal with communication, values clarification, consumer education, CPR, parenting education, nutrition, human relations and our relation to the environment in terms of maintaining health.

NOTE: The New York State Education Department Commissioner's Regulations Part 135.3 (c) (2) (i) states that "no pupil shall be required to receive instruction concerning the methods of prevention of A.I.D.S. if the parent or legal guardian of such pupil has filed a letter with the principal of the school which the student attends stating that the pupil will receive such instruction at home."



INTERDISCIPLINARY STUDIES

EXCEL Program

Grade: 9-12

Pre-Req: Counselor-teacher recommendation.

EXCEL Interdisciplinary Team:

EXCEL English 9	236
EXCEL English 10	237
EXCEL Math 9	547
EXCEL Math 10	548
EXCEL Science 9	714
EXCEL Science 10	715
EXCEL Global 9	821
EXCEL Global 10	822

The EXCEL Program seeks to provide a team-teaching approach at the High School in the four major subject areas of English, social studies, science and mathematics. Such an approach will allow team members, through common planning and monitoring of student progress, to develop lessons and student activities that will nurture students' development.

The work of this primary team would be enhanced by the integration of support service personnel from the Reading Lab, the Math Lab, the Basic Skills Program and, when appropriate, the school social worker. The EXCEL Team also encourages, to the degree possible, active parental involvement.

The Core Academic Program and Curriculum will address the specific testing requirements and diploma requirements needed for graduation and for fulfillment of the mandates imposed by the Regents Action Plan.

The EXCEL Program is designed to meet the needs of 9th-grade and 10th-grade students in the following categories:

- Those who will benefit from smaller classes.
- Those who will benefit from an emphasis on skill development.

EXCEL ENGLISH 9

Code: 236 Grade: 9
Credit: 1

Pre-Req: English 8. Students must also enroll in corresponding EXCEL Global History 9. The literature in EXCEL 9 is a mixture of young adult titles and classic literary titles. Students respond to the literature using a variety of writing tasks and reading approaches. Assignments are adjusted to student learning styles. Literary titles include *The Outsiders, This Boy's Life, The Odyssey, Romeo and Juliet* and *The Giver*. Short stories are centered on adolescent themes. Areas of instruction include oral presentations, the research paper, vocabulary development and grammar. This course meets the requirements of the ELA standards and includes instructional opportunities required by the English Regents examination.

EXCEL ENGLISH 10

Code: 237 Grade: 10
Credit: 1

Pre-Req: English 9. Students must also enroll in corresponding EXCEL Global History 10. EXCEL 10 continues the student-centered philosophy of EXCEL 9. The literature is a mixture of young adult titles and classic literary titles. Students respond to the literature using a variety of writing tasks and reading approaches. Assignments are adjusted to student learning styles. Literary titles include *Of Mice and Men, To Kill A Mockingbird, The Catcher in the Rye, MacBeth* and *One Flew Over the Cuckoo's Nest*. Short stories include a horror unit. Areas of instruction are a continuation and progression of instructional areas begun in Grade 9 EXCEL. This course meets the requirements of the ELA standards and includes instructional opportunities required by the English Regents examination.

EXCEL MATH 9

Code: 547 Grade: 9
Credit: 1

This course follows the curriculum for Algebra 9-3 (**see Mathematics Department**) but is adapted to the EXCEL team approach.

EXCEL MATH 10

Code: 548 Grade: 10
Credit: 1

This course follows the curriculum for Algebra 10-3 (**see Mathematics Department**) but is adapted to the EXCEL team approach.

EXCEL SCIENCE 9

Code 744 Grade: 9
Credit: 1

EXCEL Science 9 is the first year of a two-year academic program on the Living Environment, culminating in the Regents Living Environment state assessment, which students will take at the end of 10th grade. Successful completion of this state assessment is required for high school graduation. The Living Environment course will engage students in scientific inquiry, scientific communication and interdisciplinary problem solving. They will also learn the fundamental concepts and principles of modern biology, including material on cell biology, biochemistry, human biology, homeostasis and ecology.

EXCEL SCIENCE 10

Code: 769 Grade: 10
Credit: 1

Pre-Req: EXCEL Science 9. EXCEL Science 10 completes the two-year academic program on the Living Environment, culminating in the Regents Living Environment state assessment which students are required to pass in order to graduate from high school. Class is scheduled for six periods per week with the sixth period providing for laboratory experience. Students are required to complete at least 1200 minutes of laboratory work and to submit acceptable written reports on



EXCEL Program, continued

laboratory problems in order to be eligible to take the State Regents Exam. The topics addressed by this course will be reproduction and development, genetics and evolution.

PRACTICAL EARTH SCIENCE

Code: 743 Grade: 11-12
Credit: 1

Pre-Req: EXCEL Science 10. This course is designed for students who have completed the two year EXCEL science program on the Living Environment and are in need of their third science credit to graduate. **Any student who has taken and passed Regents Earth Science may NOT take this course for credit.**

This course provides students in the EXCEL science program with the opportunity to achieve the State's physical science commencement standards and the science graduation requirement. This course will focus on the Earth Sciences including Astronomy, Meteorology, and Geology.

EXCEL GLOBAL HISTORY 9

Code: 821 Grade: 9
Credit: 1

Pre-Req: Students must also enroll in corresponding EXCEL English. Global History 9 is the first year of a two-year program, which culminates in a Regents exam at the end of the second year. The exam is a graduation requirement for all students. Starting with a review of the skills of historical analysis the course examines the history of the world from 4000 BC to the present day. The program is structured around the New York State Learning Standards for Social Studies and is designed to integrate the central themes identified by the National Council for the Social Studies.

EXCEL GLOBAL HISTORY 10

Code: 822 Grade: 10
Credit: 1

Pre-Req: Social Studies 9. Students must also enroll in corresponding EXCEL English. This course is the final segment of a two-year global history curriculum. The course will culminate in a Regents exam. The exam is a graduation requirement for all students. Beyond the continuous development of social studies skills and historical analysis, the course will examine the history of the world from the late 18th century to the present day. The program is structured around the New York State Learning Standards for Social Studies and is designed to integrate the central themes identified by the National Council for the Social Studies.



LAB SCHOOL

Code: 890 Grade: 9-12

The Lab School is a special program that represents the concept of “a school within a school.” It is an innovative program open to all students in grades 9-12 who would like to experience high school a little differently. Lab School students come from all ability levels and participate in a Regents-level curriculum that includes teamwork, interdisciplinary instruction and the concept of the school as a community. The Lab School program stresses project work, presentations and writing skills. Our student population is similar to the traditional high school, and the majority of our students attend four-year colleges just like the traditional high school population.

The Lab School is a mastery-level program where 80 percent is the passing grade and our students can remediate some work. Teachers work with students over multiple years, and students and teachers develop close relationships. Seniors in the program complete a senior internship, working out in the community in an area of particular interest to them. Lab School students spend most of their day in academic classes with other Lab School students. However, physical education and lunch periods are shared with the traditional school. All music organizations are available to Lab School students, as are all other extracurricular activities in the High School. The most important concept in the Lab School is making a large school seem small. The Lab School is a team where teachers, students and parents are actively involved in the educational process together. More information is available from the Counseling Center and from any Lab School teacher.

An overarching philosophy

By focusing intensely on fewer subjects, students and teachers together are able to shift the emphasis of learning from the memorization of information to the development of skills in problem solving, communication, teamwork and content mastery.

Lab School Science Division I and II, math and related technologies

The Lab School offers an integrated curriculum in the sciences that meets the new state regulations and Regents requirements. In Division I (9th and 10th grade) the science focus is on biology with integrated curriculum from both earth science and chemistry.

At the end of year two the Biology Regents is given. In Division II (11th and 12th grade) the focus is on the physical world with integrated curriculum from chemistry and physics. The Physics and Chemistry Regents exams are optional.

The Lab School offers five levels of math from Algebra 9-1 through Pre-Calculus. All students take four years of math in the program.

Level I – Algebra 9-1
[See description, page 31]

Level II – Geometry
[See description, page 31]

Level III – Trigonometry
[See description, page 31]

Level IV – Pre-Calculus
[See description, page 32]

Level V – Introduction to Calculus
[See description, page 32]

Humanities

The Lab School offers a program that integrates both English and social studies. Division I is the Global 9-10 focus with the Regents exam given. Division II is American studies with the Regents Exam given at the end of year 11.

Global 9/10
[See description, page 43]

U.S. History & Gov’t
[See description, page 43]

Economics
[See description, page 44]

Participation in Government
[See description, page 43]

In senior English, during semester one, students learn the components/aesthetics of one act plays and films and study 20th-century literature, poems and short stories. Students also read and write reviews of current literature and theatre. During this semester the social studies focus is on economics. Second semester is an integrated curriculum with English and social studies focusing on the 20th century. Students read in-depth pieces of literature, study recent events in history and discuss contemporary issues. Students will create a one act play and or film, keep journals and write regularly.

English 9
[See description, page 21]

English 10
[See description, page 21]

English 11
[See description, page 21]

English 12

World Languages/World Cultures

The Lab School offers both French and Spanish with students learning by “doing” as students are taught through real world experiences such as language broadcasts, media, magazines, literature and dialogue. Three years of language is a requirement in the program.

French 2
[See description, page 40]

French 3
[See description, page 40]

French 4
[See description at end of this section]

Spanish 2
[See description, page 41]

Spanish 3
[See description, page 41]

Spanish 4
[See description, page 42]

Research Class

This required class in the Lab School teaches students how to do an extensive research paper and thorough oral presentation. Each semester all Lab School students complete a research project on a topic of their choice and spend the entire semester working on it. At the end of the semester a major presentation is given to a panel of examiners. The focus of this class is to develop these skills for all students.

