



RHINEBECK HIGH SCHOOL 2024-2025

Program of Studies

The 2024-2025 RHS Program of Studies is a description of courses that **may** be offered in the 2024-2025 school year. Scheduled courses are contingent upon staffing and enrollment.

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INTRODUCTION

Rhinebeck High School offers a mandated high school curriculum designed to prepare each student to meet the requirements necessary for a high school diploma and to prepare for entry into college or the work force.

As you review the course selections, consider your short-term needs and long-range goals. Plan a program that challenges you appropriately, sets realistic goals and allows you to take advantage of the diversified offerings. It is essential that careful and intelligent planning occur. Faculty members and counselors are available to answer your questions. It is important that the planning process involve you, the student, your parents and counselor.

During the yearly conference with your counselor, you will review your progress and consider new possibilities. Your education will be of highest priority.

The Board of Education reaffirms its commitment to nondiscrimination and equal educational employment opportunities in all of its decisions, programs and activities, as follows:

The Board of Education, its officers, employees and agents, shall not discriminate against any student, employee or applicant on the basis of race, color, creed, gender, national origin, religion, age, economic status, marital status, sexual orientation or disability in its educational programs or employment practices.

This policy of nondiscrimination includes, but is not limited to:

Access by students to educational programs, counsel in services, course offerings, student athletics, student employment assistance, extracurricular activities, and other school resources; recruitment and appointment of employees, as well as their compensation, benefits, opportunities for advancement and/or termination.

Course Selection Sheet Rhinebeck High School 2024-2025

Name: _____

Date: _____

Counselor: _____

X	ID	Grade 9	Credit
<i>Service</i>			
	0700	ENL	
	0809	Resource 9	
	0910	Academic Support English 9	
	0920	Academic Support Global 9	
	0931	Academic Support Earth Science	
	0944	Academic Support Algebra 1	
<i>English</i>			
	1171	English 9	1
	1857	Media Communication	1
	1861	Public Speaking	1
	1863	Reading Film	1
	1864	Creative Writing	1
	1865	Devising Theater	1

<i>Social Studies</i>			
	2170	Global Studies 9 R	1
	2280	Pre-AP World History & Geography	1
<i>Science</i>			
	3170	Earth Science R	1
	317L	Earth Science Lab	
<i>Mathematics</i>			
	4731	Algebra 1	1
	4740	Geometry	1

X	ID	Grade 9	Credit
<i>Languages Other Than English (LOTE)</i>			
	5110	French 1	1
	5120	French 2	1
	5210	Spanish 1	1
	5220	Spanish 2	1
<i>Business & Technology</i>			
	6130	Introduction to Engineering Design	1
<i>Art</i>			
	7000	Studio Art	1
	7003	Studio Art in Theatrical Design	1
	7301	Studio in Crafts	1
<i>Family & Consumer Science</i>			
<i>Music</i>			
	9111	HS Band	1/2
	9115	Intro to Instrumental Studies	1/2
	9116	Music Technology	1/2
	9117	Rock Instruments	1/2
	9120	HS Chorus	1/2
	9130	Percussion Ensemble	1/2
	9142	Treble Ensemble	1/2
	9161	Tenor Bass Ensemble	1/2
	9270	Music In Our Lives	1
<i>Physical Education</i>			
	3800	Health	1/2
	9280	Adaptive PE	1/2
	9300	PE 9/10	1/2

NOTES: _____

Parent/Guardian Signature: _____

Date: _____

Revised 11/28/2023 All courses contingent on enrollment and teacher availability.
 Italicized courses are not finalized or BOE approved as of publication.

Course Selection Sheet Rhinebeck High School 2024-2025

Name:

Date:

Counselor:

X	ID	Grade 10	Credit
Service			
	0700	ENL	
	0810	Resource 10	
	0911	Academic Support English 10	
	0921	Academic Support Global 10	
	0932	Academic Support Biology	
English			
	1271	English 10	1
	1857	Media Communication	1
	1861	Public Speaking	1
	1863	Reading Film	1
	1864	Creative Writing	1
	1865	Devising Theater	1

Social Studies			
	2270	Global Studies 10 R	1
	2290	Global 10 (AP World History)	1
	2620	Intro to Anthropology	1/2
	2630	Intro to Sociology	1/2
Science			
	3270	Living Environment R	1
	327L	Living Environment Lab	
	3370	Chemistry R	1
	337L	Chemistry Lab	
	3620	Techniques in Science Research	1
Mathematics			
	4200	Math Applications	1
	4740	Geometry	1
	4760	Algebra 2	1
	6120	Comp Science Principles PLTW	1