Current Events class

All students in the Lab School participate in this discussion-based seminar class that deals with current issues and events in the world. Topics are student driven and include all academic disciplines. The class involves reading, researching, presentations and debates. This class is multi-aged, with students in grades 9 through 12 involved.

Electives

All high school music ensembles are open to Lab School students, as is a selection of elective courses such as art, technology, psychology, marketing and others that change from year to year.

The Senior Internship

During the senior year, all Lab School students take part in a major in-

ternship experience that puts them squarely in the midst of the adult working world. Students find this to be a rewarding and maturing experience.

Team building

Through the annual fall and spring conferences, Lab School students and teachers build a strong sense of community through team building exercises and outdoor challenge activities. The rapport built through these activities carries strong academic pay-off throughout the year. In addition, students and teachers take part in a weekly "community meeting" where students learn first-hand the skills necessary for democracy.

Connections with the High School

Lab School students maintain close ties to the rest of the High School through sports, after-school clubs, lunch periods, homeroom and shared physical education classes.

Challenging each student

The Lab School is committed to providing an intellectual and personal challenge for each student. Because of its small size, the Lab School, working together with a family, is often able to tailor programs to meet the needs and styles of the individual student.

College admissions

Lab School students have been Accepted to and are attending more than 70 different colleges including four-year private and public institutions. Lab School students are attending the same universities as students who attend the traditional High School. Lab School students have earned an average of \$2 million in scholarship offers each year.

FRENCH 4

Code: 308 Grade: 10-12
Credit: 1

Pre-Req: French 3B. French 4 is designed as the concluding course in the three-year sequence that prepares students for the Regents Examination in French. A comprehensive review of French vocabulary and structures will be combined with targeted skill development. Students will refine their skills in speaking, listening, reading and writing in French to prepare for the Regents Exam. Authentic materials from French-speaking cultures are integrated into instruction in order to further students' knowledge and understanding of French language and cultures.



MATHEMATICS

Due to new requirements from the State Education Department, the 2010-2011 year will complete the phase-in of a new course lineup as the old lineup is phased out. The three new high school mathematics courses (Integrated Algebra, Geometry, Algebra & Trigonometry) are built around five process strands: Problem Solving, Reasoning and Proof, Communication, Connections, and Representation as well as five content strands: Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability. Within these courses, students will be expected to make connections between the verbal, numerical, algebraic, and geometric representations of problem situations. These courses will require students to apply and adapt a selection of strategies and algorithms to solve a variety of problems. It is expected that these strategies and algorithms will be implemented using both traditional and technological tools. Each of these courses is monitored by a Regents exam, the first of which is a requirement for graduation for all students. Students must also still complete a minimum of three units of math credit. This year marks the implementation of the last of the new Regents courses. Our courses continue to provide options for fulfilling each of the state requirements in a variety of ways, according to student ability and interest.

REGENTS SEQUENCE: Integrated Algebra is the first mathematics course in the high school. The focal point of this course is the algebra content strand. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Problem situations may result in all types of linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions. Coordinate geometry will be integrated into the investigation of these functions allowing students to make connections between their analytical and geometrical representations. Problem situations resulting in systems of equations will also be presented. Measurement within a problem-solving context will include calculating rates using appropriate units and converting within measurement systems. Data analysis including measures of central tendency and visual representations of data will be studied. An understanding of correlation and causation will be developed and reasonable lines of best fit will be used to make predictions. Students will solve problem situations requiring right triangle trigonometry. Elementary probability theory will be used to determine the probability of events including independent, dependent and mutually exclusive events.

Geometry is intended to be the second course in mathematics for high school students. It offers students the opportunity to act as mathematicians and within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their

hypothesis. This course is meant to employ an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. A major emphasis of this course is to allow students to investigate geometric situations and the properties of triangles, quadrilaterals, and circles will receive particular attention. Students will use the traditional tools of compass and straightedge as well as dynamic geometry software that models these tools more efficiently and accurately, to assist in these investigations. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences.

Algebra 2 and Trigonometry is the capstone course of the three units of credit required for a Regents diploma. This course is a continuation and extension of the two courses that preceded it. While developing the algebraic techniques that will be required of those students that continue their study of mathematics, this course is also intended to continue developing alternative solution strategies and algorithms. For example, technology can provide to many students the means to address a problem situation to which they might not otherwise have access. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problem situations involving direct and indirect variation will be solved. Problems resulting in systems of equations will be solved graphically and algebraically. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. Data analysis will be extended to include measures of dispersion and the analysis of regression that model functions studied throughout this course. Associated correlation coefficients will be determined, using technology tools and interpreted as a measure of strength of the relationship. Arithmetic and geometric sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. Binomial experiments will provide the basis for the study of probability theory and the normal probability distribution will be analyzed and used as an approximation for these binomial experiments. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated.



ALGEBRA 9-1

Code: 070803 Grade: 9-12

Credit: 1

Pre-Req: None. This course is designed for students of average or higher ability who have had success and are interested in math. It covers the material needed to succeed at the Regents level and prepares students for later, higher-level courses. The Integrated Algebra Regents exam is taken at the end of the course.

ALGEBRA 9-2

Code: 070804 Grade: 9-10

Credit: 1

Pre-Req: NONE. This course is designed for students with average ability who have experienced difficulty with math and/or background material, and who would benefit more from a slower-paced presentation. It is the first year of a year-and-one-half sequence, preparing students for the Integrated Algebra exam in January of their second year and for further study in Geometry and other higher-level courses.

ALGEBRA 9-3

Code: 070805 Grade: 9-10

Credit: 1

Pre-Req: None. This course is designed for students who have experienced difficulty with math. It is the first year of a two-year sequence, preparing students for the Integrated Algebra exam at the end of their second year. The course satisfies one year of the graduation requirement of three years of math.

GEOMETRY 10-1

Code: 080902 Grade: 10-11

Pre-Req: Successful Completion of Algebra 9-1 or Teacher Recommendation. This course is designed for students of average or higher ability who have had success and are interested in math. It covers the material needed to succeed at the Regents level and prepares students for later, higher-level courses. The Geometry Regents exam is taken at the end of the course.

GEOMETRY 10-1Y

Code: 080903 Grade: 9-10

Credit: 1

Pre-Req: Successful Completion of Algebra 9-1 and Teacher Recommendation

tion or Eighth Grade Accelerated Math.

This course is designed for students with high math ability and interest who would benefit more from an accelerated program: those students who are in the upper twenty percent of their class in math ability and achievement and who have a desire to do work more commensurate with their abilities. In addition to the material covered in Geometry 10-1, the work in many units will be developed in greater depth and explored at a higher level of difficulty. Assessments will reflect this challenge level. Students will take the required Geometry Regents exam at the end of the course.

ALGEBRA/GEOMETRY 10-2

Code: 080904 Grade: 10-11

Credit: 1

Pre-Req: Successful Completion of Algebra 9-2. This course is designed for students with average ability who have experienced difficulty with math. It completes the material needed to prepare for Algebra with the required Regents exam taken at midyear. During the second semester, the Geometry curriculum is begun. In addition, a second high school math credit is earned.

ALGEBRA 10-3

Code: 080905 Grade: 10-11

Credit: 1

Pre-Req: Successful Completion of Algebra 9-3. This course is designed for students who have experienced difficulty with math. It finishes the Algebra material begun in Algebra 9-3, provides a second year of math credit and prepares students to take the required Integrated Algebra Regents exam as their final test.

ALGEBRA 2 & TRIG. 11-1

Code: 091008 Grade: 11-12

Credit: 1

Pre-Req: Successful Completion of Geometry 10-1 or Teacher Recommendation. This course is designed for students of average or higher ability who have had success and are interested in math. It covers the material needed to succeed at the Regents level and prepares students for later, higher-level courses. The Algebra 2 & Trigonometry Regents exam is taken at the end of the course.

ALGEBRA 2 & TRIG. 11-1Y

Code: 091009 Grade: 9-11

Credit: 1

Pre-Req: Successful Completion of Geometry 10-1 and Teacher Recommendation or Eighth Grade Accelerated Math (8Y) or Geometry 10-1Y. This course is designed for students with high math ability and interest who would benefit more from an accelerated program: those students who are in the upper twenty percent of their class in math ability and achievement and who have a desire to do work more commensurate with their abilities. In addition to the material covered in Algebra 2 & Trigonometry 11-1, the work in many units will be developed in greater depth and explored at a higher level of difficulty. Assessments will reflect this challenge level. Students will take the required Algebra 2 & Trigonometry Regents exam at the end of the course.

ALGEBRA 2 & TRIG. 11-2

Code: 101106 Grade: 11-12

Credit: 1

Pre-Req: Successful Completion of Algebra/Geometry 10-2 and Integrated Algebra Regents Exam, Geometry 10-1. This course is designed for students with average ability who would benefit from a slower-paced presentation. It is the first year of a two-year sequence, preparing students for the Algebra 2 & Trigonometry Regents exam at the end of their second year.

GEOMETRY 11-2

Code: 091010 Grade: 10-12

Credit: 1

Pre-Req: Successful Completion of Algebra/Geometry 10-2. This course is designed for students with average ability who have experienced difficulty with math. It completes the material needed to prepare for the Geometry Regents exam begun in Algebra/Geometry 10-2. If the student passes the Geometry Regents exam, a second Regents and a third high school math credit are earned (school credit may be earned if the exam is not passed).



MATHEMATICS

GEOMETRY 11-3

Code: 091011 Grade: 11-12

Credit: 1

Pre-Req: Successful Completion of Algebra 10-3 and Integrated Algebra Regents Exam. This course is designed for students who have experienced difficulty with math but wish to continue their study of traditional mathematics. It begins the Regents Geometry material (emphasizing areas not involving proof), provides a third year of math credit and prepares students to finish the Geometry curriculum and to take the required Integrated Geometry Regents exam in their senior year (earning a second Regents credit).

REAL MATH 11-3

Code: 091012 Grade: 11-12

Credit: 1

Pre-Req: Successful Completion of Algebra 10-3 and Integrated Algebra Regents Exam. This course is designed for students who have experienced difficulty with math and do not wish to continue their study of traditional mathematics. It does not lead to a second Regents credit, but shows how the previously studied Algebra topics apply to the real world and student's future lives. It provides a third year of math credit.

ALGEBRA 2

Code: 508 Grade: 11-12

Credit: 1

Pre-Req: Math 11-3 and Math A Regents Exam OR Algebra/Geometry 10-2 OR Algebra 10-3 and Integrated Algebra Regents Exam. This course emphasizes intensive review of elementary algebra and its extension covering variations, exponents, logarithms, quadratic equations, functions and their graphs, and systems of equations. It will also include selected topics from probability and statistics and provides a third year of math credit.

ALGEBRA 2 & TRIG. 12-2

Code: 101107 Grade: 11-12

Credit: 1

Pre-Req: Algebra 2 & Trig. 11-2 or Algebra 2 and Teacher Recommendation
This course is designed for students

with average ability who would benefit from a slower-paced presentation. It is the second year of a two-year sequence, preparing students for Algebra 2 & Trig. The Algebra 2 & Trig. Regents Exam is given as the final exam.

MATH 12-3

Code: 542 Grade: 12

Credit: 1

Pre-Req: Successful Completion of Real Math 11-3 and Integrated Algebra Regents Exam. This course is designed for students who have experienced difficulty with math. It begins the Math B curriculum and allows students to earn a fourth math credit.

PRE-CALCULUS

Code: 514 Grade: 10-12

Credit: 1

Pre-Req: Algebra 2 & Trig. 11-1 or Algebra 2 & Trig. 11-1Y and Algebra 2 and Trig. Regents Exam. This course is a continuation of our accelerated math program in which the pre-calculus material is completed and calculus is actually begun. Topics include the real number system, the coordinate plane, functions and graphing techniques, circular functions, vectors, space, polynomial functions, transcendental functions, polar coordinates, sequences and series, limits of functions, rates of change, and integrals.

PRE-CALCULUS Y

Code: 597 Grade: 10-11

Credit: 1

Pre-Req: Algebra 2 & Trig 11-1Y and Algebra 2 & Trig. Regents Exam. This course is for students who wish to prepare for AP Calculus BC and the Calculus 3/Linear Algebra sequence. It will cover all topics in Pre-Calculus at a more rapid pace and then beginning AP Calculus topics, allowing full coverage of AP Calculus BC topics the following year. Students who have not completed Math 10-1Y and 11-1Y will not have sufficient preparation to enter this class.

PRE-CALCULUS A

Code: 515 Grade: 12

Credit: 1/2

Pre-Req: Algebra 2 & Trig. 11-1. This course offers a study of the structure of

mathematical systems by an examination of matrix and group theory and an introduction to analytic geometry from a vector approach, including vector properties and operations, conic sections and transformations.

PRE-CALCULUS B

Code: 516 Grade: 12

Credit: 1/2

Pre-Req: Algebra 2 & Trig 11-1. This course offers a study of higher degree equations, math induction, polar coordinates, limits of sequences and series, differentiation processes for algebraic functions and applications of the derivative in curve-sketching and in problem solving.

CALCULUS (NON-AP)

Code: 540 Grade: 12

Credit: 1

Pre-Req: Successful Completion of Pre-Calculus. This course is designed to be an introductory class in Calculus for students who do not want advanced-placement credit, or who may have experienced some difficulty with Pre-Calculus, but who wish to begin studying the subject in high school. It will allow students to develop an initial understanding of Calculus concepts, facility with fundamental techniques, and apply these techniques to solving problems.

ADVANCED PLACEMENT

CALCULUS AB

Code: 517 Grade: 11-12

Credit: 1

Pre-Req: Pre-Calculus. This is the first advanced placement course in mathematics. Topics include differential calculus of algebraic functions, integral calculus of algebraic functions, geometric and physical applications of integration and the calculus of elementary transcendental functions. Success in the course requires advanced mathematics skills. The Advanced Placement Examination is required of all students taking this course. It is recommended that the student have a PSAT math score of 55 and 85 or better in the Pre-Calculus course.



ADVANCED PLACEMENT CALCULUS BC

Code: 530 Grade: 11-12
Credit: 1

Pre-Req: Pre-Calculus Y. This is the second advanced placement course in mathematics. Topics include differentiation, applications of the derivatives, the definite integral, transcendental functions, techniques of integration, applications of the definite integral, geometry in the plane, sequences and series and elementary differential equations. Success in the course requires advanced mathematics skills and extra preparation. Students will not be admitted without Pre-Calc. Y credit. The Advanced Placement Examination is required of all students taking this course.

AP STATISTICS

Code: 537 Grade: 11-12
Credit: 1

Pre-Req: Math 11-1. This is the third advanced placement course in math. Students will be exposed to four broad conceptual themes (1) Exploring Data: observing patterns and departures from patterns, (2) Planning a Study:

Deciding what and how to measure (3) Anticipating Patterns: Producing models using probability and simulation, (4) Statistical Inference: Confirming models. It is designed to be taken either as an alternate to AP Calculus or in addition to it. The AP Exam is required of all students taking this course.

STATISTICS OF SPORTS

Code: 070806 Grade: 11-12
Credit: 1

Pre-Req: Math 11-1. This is a course designed to provide an elective for students interested in statistics and their use in sports. Students will study the same concepts and curriculum as in AP Statistics, but all data sets here will be sports-related and practical applications in the sports world will be emphasized. Students will learn how to categorize and analyze data empirically and to answer complex questions by using statistical measures.

CALCULUS 3

Code: 518 Grade: 11-12
Credit: 1

Pre-Req: A.P. Calculus BC. This course is designed for students who

have completed Advanced Placement Calculus prior to their senior year. Topics include vectors, motion and curvature, spatial geometry, functions of several variables, multiple integrals and vector fields. Advanced Placement and/or academic credit is granted in accordance with the policy established by each institution of higher learning.

LINEAR ALGEBRA

Code: 519 Grade: 11-12
Credit: 1/2

Pre-Req: Calculus 3. This course is designed for students who have completed Calculus III prior to their senior year. Topics include: linear equations and matrices, determinants, vectors and vector spaces, linear transformation and matrices and eigenvalues and eigenvectors. Advanced Placement and/or academic credit is granted in accordance with the policy established by each institution of higher learning.

EXCEL MATH 9

Code: 547

See Interdisciplinary Studies, Page 26.

EXCEL MATH 10

Code: 548

See Interdisciplinary Studies, Page 26.



MUSIC

WIND ENSEMBLE

Code: 600 Grade: 10-12
Credit: 1

Pre-Req: Audition required. This organization is composed of students who are musically proficient and capable of performing at NYSSMA Level V-VI as a soloist. Every effort is made to maintain a smaller, well-balanced instrumental ensemble, which will perform exemplary literature from the repertoire for Wind Ensemble and Symphonic Band. All Wind Ensemble students are required to participate in the weekly instrumental class lessons to continue the basic instruction to develop instrumental proficiency.

SYMPHONIC BAND

Code: 614 Grade: 9-12
Credit: 1

Pre-Req: Audition required. This organization is composed of students who are musically proficient and capable of performing at NYSSMA Level IV-V as a soloist. Every effort is made to maintain a well-balanced instrumental ensemble, which will perform exemplary literature from the repertoire for Symphonic Band. All Symphonic Band students are required to participate in the weekly instrumental class lessons to continue the basic instruction to develop instrumental proficiency.

CONCERT BAND

Code: 613 Grades: 9-12
Credit: 1

Pre-Req: Previous band experience. The Concert Band is designed to provide a musical experience for students interested in developing their technical proficiency on individual instruments and to gain a broader appreciation of music. All Concert Band students are required to participate in the weekly instrumental class lesson program devoted to the development of individual musicianship through progressive studies and exercises. Students are expected to be able to perform at a NYSSMA Level III as a soloist and maintain this standard while in this program.

HIGH SCHOOL SYMPHONY ORCHESTRA

Code: 602 Grade 9-12
Credit: 1

Pre-Req: Audition required. The Symphony Orchestra is designed to provide a complete orchestral experience to students who are musically proficient and capable of performing at NYSSMA Level V-VI as a soloist. The Symphony Orchestra will perform exemplary samples of literature from the repertoire for the symphony orchestra with an emphasis on reinforcing and strengthening individual musicianship. Each student is required to participate in the weekly string instrumental class lesson program for instruction so as to continue individual proficiency.

HIGH SCHOOL CONCERT ORCHESTRA

Code: 617 Grades: 9-12
Credit: 1

Pre-Req: Previous orchestral experience. The Concert Orchestra is designed to provide a musical experience for students interested in developing their technical proficiency on string instruments and to gain a broader appreciation of music. All concert orchestra students are required to participate in the weekly string instrumental class program devoted to the development of individual musicianship through progressive studies and exercises. Students are expected to be able to perform at a NYSSMA Level III as a soloist and maintain this standard while in this program.