X	ID	Grade 10	Credit
Languages Other Than English (LOTE)			
	5110	French 1	1
	5120	French 2	1
	5130	French 3	1
	5210	Spanish 1	1
	5220	Spanish 2	1
	5230	Spanish 3	1
Business & Technology			
	6130	Introduction to Engineering Design	1
Art			
	7000	Studio Art	1
	7003	Studio Art in Theatrical Design	1
	7004	Studio in Video Production	1/2
	7100	Drawing	1
	7301	Studio in Crafts	1
	7401	Advertising I - Intro to Graphic Design	1/2
	7402	Advertising II - Digital Photography	1/2
	7410	Sculpture	1
	7702	Ceramics	1
	7703	Advanced Ceramics	1
	7802	Mixed Media & Printmaking	1
Family & Consumer Science			
	8676	Career and Life Management	1/4
Music			
	9111	HS Band	1/2
	9115	Intro to Instrumental Studies	1/2
	9116	Music Technology	1/2
	9117	Rock Instruments	1/2
	9120	HS Chorus	1/2
	9130	Percussion Ensemble	1/2
	9142	Treble Ensemble	1/2
	9161	Tenor Bass Ensemble	1/2
	9270	Music In Our Lives	1
Physical Education			
	9280	Adaptive PE	1/2
	9300	PE 9/10	1/2

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Parent/Guardian Signature: _____

Date: _____

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Course Selection Sheet Rhinebeck High School 2024-2025

Name: _____

Date: _____

Counselor: _____

X	ID	Grade 11	Credit
Service			
	0700	ENL	
	0811	Resource 11	
	0911	Academic Support English 10	
	0921	Academic Support Global 10	
	0932	Academic Support Biology	
	0943	Academic Support Geometry	
	0946	Academic Support Algebra 1 B	
English			
	1371	English 11	1
	1490	AP English Lang & Comp	1
	1857	Media Communication	1
	1861	Public Speaking	1
	1863	Reading Film	1
	1864	Creative Writing	1
	1865	Devising Theater	1
Social Studies			
	2370	US History 11 R	1
	2390	AP US History 11	1
	2612	AP Psychology	1
	2620	Intro to Anthropology	1/2
	2630	Intro to Sociology	1/2
	2690	AP Euro	1
Science			
	3290	AP Biology	1
	329L	AP Biology Lab	
	3370	Chemistry R	1
	337L	Chemistry Lab	
	3390	AP Chemistry	1
	339L	AP Chemistry Lab	
	3470	Physics R	1
	347L	Physics Lab	
	3480	Conceptual Physics	1
	3630	AP Physics 1	1
	3600	Forensic Science	1
	3610	Environmental Science	1
	3620	Techniques in Science Research	1
Physical Education			
	9280	Adaptive PE	1/2
	9321	Strength Training	1/2
	9310	PE 11/12	1/2

X	ID	Grade 11	Credit
Mathematics			
	4200	Math Applications	1
	4351	Introduction to College Algebra	1
	4480	Pre-Calculus	1
	4591	Explorations in Data Science	1
	4740	Geometry	1
	4760	Algebra 2	1
	6120	Comp Science Principles PLTW	1
Languages Other Than English (LOTE)			
	5130	French 3	1
	5190	French 4 (AP French Lang & Cult)	1
	5230	Spanish 3	1
	5290	Spanish 4 (AP Spa Lang & Cult)	1
Business & Technology			
	6060	Introduction to Law	1
	6130	Introduction to Engineering Design	1
	6110	Principles of Engineering PLTW	1
Art			
	7000	Studio Art	1
	7001	Adv Studio in Drawing & Painting	1
	7003	Studio Art in Theatrical Design	1
	7004	Studio in Video Production	1/2
	7100	Drawing	1
	7301	Studio in Crafts	1
	7401	Advertising I - Intro to Graphic Design	1/2
	7402	Advertising II - Digital Photography	1/2
	7410	Sculpture	1
	7702	Ceramics	1
	7703	Advanced Ceramics	1
	7802	Mixed Media & Printmaking	1
Family & Consumer Science			
	8676	Career and Life Management	1/4
Music			
	9111	HS Band	1/2
	9115	Intro to Instrumental Studies	1/2
	9116	Music Technology	1/2
	9117	Rock Instruments	1/2
	9120	HS Chorus	1/2
	9130	Percussion Ensemble	1/2
	9142	Treble Ensemble	1/2
	9161	Tenor Bass Ensemble	1/2
	9270	Music In Our Lives	1
Grade 11 CTI Programs Continued			
Engineering Technology			
	0050	Welding 1	4
	0360	Auto Mechanics 1	4
	0140	Construction Trades 1	4
	0170	Electrical Construction 1	4
	0409	Small Engine Technology 1	4
	0552	Animal & Plant Science 1	4
Human & Public Service			
	0280	Culinary Arts 1	4
	0450	Early Childhood Education 1	4
	0520	Security & Law 1	4
	0260	Cosmetology 1	4

X	ID	Grade 11 CTI Programs	Credit
Related Academics			
	0013	Int. English 1	1/2
	0032	Int. Science 1	1/2
	0042	Int. Math 1	1/2
	0022	Int. PE	1/4
Business Info Systems			
	0100	Graphic Arts/Design 1	4
	0110	Film Production 1	4
	0131	Computer Hardware Technology	4
Health Sciences			
	0230	Intro to Health Occupations	4
Transition Programs			
	0570	Career Exploration	4

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Parent/Guardian Signature: _____

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Course Selection Sheet Rhinebeck High School 2024-2025