CHORISTERS

Code: 603 Grade: 9-12
Credit: 1

Open enrollment. This musical ensemble offers a comprehensive musical experience for students interested in being part of a choral ensemble. They sing music from a variety of styles. Practical experience in music reading and voice production and choral theory are provided to the student. Public performances are stressed and required from all members.

CHORALIERS

Code: 604 Grade: 10-12
Credit: 1

Pre-Req: Audition required. This organization is a select choir composed of students who are musically proficient and capable of performing a wide variety of choral literature, representative of styles from the Renaissance to the present. This music includes folk, classical and madrigal styles. Public performances are stressed and required from all members.

APPLIED MUSIC

Code: 605 Grade: 9-12
Credit: 1/2

Pre-Req: Completed one (1) year of private study. The Bethlehem Central School District offers an independent study option for students pursuing instrumental/vocal music with a qualified, private music instructor. Through a plan approved and governed by the Commissioner's Regulations 103.B, applied music credit will be awarded upon successful completion of all program requirements. The student is responsible for arranging lessons with a private instructor, submitting practice records and quarterly evaluations by the stated deadlines and participating in a final performance examination for the high school music staff or a NYSSMA or NYSMTA adjudication. **Applied Music credit may not be utilized to attain a music major or fine arts sequence. All applicants must register in the district music supervisor's office during the first month of school. This course cannot be used to satisfy the high school art and music requirement.**

MUSIC IN OUR LIVES

Code: 608 Grades: 9-12
Credit: 1

Pre-Req: Open Enrollment. Music In Our Lives is a full-year general music course developed by the New York State Education Department to allow students not participating in a credit-bearing ensemble to meet the Commissioner's Regulations graduation requirement of one year of high school music or art. Its purpose is derived especially from the Statement of Regents Goals that "[e]ach student will acquire the knowledge, understanding and appreciation of the artistic, cultural and intellectual accomplishments of civilization and develop the skills to express personal artistic talents." Students will develop music-listening skills, create and perform music, communicate an informed response to music, develop an appreciation of music as life-long

activity and enrichment, discover and develop their musical potential and acquire the knowledge and skills requisite for continued musical study. Assessment will include traditional tests and quizzes, performance critique and portfolio evaluation.

MUSIC THEORY

Code: 612 Grade: 9-12
Credit: 1

Pre-Req: Music reading skills required. Through listening, reading, performing and writing music, the student will develop deeper understanding and skill in the technical elements of music. The elements studied are pitch, rhythm, the keyboard, harmony, texture, color and form. Emphasis will also include writing melodies and harmonization. The "Sound & Symbol" in music content will range from triadic progression to the more complex contemporary harmonies.

ADVANCED PLACEMENT MUSIC THEORY

Code: 618 Grade: 10-12
Credit: 1

Pre-Req: Music Theory. An advanced level music theory program that expands on information and conceptual understandings from Music Theory I. Emphasis will be placed on the skills of composition, performance and listening. In-depth activities in the principles of harmony, rhythm, form and the analysis of the techniques of musical composition from representative musical periods will be discussed. The end of the year will culminate in projects involving the use of the Virtual Arts Center. The Advanced Placement Examination is required of all students taking this course.



SCIENCE

If a student believes that she or he may be qualified for a specific course without having completed its prerequisites, the student is welcome to discuss the matter with the district's science supervisor.

The science department offers many different high school science courses and sequences to provide for a variety of student needs, aspirations and interests and to ensure that all students achieve national and state science education standards. Since these courses and sequences have been carefully developed, it is important for students to achieve the prerequisites described below for each course prior to registering for that course.

EXCEL SCIENCE 9

Code: 744 Credit: 1

See **Interdisciplinary Studies [p. 26]**.

EXCEL SCIENCE 10

Code: 769 Credit: 1

See **Interdisciplinary Studies [p. 26]**.

PRACTICAL EARTH SCIENCE

Code: 743 Credit: 1

See **Interdisciplinary Studies [p. 27]**.

EARTH SCIENCE

Code: 761 Grade: 9-12
Credit: 1

Pre-Req: Grade 8 Science. This course is designed for ninth-grade students except those taking EXCEL Science 9. Application of concepts is a major part of this course. Topics covered include: Measuring/Mapping the Earth, Weathering/Erosion/Deposition, Rocks and Minerals, The Dynamic Crust, Astronomy, Energy and the Earth, Insolation and the Seasons, Meteorology, Water/Climate, Geologic History and Landscape Evolution. Students are required to successfully complete the laboratory activities of the course and must submit acceptable written reports. Class is scheduled for six periods per week with the sixth period providing a double period for laboratory experiences. Preparation for the State Regents Examination is stressed and successful completion of the laboratory program is necessary for a student to be eligible to take the Regents Examination. It is strongly recommended that the student have

already completed or be currently enrolled in Algebra 9-1 or Algebra 9-2.

ENRICHED EARTH SCIENCE

Code 060703 Grade: 9-12
Credit: 1

Pre-Req: Grade 8 Science. The topics of this course will be the same as the regular Earth Science course but they will be explored in greater depth and at a faster pace. More quantitative treatment of concepts and principles will also be provided. Students may be required to complete long-term, independent research and/or projects. Class is scheduled for six periods per week so that students can complete the laboratory requirements necessary to take the State Regents Examination. This course is designed for students who have shown exceptional interest and achievement in middle school science.

BIOLOGY: LIVING ENVIRONMENT

Code: 771 Grade: 9-12
Credit: 1

Regents Biology is designed for students who anticipate being involved in post-secondary education. The course emphasizes a number of themes, including cell study and biochemistry, energy, anatomy and physiology of selected organisms, reproduction and development, genetics, evolution, diversity and ecology. Class is scheduled for six periods per week with the sixth period providing for laboratory experience. Students are required to complete at least 1200 minutes of laboratory work and to submit acceptable written reports on laboratory problems in order to be eligible to take the State Regents Exam. A variety of methods may be employed to enhance the learning of concepts.

ENRICHED BIOLOGY

Code 060704 Grade: 10-12
Credit: 1

This course will include and expand upon the topics taught in the Regents Biology: Living Environment course. Course content will also be taught

in greater depth and sophistication and at a faster pace to help prepare students for the optional SAT II subject test in Biology. Students will use scientific methods and primary and secondary literature to complete quarter projects and class assignments. The course is designed for students who have shown exceptional interest and achievement in middle school science or Regents Earth Science. Class is scheduled for six periods per week so that students can complete the laboratory requirements necessary to take the State Regents Examination.

GENERAL CHEMISTRY

Code: 702 Grade: 11-12
Credit: 1

Pre-Req: Earth Science and Regents Biology. General Chemistry is designed for students who are interested in using chemical concepts and principles, methods, and attitudes to explore and assess applications of chemistry to real and meaningful problems and issues. The content in the course has been developed to encourage the investigation of chemically related problems and issues, the development of inquiry and laboratory skills, and an appreciation of the pervasive and important role that chemistry plays in everyday life.

REGENTS CHEMISTRY

Code: 763 Grade: 10-12
Credit: 1

Pre-Req: Regents Earth Science or Regents Biology. Regents Chemistry is designed for students who desire a strong, formal introduction to chemical principles and methods. Areas of study include Matter and Energy, Atomic Structure, Bonding, Periodic Table, Mathematics of Chemistry, Kinetics and Equilibrium, Acids and Bases, Redox and Electrochemistry and Organic Chemistry. Students are required to complete at least 1200 minutes of laboratory work and to submit acceptable written reports on laboratory problems. Class is scheduled for six periods per week with the

sixth period providing for laboratory experience. Emphasis is placed on the preparation for the NYS Regents exam, and successful completion of the laboratory program is necessary in order for a student to be eligible to take the Regents exam. It is strongly recommended that the student be in or have completed Math 11-1 and have an average of 75+ in Algebra 9-1, Math 10-1 and Regents Earth Science.

ENRICHED CHEMISTRY

Code: 765 Grade: 10-12
Credit: 1

Pre-Req: Regents Earth Science or Regents Biology, and Math 11-1Y.

Enriched Chemistry is designed for students with a proven ability and an interest in science. The topics and processes are presented in a quantitative manner consistent with preparation for the SAT II Achievement Examination in Chemistry. Students are required to complete at least 1200 minutes of laboratory work and to submit acceptable written reports on laboratory problems. Class is scheduled for six periods per week with the sixth period for laboratory experience. Successful completion of the laboratory requirement will allow those students who wish to obtain Regents credit for the course to sit for the NYS Regents exam in Chemistry. A “**school-level**” mid-year and final examination reflecting the scope and level of the curriculum will be administered, each contributing 1/6 of the final course average. It is strongly recommended that the student have completed Math 11-1Y, and be currently enrolled in Pre-Calculus. An average of 90+ in all previous math and science classes is also recommended.

GENERAL PHYSICS

Code: 713 Grade: 11-12
Credit: 1

Pre-Req: Algebra and Geometry.

General Physics is a practical physics course, and students should have passed the Regents Algebra. The course is designed for students who hope to go into professions such as nursing, construction, automobile mechanics, agriculture, electronics,

plumbing and heating and air conditioning. The focus of the course will be on increasing students' understanding of the types of general physical principles that apply directly to these professions. These principles will include concepts related to motion, mechanics, work & energy, momentum, heat, fluids, waves, electricity, magnetism and electromagnetism. Many practical applications will be provided. Students should not take this course if in a math class above 11-2.

REGENTS PHYSICS

Code: 777 Grade: 11-12
Credit: 1

Pre-Req: Regents Earth Science and Regents Biology or Regents Chemistry.

This course presents a modern view of physics with major emphasis on the fundamental concepts underlying this basic science. Five areas are studied: mechanics, waves, electricity, magnetism and atomic and nuclear physics. The behaviors of the physical environment in these areas are explored and the basic principles are applied to a wide variety of problems and situations. Students are required to complete at least 30 hours of laboratory work and to submit written reports on laboratory problems. Class is scheduled for six periods per week with the sixth period providing for laboratory experience. Emphasis is placed on preparation for the State Regents Exam and the College Board SAT II Achievement Test. Successful completion of the laboratory program is necessary in order for a student to be eligible to take the NYS Regents Exam. It is recommended that the student have either completed or be currently enrolled in Algebra 2/Trigonometry.

AP ENVIRONMENTAL SCIENCE

Code: 070807 Grade: 11 or 12
Credit: 1

Pre-Req: At least two of the following: Regents Earth Science, Regents Biology, and a High School Chemistry Course. This course is designed to provide students with the scientific principles and methods required to understand the interrelationships

of the natural world, to help them identify, analyze, and evaluate the risks associated with environmental problems caused by nature and human beings, and to examine alternative solutions for resolving or preventing such problems. College course credit or placement may be obtained through the Advanced Placement Environmental Science Exam and this exam is required for all students taking this course. The fee charged by the College Board must be paid by October 1st or the student will be placed in another science course. Class is scheduled for six periods per week with the sixth period providing for laboratory and/or field work. Topics include Earth Systems and Resources, The Living World, Population, Land and Water Use, Energy Resources and Consumption, Pollution, and Global Change. Successful completion of AP Environmental Science cannot be used to meet the Living Environment course requirement for high school graduation. The course will contain a strong emphasis on laboratory and field work to enable students to learn about the environment through first hand observation. The full-year course is designed to be the equivalent of a one-semester, introductory college course in Environmental Science.

HUMAN ANATOMY AND PHYSIOLOGY

Code: 710 Grade: 11-12
Credit: 1/2

Pre-Req: Regents Biology. This course gives students the opportunity to learn more about the structures and functions of the human body, providing a foundation for students interested in continuing with additional studies in this field. The course may be adjusted to meet students' interest (e.g., nursing, medical sciences, general knowledge, etc.). Topics in the course include detailed studies of the anatomy and physiology of human cells, tissues and systems. Diseases/disorders (their causes/treatments) are included in the study of each system. Weekly laboratory experiences are provided, and written lab reports are required.



SCIENCE

WILDLIFE BIOLOGY

Code: 711 Grade: 11-12

Credit: 1/2

Pre-Req: Regents Biology. Wildlife Biology focuses upon topics in the fields of wildlife management and zoology. Wildlife management subjects include: basic ecology, wildlife territory and travels, wildlife diversity, the future of wildlife and the regulation of wildlife populations. In addition, more specific analysis and information will be provided regarding some key classes of vertebrates. Topics will be explored through readings, class discussions, laboratory and field investigations, audio-visual presentations and group activities. Students will be provided the opportunity to prepare short reports of wildlife-related articles of their own choosing and to develop quarter projects.

CONTEMPORARY ISSUES IN SCIENCE

Code: 080907 Grade: 12

Credit: 1/2

Pre-Req: At least two years of science. The course will focus on students' science literacy within issues that have relevant impact due to their timely coverage. Issues such as 'Global Warming,' 'Stem Cell Research,' 'Genetic Engineering,' 'Nanotechnology,' and 'Performance Enhancing Drugs,' are examples of areas that could be covered. Engaging content will be the scaffold used to provide students with an experience that investigates the validity of investigations used to verify claims within each subject matter. Students will be exposed to technical writing conventions to ascertain the validity of claims made about popular/contemporary issues in science and they will also inquire as to the uses and misuses of data. In short, the overarching goal is to have students become effective citizens by scrutinizing information presented to them through a scientific methodology that informs decision making.

NATURAL DISASTERS OF THE RESTLESS EARTH

Code: 5604 Grade: 11-12

Credit: 1/2

Pre-Req: Regents Earth Science. Natural Disasters of the Restless Earth is designed for students that have an interest in some of the most powerful and destructive natural forces on Earth. This course will focus on the causes of natural hazards, how scientists study them and how we as a society can best prepare for them. Students will analyze real time data and learn about the mechanics of earthquakes, volcanoes, flooding, landslides, tsunamis, extreme weather, and wildfires. An emphasis will be placed on the social impacts of such disasters. This will be accomplished through student review of current events and investigations of significant events such as the "Year Without a Summer," the tsunami of 2004, the Johnstown Flood of 1889 and the 1906 quake in San Francisco. Students will be provided the opportunity to research related topics of personal interest.

THE ATMOSPHERE

Code: 5603 Grade: 11-12

Credit: 1/2

Pre-Req: At least two years of science including Earth Science. This course is designed for students who have taken Earth Science and have an interest in learning more about Earth's atmosphere and its weather. The course will provide students with a broad overview of the behavior of the Earth's atmosphere, its impact on human activity, and how such activity may be contributing to changes in weather and climate. It will include daily weather mapping. At the conclusion of this class students should have a thorough understanding of what drives our daily weather and they will begin to understand and appreciate the scientific basis for weather and climate prediction.

FORENSIC SCIENCE

Code: 101104 Grade: 11-12

Credit: .5

Pre-Req: Two years of successful Science Completion. Introduction to Forensic Science including Observation Skills, Crime Scene Investigation and Evidence Collection, The Study of Hair, Fingerprints, DNA Fingerprinting, Blood and Blood Spatter, Death: Meaning, Manner, Mechanism, Cause, and Time, Casts and Impressions, and Ballistics. Students will maintain journals, write reflection papers, position papers, and also take traditional summative evaluations of content to demonstrate understanding. This will include, but not be limited to the administration of a cumulative *final examination*.

ADVANCED PLACEMENT BIOLOGY

Code: 773 Grade: 11-12

Credit: 1

Pre-Req: Regents Biology and Regents Chemistry or Enriched Chemistry. Advanced Placement Biology provides students with the opportunity to pursue an in-depth study of general biology through a laboratory-oriented approach. College course credit or placement may be obtained through the Advanced Placement Biology Exam. A great deal of emphasis will be placed on laboratory activities and the study of the text. Students should expect to devote a moderate amount of time beyond the scheduled class periods in completing laboratory activities and one final project. Areas of study will include Chemical Basis of Biology, Cells, Enzymes, Energy Transformations, Cell Reproduction, Heredity and Genetics, Cell Specialization, Origin of Life, Structure and Function in Plants, Plant Development, Animal Development with emphasis on Vertebrates, Structure and Functions in Animals, Ecology, Evolutionary Biology and Ethological Biology. Class is scheduled for six periods per week with the sixth period providing for laboratory experience. The Advanced Placement Exam is required for all students taking this course. The fee charged by the College Board must be paid to the school by October 1st or the student will be

placed in another science course. It is recommended that the student have a score of 55 or better on the math PSAT and have grades of 85+ in both biology and chemistry. A recommendation from the previous science teacher is also strongly suggested. Students who elect to take AP Biology without having fulfilled the Regents Biology pre-requisite must have successfully completed the Regents Chemistry or Enriched Chemistry course of study.

ADVANCED PLACEMENT CHEMISTRY

Code: 767 Grade: 11-12
Credit: 1

Pre-Req: Regents Chemistry or Enriched Chemistry. Advanced Placement Chemistry is a general chemistry course designed for those students who will be electing post-secondary studies in science. Students may obtain college credit or placement by taking the Advanced Placement Chemistry Examination. Appreciable use of mathematics is required for the many problem-solving areas and for the theoretical and experimental aspects of this course. Additional student time, beyond the assigned times, will be required. Class is scheduled for six periods per week with the sixth period providing for laboratory experience. Semester exams will be administered in January and June, and each will count as 1/6 of the final course grade. The Advanced Placement Examination is also required for all students taking this course. The fee charged by the College Board must be paid to the school by October 1st or the student will be placed in another science course. It is recommended that the student have a minimum math PSAT score of 55 and have obtained a letter of recommendation from the previous science teacher.

ADVANCED PLACEMENT PHYSICS

Code: 781 Grade: 11-12
Credit: 1

Pre-Req: Complete three science courses. The course in Advanced Placement Physics (CEEB B Level) is intended to be representative of courses commonly offered in colleges and universities. It is designed to provide a more rigorous investigation of the topics studied in Regents Physics. The subject matter of the course is principally mechanics, and electricity and magnetism with approximately equal emphasis on these two areas. Laboratory work will be an integral part of the course. Students may obtain college credit or placement by taking the Advanced Placement Physics Examination. Additional student time beyond the assigned times, will be required. Class is scheduled for six periods per week with the sixth period providing for a laboratory experience. The advanced placement exam is required for all students taking this course. The fee charged by the College Board must be paid to the school by October 1st or the student will be placed in another science course. It is highly recommended that the student have completed Algebra 2/Trigonometry, be presently enrolled in Pre-Calculus or Calculus and have achieved a score of 55+ on the Math PSAT test.

SCIENCE RESEARCH SEMINAR

Code: 718/719/720 Grade: 10-12
Credit: 1 per year

Pre-Req: Interest, teacher recommendation and application process. This course will afford students the opportunity to participate in scientific research. Students will be taught skills and methods required to do original research which may culminate in a senior research project being entered into regional, state and/or national science competitions. Research topics may come from mathematics, physical sciences, life sciences, social sciences or psychology. Students will develop skills in using Internet's capabilities, conduct online bibliographic searches of international databases, conduct statistical analysis using appropriate software and incorporate visual pre-

sentation techniques. Students, after choosing their topic of research, will seek a scientist mentor to guide them. Students are required to maintain an activity log and to submit periodic progress reports. This course will primarily be a three-year sequence course, with students enrolling in their sophomore year and continuing through their senior year. It is expected that students will select a research topic by the end of their sophomore year and begin research during the summer and continuing into the junior year. The senior year will be utilized in writing the research and presenting it at science competitions. Students can also earn up to twelve (12) SUNY Albany College credits during their junior and senior years. There is a competitive selection process for this course.

DIGITAL ELECTRONICS

Code: 429 Grade: 10-12
Credit: 1

Pre-Req: See course description. This is a Project Lead the Way® course (see Career & Technical Education – Technology Education). In the class students will design, prototype and construct working digital circuits. Skills such as wiring, soldering and breadboarding will be taught and practiced. Theories on electricity and on how solid state digital circuits work will be taught throughout the course. Students will use computers and other electronic devices to perform design, electronic testing and simulation work in the following areas: basic electronics, diodes and transistors, TTL vs. CMOS, digital logic circuits, Boolean algebra, Flip-flops and resistors, sequential logic circuits, combination logic circuits, digital design and digital computer. It is recommended that students have completed Electronics with at least an 80 percent average. If enrollment is sufficient, Digital Electronics will be taught in cooperation with the career & technical education department as an interdisciplinary course demonstrating to the student how science and technology work together.



WORLD LANGUAGES

WORLD LANGUAGE EXTENDED STUDY

Code: 101105 Grade: 9-12
Credit: .5

This course provides an avenue for students to continue to learn a language other than English via a self-directed learning plan. Students will be responsible for setting appropriate learning goals, for researching and finding on-line and other materials that will help them reach these goals, and for demonstrating progress and growth as language learners. While students in this course might wish to continue their study of Chinese, French, Latin or Spanish, extended study may not be taken in lieu of a required course in a language sequence. Students may also propose to study a language not currently offered at BCHS.

CHINESE 1

Code: 080906 Grade: 9-12
Credit:

Designed for students who would like to begin study of Chinese, this course is an introduction to the Chinese language and culture. Students will develop basic communication skills in the Mandarin dialect of Chinese and learn a minimum number of modern Chinese characters. Study of the geography, history and the culture of China are integral to this course and serve as an introduction to the Eastern perspective. For the 2009-2010 school year, this rigorous course will be available to those students who have successfully completed a Regents examination in another language, with consideration for those who have also completed an intermediate-level language course, or those who are concurrently enrolled in an intermediate-level language course.

FRENCH 1

Code: 300 Grade: 9-12
Credit: 1

Designed for students who would like to begin study of French, this course is an introduction to the French language and culture. The objectives of the course are to develop basic communication skills in French and to lay the foundation for continued study of the language. A broad variety of vocabulary and basic structures of the

language prepare the student to use French for the functional purposes of communication. Elements of the geography, history and culture of French-speaking peoples are included to support students' cultural knowledge and understanding.

FRENCH 2

Code: 301 Grade 9-12
Credit: 1

Pre-Req: French 1. This course builds upon the foundation laid in French 2 and begins to prepare students to take the Regents Examination at the conclusion of French 3. Continued study of vocabulary and the structural components of the language further develop students' skills in using French for the functional purposes of communication. Authentic materials from French-speaking cultures are integrated into instruction in order to further students' knowledge and understanding of French language and cultures. Students who have passed the Regents Exam in Spanish may also select this course and will find that their ability to communicate in French develops quickly as their acquisition of French occurs at a very rapid pace.

FRENCH 3

Code: 304 Grade: 10-12
Credit: 1

Pre-Req: French 2. French 3 continues to provide students opportunities to develop their communication skills in French while preparing students for the Regents Examination in French, which is the final examination for the course. Instruction will occur primarily in French and students will read articles from current French magazines, newspapers and online publications in order to discuss and critique them. At the conclusion of the course, students will be prepared for intermediate study in French.

INTERMEDIATE FRENCH

Code: 060706 Grade: 11/12
Credit: 1

Pre-Req: French 3 or 4. After successfully passing the Regents Examination in French, students have the opportunity to further develop their skills in French at the intermediate level. An integrated

approach to language acquisition will be used as students read works of literature (short stories, plays, poetry), use selections from popular media (film, newspapers, magazines, online publications), prepare oral presentations, and continue to explore French cultures more deeply. This course may be taken for college credit through a partnership with the State University of New York. Students who pay the required fee and who successfully complete the course requirements will earn four college credits.

ADVANCED FRENCH

Code: 307 Grade: 10-12
Credit: 1

Pre-Req: Intermediate French.

Advanced study in French will help students further refine their abilities to communicate in French. Instruction will occur almost exclusively in French. Students will have opportunities to learn and discuss subjects that reflect the cultural and current events of French-speaking countries. This course may be taken for college credit through a partnership with the State University of New York. Students who pay the required fee and who successfully complete the course requirements will earn four college credits.

AP FRENCH

Code: 091006 Grade: 12
Credit: 1

Pre-Req: Intermediate French. The AP French course will prepare students to take the College Entrance Exam in French language. The course in Advanced Placement in French Language is intended to be representative of courses commonly offered in colleges and universities and is the equivalent of a third-year college course. Students who enroll in AP French Language should already have a good command of French grammar and vocabulary, and have a passion for the structural components of the language. The Advanced Placement Exam will be required of all students and there will be a summer study unit to help students prepare for the course.

INTRODUCTION TO LATIN

Code: 324 Grade: 9-12
credit: 1

Comprehension of written Latin and the understanding of the relationship between the Latin language and our own language provide an unshakable foundation in the Classics. For students interested in history, the structure of language or future careers in medicine or law, the knowledge of Latin will serve to improve their acquisition of new information. Learning about pronunciation of the language, vocabulary and structure, history of the Romans, derivatives, and Latin phrases and abbreviations commonly used in English helps students improve their knowledge of English and develop a greater understanding of history and culture. This course is the first of an accelerated Latin program that prepares students to take the Regents exam after just 2 years of study.

LATIN 2

Code: 325 Grade: 10-12
credit: 1

Pre-Req: Introduction to Latin. Comprehension continues to be developed through reading in Latin. Students learn about the mythological and legendary origins of Rome from the time of the organization of the Roman Republic through the second century B.C., and the Roman virtues of devotion to duty, courage, and loyalty, as exemplified in the stories of the early Roman heroes. The study of vocabulary, the structure of the language and etymology continue to be part of the second-level program. The Regents Exam is given as the final exam for the course. In order to receive Regents credit in this two-year accelerated program, students must earn a score of 85 or higher on the exam.

ADVANCED LATIN

Code: 5605 Grade: 11-12
Credit: 1

Pre-Req: Latin 2. Students who have passed the Regents Exam in Latin have the opportunity to develop advanced skills in Latin language and literature. Selected works of literature by ancient Roman authors form the foundation for

the course. Oral and written reports will be assigned. Activities designed to help students better understand Roman history and culture and their impact on modern times will be included. This course may be taken for college credit through a partnership with the University at Albany. Students who pay the required fee and who successfully complete the course requirements will earn three college credits.

SPANISH 1

Code: 310 Grade: 9-12
Credit: 1

Designed for students who would like to begin study of Spanish or for those who have not yet earned the one credit in second language required for a basic high school diploma. The objectives of the course are to develop basic communication skills in Spanish and to lay the foundation for continued study of the language. A broad variety of vocabulary and basic structures of the language prepare the student to use Spanish for the functional purposes of communication. Elements of the geography, history and culture of Spanish-speaking peoples are included to support students' cultural knowledge and understanding.

SPANISH 2

Code: 311 Grade: 9-12
Credit: 1

Pre-Req: Spanish 1. This course builds upon the foundation laid in Spanish 1 and begins to prepare students to take the Regents Examination at the conclusion of Spanish 3. Continued study of vocabulary and structural components of the language further develop students' skills in using Spanish for the functional purposes of communication. Authentic materials from Spanish-speaking cultures are integrated into instruction in order to further students' knowledge and understanding of Latino language and cultures. Students who have passed the French Regents exam may also select this course and will find that their ability to communicate in Spanish develops quickly as their acquisition of Spanish occurs at a very rapid pace.

SPANISH 2B

Code: 312 Grade: 9-12
Credit: 1

Pre-Req: Passing score on the NYS Proficiency Test in Spanish, and teacher recommendation. Students in this sequence will take the Regents Examination in Spanish at the conclusion of Spanish 4. This 3-year high school sequence is specifically designed for students who would benefit from a comprehensive review of the middle school Spanish curriculum and additional practice in vocabulary and language skill development. New vocabulary and structural components will be introduced and practiced to build a strong foundation for continued Spanish study. Students in this course generally need more time to practice using and speaking Spanish in class and should be motivated to succeed.

SPANISH 3

Code: 314 Grade: 10-12
Credit: 1

Pre-Req: Spanish 2. Spanish 3 continues to provide students opportunities to develop their communication skills in Spanish while preparing students for the Regents Examination in Spanish, which is the final examination for the course. Instruction will occur primarily in Spanish and students will read articles from current Spanish magazines, newspapers and online publications in order to discuss and critique them. At the conclusion of the course, students will be prepared for intermediate study in Spanish.

SPANISH 3B

Code: 315 GRade: 10-12
Credit: 1

Pre-Req: Spanish 2B. This course continues to prepare students for Level 4 and the Regents Examination in Spanish. Students in this course will benefit from a review of previous topics, and the measured integration and practice of new material. Class instruction will incorporate learning strategies specifically designed to help students naturally acquire the language. Students will also continue to develop their knowledge and understanding of Latino language and cultures.



WORLD LANGUAGES

SPANISH 4

Code: 318 Grade: 10-12
Credit: 1

Pre-Req: Spanish 3B. Spanish 4 is designed as the concluding course in the three-year sequence that prepares students for the Regents Examination in Spanish. A comprehensive review of Spanish vocabulary and structures will be combined with targeted skill development. Students will refine their skills in speaking, listening, reading, and writing in Spanish to prepare for the Regents Exam. Authentic materials from Spanish-speaking cultures are integrated into instruction in order to further students' knowledge and understanding of Latino language and cultures.

FOOD, GEOGRAPHY, AND TRADITION IN LATIN AMERICA

Code: 091005 Grade: 11-12
Credit: 1/2

Pre-requisite: Passing score on the Spanish NYS Regents Exam. Many have said that it is only by learning about other cultures that we can truly understand our own. This course is essentially a culture and conversation course that will be conducted primarily in Spanish. The over-riding focus of this course will be improving students' ability to converse more easily in Spanish. Students will also develop cultural skills that will help them better understand and work with diverse people from many cultures, an important skill in an interdependent world. To achieve these objectives, students will explore how the geography and history of a region impact the cuisine and traditions of the culture. In learning about the traditional celebrations of important regional holidays, the underlying values of Latino culture will be revealed. Ultimately, students will evaluate American holiday customs and will begin to think about what our own traditional celebrations reveal about American values.

POP CULTURE: MODERN LIFE OF A EUROPEAN TEENAGER

Code: 091004 Grade: 11-12
Credit: 1/2

Pre-requisite: Passing score on the Spanish NYS Regents Exam. What is life like for young adults in Madrid, Paris, London, and Geneva? Do students in Europe enjoy the same activities and share our concerns about the future? Students in this course will have the opportunity to drive the selection of topics for discussion. Topics of interest could include: fashion trends, night-life and social relationships, traveling abroad, crime and violence, educational systems, music and entertainment, modern media, television and advertising, and the internet and technology. Students in this course will be expected to actively converse, question, debate, and contribute to the development of topics and ideas of mutual interest in Spanish. This course will be conducted primarily in Spanish with a focus on helping students to improve their conversational Spanish skills while exploring topics of interest to them.

INTERMEDIATE SPANISH

Code: 060707 Grade: 11/12
Credit: 1

Pre-Req: Spanish 3 or 4. After successfully passing the Regents Exam in Spanish, students have the opportunity to further develop their skills in Spanish at the collegiate level. An integrated approach to language acquisition will be used as students read works of literature, use selections from popular media, prepare oral presentations, and continue to explore Latino cultures more deeply. Students are expected to have a solid mastery of Spanish grammatical structures and be willing to use Spanish as the main language of communication. This course may be taken for college credit through a partnership with the University at Albany. Students who pay the required fee and who successfully complete the course requirements will earn four college credits.

ADVANCED SPANISH

Code: 317 Grade: 11-12
Credit: 1

Pre-Req: Intermediate Spanish. Advanced study in Spanish will help students further refine their abilities to communicate in Spanish. Instruction will occur almost exclusively in Spanish and students are expected to use Spanish to communicate as well. Students will have opportunities to learn and discuss subjects that reflect the cultural and current events of Spanish-speaking peoples, and to review and refine their use of advanced grammatical structures. This course may be taken for college credit through a partnership with the University at Albany. Students who pay the required fee and who successfully complete the course requirements will earn four college credits.

AP SPANISH

Code: 070808 Grade: 12
Credit: 1

Pre-Req: Intermediate Spanish. The AP Spanish course will prepare students to take the College Entrance Exam in Spanish Language. The course in Advanced Placement in Spanish Language is intended to be representative of courses commonly offered in colleges and universities and is the equivalent of a third-year college course. Students who enroll in AP Spanish Language should already have a good command of Spanish grammar and vocabulary, and have a passion for the structural components of the language. The Advanced Placement Exam will be required of all students and there will be a summer study unit to help students prepare for the course.

ESL PROGRAM

Code: 316 Grade: 9-12
Credit: 1

The English as a Second Language program develops the skills of listening comprehension, speaking, reading and writing for those students whose native language is not English. Enrollment in this course is required for students based upon the NYS English as a Second Language Achievement Test. The students meet daily in a small group with their teacher and follow the NYS syllabus for instruction.

If a student believes that he or she may be qualified for a specific course without having completed its prerequisites, the student is welcome to discuss the matter with the district's social studies supervisor.

GLOBAL HISTORY 9E

Code: 893 Grade: 9
Credit: 1

Pre-Req: Social Studies 8. The Enriched classes will use higher-level reading material as well as higher-level thinking activities during the year. Original source material will be used wherever possible. While an open enrollment policy will be followed, it is critical for students and parents to recognize that instructional and assessment practices will be consistent with the Advanced Placement program. As such, consultation with guidance counselor and current social studies teacher is encouraged. **Additionally, a summer assignment is a requirement of this course.**

GLOBAL HISTORY 9

Code: 894 Grade: 9
Credit: 1

Global History 9 is the first year of a two-year program, which culminates in a Regents exam at the end of the second year. The exam is a graduation requirement for all students. Starting with a review of the skills of historical analysis the course examines the history of the world from 4000 BC to the present day. The program is structured around the New York State Learning Standards for Social Studies and is designed to integrate the central themes identified by the National Council for the Social Studies.

GLOBAL HISTORY 10

Code: 897 Grade: 10
Credit: 1

Pre-Req: Social Studies 9. This course is the final segment of a two-year Global History curriculum. The course will culminate in a Regents exam. The exam is a graduation requirement for all students. Beyond the continuous development of social studies skills and historical analysis, the course will examine the history of the world from the late 18th century to the present day. The program is structured around the New York State Learning Standards for Social Studies and is designed to integrate the central themes identified by the National Council for the Social Studies.

UNITED STATES HISTORY & GOVERNMENT

Code: 895-896 Grade: 11
Credit: 1

Pre-Req: Global Studies 10. One of the major themes of the 11th-grade United States History and Government course is that of recognizing and studying basic constitutional issues and the application of constitutional principles to both historical and contemporary life. A survey of American social, economic and political history provides the framework for the discussion of these enduring issues. The culminating examination in June is the New York State Regents. In order to graduate from high school students must pass this Regents examination.

PARTICIPATION IN GOVERNMENT

Code: 824 Grade: 12
Credit: 1/2

Pre-Req: Social Studies 11. This course is designed to have students analyze public policy issues, make decisions and develop implementation policies necessary to solve problems. The public policy issues and problems to be studied will be determined by current events from local, state, national and global perspectives. Research skills, logic and writing skills will help students become effective participating citizens in our democracy. All students will be required to do a participation project that will be developed as an integral part of this course. **Additionally, all students will complete 20 hours of community service.**

PRACTICAL PARTICIPATION IN GOVERNMENT

Code: 830 Grade: 12
Credit: 1/2

Pre-Req: Social Studies 11. This course is designed to provide students with the skills necessary to analyze public policies issues and to effectively participate as citizens. The course will emphasize the practical, rather than the theoretical approach to policy analysis. The specific issues examined will be determined by current events from local, state, national and global perspectives. All students will be required to do a participation project

as an integral part of the course. **Additionally, all students will complete a 20-hour service requirement.**

ADVANCED PLACEMENT AMERICAN HISTORY

Code: 810 Grade: 11-12
Credit: 1

Pre-Req: Global Studies 10. This Advanced Placement course is an intensive, in-depth study of American history from 1607 to the present. It places heavy emphasis on historiography, that is on the methods and interpretations that various historians have employed in their unlocking of the American past. The course forces a student to think in historical rather than contemporary terms. It requires both extensive reading and an ability to reason in abstract terms. The instruction is considered to be the equivalent of undergraduate college level. The Advanced Placement Examination is required of all students taking this course. It is recommended that the course be limited in enrollment to those who have been referred by a social studies teacher and who have an average of 88 percent or higher in social studies. The fee charged by the College Entrance Examination Board must be paid by October 1 or the student will be placed in another social studies course. Students will take the U.S. History and Government Regents (a requirement for graduation) in June. **A summer assignment is a requirement of this course. The Advanced Placement Examination is required of all students taking this course.**

PRACTICAL ECONOMICS

Code: 811 Grade: 12
Credit: 1/2

Pre-Req: Social Studies 11. This course is designed to provide students with the economic knowledge and skills that will enable them to function as informed and economically literate citizens of our society and world. This course will emphasize the practical, rather than the theoretical approach to economics. Special attention will be given to developing reading and writing skills in a "how-to" and



SOCIAL STUDIES

“hands-on” approach to basic survival economics, which will help the student cope with everyday financial problems encountered after high school. We use materials prepared by Junior Achievement for this program. Guest teachers from the world of business give a practical emphasis to this course.

ECONOMICS

Code: 812 Grade: 12
Credit: 1/2

Pre-Req: Social Studies 11. Designed to provide a framework for understanding the many complex economic issues of our time, this course will explore the theories and principles that underlie all economic structures from individual decision-making to the complexities of international economics. This course will provide a basic foundation in economics for all those planning on further education beyond high school.

ADVANCED PLACEMENT ECONOMICS

Code: 070809 Grade: 10-12
Credit: 1

The State of New York requires that students meet standards in Economics, History, Geography, and Civics. In this course, our focus will be on Economics and Civics. The fall AP Microeconomics course is followed by a spring Participation in Government course/Macroeconomics course and review for the AP Microeconomics exam will be incorporated into the curriculum throughout the whole year. After successful completion of the course, a student will earn Economics and Participation in Government credit towards graduation. The course is very similar to the rigorous Economic principle courses at the college level. Content specifications will generally conform to areas suggested by the Educational Testing Service. While an open enrollment policy will be followed, it is critical for students and parents to understand the high expectations that exist for this course and to consult with guidance counselors and present classroom teachers regarding course selection. The fees charged by the College Entrance Examination Board must be paid by October 1 or the student will be removed from the course. The summer assignment, mid-term exam, AP

Microeconomics examination, and final project are required of all students taking this course. **After successful completion of the course, a student will earn Economics and Participation in Government credit toward graduation. Additionally, all students will complete 20 hours of community service. A summer assignment is a requirement of this course.**

ADVANCED PLACEMENT WORLD HISTORY

Code: 850 Grade 10-12
Credit: 1

Pre-Req: Global History 9. The Advanced Placement course in world history is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the issues and materials in world history. Students should learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present ideas clearly and persuasively in essay form. Content specifications will generally conform to areas suggested by the Educational Testing Service as well as those detailed in the State Education Department’s Scope and Sequence for Global History and Geography. While an open enrollment policy will be followed, it is critical for students and parents to understand the high expectations that exist for the course and to consult with school counselors and present classroom teachers regarding course selection. The fee charged by the College Board must be paid by October 1 or the student will be placed in another social studies course. Students will also take the Global History and Geography Regents (a requirement for graduation) in June. **A summer assignment is a requirement of this course. The Advanced Placement Examination is required of all students taking this course.**

ADVANCED PLACEMENT EUROPEAN HISTORY

Code: 816 Grade: 11-12
Credit: 1

Pre-Req: Global Studies 9-10. The Advanced Placement course in European history is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in European history. Students should learn to assess historical materials and to weigh the evidence and interpretations presented in historical scholarship. Students should develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present ideas clearly and persuasively in essay form. Content specifications will generally conform to areas suggested by the Educational Testing Service. While an open enrollment policy will be followed, it is critical for students and parents to understand the high expectations that exist for this course and to consult with guidance counselors and present classroom teachers regarding course selection. The fee charged by the College Entrance Examination Board must be paid by October 1 or the student will be removed from the course. **A summer assignment is a requirement of this course. The Advanced Placement Examination is required of all students taking this course.**

AP PSYCHOLOGY

Code: 091007 Grade: 11-12
Credit: 1

Advanced Placement Psychology: This year long course is intended to introduce students to the systematic and scientific study of behavior and mental processes and students will increase their understanding of psychology, its methods, theory and research. AP Psychology is a survey course, so students will focus on bits of information from many different areas in Psychology. Primarily, the course will explore the psychological facts, principles and phenomena associated with each of the major sub fields of psychology (consciousness, learning, personality, cognition, etc.).

The objective of this course will be that each student take and pass the Advance Placement Exam for Psychology and all aspects of the course will reflect this

fact. AP psychology will be taught at the college level and student study habits and participation should reflect this fact. All vocabulary, information and activities will be intended to prepare you for the AP exam. Students will be asked to complete many writing assignments and projects. Students should be prepared for work outside of class. **Additionally, a summer assignment is a requirement of this course.**

LAW IN LIFE

Code: 817 Grade: 11-12
Credit: 1/2

In a free and competitive society, the law provides a vehicle for accomplishing social change in a way that minimizes conflict. This course will use materials from the Law-Related Education Program and will use local attorneys as resources. Students may also participate in mock trials and field trips designed to have students become aware of career opportunities in law and law related fields.

PSYCHOLOGY

Code: 818 Grade: 11-12
Credit: 1/2

This course is an introductory course in psychology designed to help provide a foundation in psychology for students who are college-bound and those who are not. It attempts to survey the major schools of psychology, human behavior and development from birth to death, personality, learning and intelligence and the causes and treatment of mental illness. The course is designed to enable students to better understand themselves, their peers and family groups.

SOCIOLOGY

Code: 819 Grade: 11-12
Credit: 1/2

This is a survey course that provides the foundations of sociology for students who are college-bound and those who are not. The major topics include the institutions of religion, government, family and education and their impacts on society. The course is problem-centered and deals with the problems of youth rebellion, marriage, minorities, poverty, crime, urban and rural problems and others that may be current. Emphasis is also placed on methods used in sociological research.

GREAT ISSUES IN PHILOSOPHY

Code: 820 Grade: 11-12
Credit: 1/2

This course is designed to serve as a forum for the discussion of basic issues that have perplexed humans through the ages. What is the nature of humans? What is the ideal system of government? What are the ideal conditions for human existence? Do people have free will? Where do natural rights come from? How should the wealth of the world be divided? What is good and what is evil? Did God create humans, or did humans create God? These are just a few of the topics of discussion; the basis of which will be a series of writings by some of the world's greatest thinkers, past and present. Also included in the course is an introduction to the study of philosophy and an emphasis on the skills of argument formation and analysis.

EXCEL GLOBAL HISTORY 9/10

Code: 821-822 Grade: 9-10
Credit: 1

Pre-Req: Counselor-teacher recommendation. Students in either course must also enroll in corresponding EXCEL English. **See Interdisciplinary Studies [p. 27].**

AMERICAN WARS

Code: 827 Grade: 11-12
Credit: 1/2

This course will provide an in-depth, objective study of the American Civil War and World War II and their impact on the United States and the world. This course will make use of numerous student-centered discovery activities designed to actively involve the students in the learning process.

ADVANCED PLACEMENT ART HISTORY

Code: 025 Grade: 11-12
Credit: 1

Pre-Req: Global 9/10 and one Art/Music course. The AP offering in art history is designed to provide the same benefits to the high school students as those provided by an introductory college course in art history with the understanding and enjoyment of architecture, sculpture, painting and other art forms within a historical and

cultural context. The students will examine major forms of artistic expression from the past to present in a variety of cultures. They will learn to look at works of art critically, with intelligence and sensitivity and to analyze what they see. Advanced Placement credit will be given to those students who have performed successfully on the AP Art History examination. This is an interdisciplinary offering and students may elect either art or social studies credit. This course will not take the place of any of the required social studies courses. The Advanced Placement Examination is required of all students taking this course. This course includes an online component, visiting artists and museum experiences. **AP Art History requires a summer assignment. Offered every other year. This course will not be offered in 2011-2012.**

A HISTORY OF NEW YORK CITY

Code: 5607 Grade: 11-12
Credit: 1/2

New York City is both emblematic of and uniquely different from the rest of America. This course will investigate the nearly 400-year history of New York City and the critical role it has played in so many events. Using primary sources, documentaries, films and excerpts from a variety of texts and articles, students will consider New York City's astonishing dominance and allure over many eras of American history.

RACE AND IDENTITY: REAL OR IMAGINED

Code: 060705 Grade: 10-12
Credit: 1/2

This course will take an in depth, analytical look at the history of race and identity in the United States and how these two concepts mold our interactions with one another. It will provide students with the opportunity to learn about minority cultures in the United States and how these groups contributed to the development of the United States. This course will make use of a host of primary and secondary sources, as well as discussion, to give a more comprehensive view of the experiences of minorities in the United States.



Date _____ **FOUR-YEAR WORKSHEET (Tentative)** Name _____

Counselor _____

PER	9th Grade Freshman Year	UNITS	10th Grade Sophomore Year	UNITS	11th Grade Junior Year	UNITS	12th Grade Senior Year	UNITS
1	ENGLISH 9	1	ENGLISH 10	1	ENGLISH 11	1	ENGLISH 12 (electives)	1
2	GLOBAL STUDIES 9	1	GLOBAL STUDIES 10	1	US HISTORY & GOV'T	1	PARTICIPATION IN GOV'T and ECONOMICS	1/2 1/2
3	MATH _____	1	MATH _____	1	MATH _____	1		
4	SCIENCE _____	1	SCIENCE _____	1	SCIENCE _____	1		
5	WORLD LANGUAGES	1						
6	ART, MUSIC or APPROPRIATE CAREER & TECH COURSE(S)	1	HEALTH	1/2				
7	PHYSICAL EDUCATION/ HSP	1/2	PHYSICAL EDUCATION	1/2	PHYSICAL EDUCATION	1/2	PHYSICAL EDUCATION	1/2
8	LUNCH		LUNCH		LUNCH		LUNCH	
9	STUDY TIME		STUDY TIME		STUDY TIME		STUDY TIME	
	TOTAL UNITS		TOTAL UNITS		TOTAL UNITS		TOTAL UNITS	

Previous High School Units	Career Interests	Post High School Plans				
		2yr College	4yr College	Employment	Armed Services	Other

DIPLOMA: Local Diploma
 You need 20+ 2 PE units including completion of the required Regents exams. See page 6.

N.Y.S. Regents Diploma
 You need 20+ 2 PE units and must have passed Regents exams in English, math, science and social studies. You must also have met the second language proficiency requirement.

N.Y.S. Advanced Regents Diploma In addition to Regents Diploma requirements, students **MUST** pass an additional Math and Science Regents exam and a World Language.*

* 5-unit sequence in Technology, Art, Music, Family & Consumer Science, Business or Vo-Tec can be substituted.

BACK COVER