Name: _____

Date: _____

Counselor: _____

X	ID	Grade 12	Credit
Service			
	0700	ENL	
	0812	Resource 12	
	0912	Academic Support English 11	
	0923	Academic Support History 11	
	0943	Academic Support Geometry	
English			
	1471	English 12	1
	1590	AP English Lit & Comp	1
	1855	College Composition 1	1
	1856	College Composition 2	1
	1857	Media Communication	1
	1861	Public Speaking	1
	1863	Reading Film	1
	1864	Creative Writing	1
	1865	<i>Devising Theater</i>	1

X	ID	Grade 12	Credit
Social Studies			
	2490	Participation in Govt/Eco	1
	2612	AP Psychology	1
	2620	Intro to Anthropology	1/2
	2630	Intro to Sociology	1/2
	2690	AP Euro	1
Science			
	3290	AP Biology	1
	329L	AP Biology Lab	
	3370	Chemistry R	1
	337L	Chemistry Lab	
	3390	AP Chemistry	1
	339L	AP Chemistry Lab	
	3470	Physics R	1
	347L	Physics Lab	
	3480	Conceptual Physics	1
	3630	AP Physics 1	1
	3600	Forensic Science	1
	3610	Environmental Science	1
	3620	Techniques in Science Research	1
Physical Education			
	9280	Adaptive PE	1/2
	9321	Strength Training	1/2
	9310	PE 11/12	1/2

X	ID	Grade 12 CTI Programs	Credit
Related Academics			
	0014	Int. English 2	1/2
	0033	Int. Science 2	1/2
	0034	Int. Science	1
	0043	Int. Math 2	1/2
	0022	Int. PE	1/4
Business Info Systems			
	0101	Graphic Arts/Design 2	4
	0111	Film Production 2	4
	0130	Computer Networking	4
Health Sciences			
	0239	Nurse Assistant	4
	0230	Intro to Health Occupations (IHOC)	4

X	ID	Grade 12	Credit
Mathematics			
	4200	Math Applications	1
	4300	Mathematics of Finance	1
	4330	Statistics	1
	4351	Introduction to College Algebra	1
	4480	Pre-Calculus	1
	4490	AP Calculus AB	1
	4591	Explorations in Data Science	1
	4760	Algebra 2	1
	6120	Comp Science Principles PLTW	1
Languages Other Than English (LOTE)			
	5190	French 4 (AP French Lang & Cult)	1
	5150	French 5	1
	5290	Spanish 4 (AP Spa Lang & Cult)	1
	5250	Spanish 5	1
Business & Technology			
	6060	Introduction to Law	1
	6130	Introduction to Engineering Design	1
	6110	Principles of Engineering PLTW	1
Art			
	7000	Studio Art	1
	7001	Adv Studio in Drawing & Painting	1
	7003	Studio Art in Theatrical Design	1
	7004	Studio in Video Production	1/2
	7005	Senior Advanced Studio	1
	7100	Drawing	1
	7301	Studio in Crafts	1
	7401	Advertising I - Intro to Graphic Design	1/2
	7402	Advertising II - Digital Photography	1/2
	7410	Sculpture	1
	7702	Ceramics	1
	7703	Advanced Ceramics	1
	7802	Mixed Media & Printmaking	1
Family & Consumer Science			
	8676	Career and Life Management	1/4
Music			
	9111	HS Band	1/2
	9115	Intro to Instrumental Studies	1/2
	9116	Music Technology	1/2
	9117	Rock Instruments	1/2
	9120	HS Chorus	1/2
	9130	Percussion Ensemble	1/2
	9142	Treble Ensemble	1/2
	9161	Tenor Bass Ensemble	1/2
	9270	Music In Our Lives	1
Grade 12 CTI Programs Continued			
Engineering Technology			
	0051	Welding 2	4
	0370	Auto Mechanics 2	4
	0160	Construction Trades 2	4
	0180	Electrical Construction 2	4
	0410	Small Engine Technology 2	4
	0553	Animal & Plant Science 2	4
Human & Public Service			
	0290	Culinary Arts 2	4
	0460	Early Childhood Education 2	4
	0530	Security & Law 2	4
	0270	Cosmetology 2	4
Transition Programs			
	0570	Career Exploration	4

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Parent/Guardian Signature: _____

Date: _____

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GUIDANCE HIGHLIGHTS

Students receive individual counseling throughout grades 9-12. Students are encouraged to initiate meetings with their counselors, as needed. Students are encouraged to use the guidance office and will always be accommodated.

GOALS

1. To foster individual student growth and personal, academic, and social development.
2. To encourage students to take responsibility for their educational program and goal setting/planning for the future.
3. To assist students in responding to academic challenges of high school, adjusting to new surroundings, and becoming contributing members of the school community.

PHILOSOPHY

The Rhinebeck High School counselors are committed to their responsibility for guiding young adolescents, monitoring their progress during the high school years, and helping to prepare them for the responsibilities of young adulthood upon graduation.

CAREER & LIFE MANAGEMENT

This Class is a developmental Guidance Program, for 10th graders, which promotes student achievement, initiates/assists in post high school planning and encourages personal/social development.

The community service requirement asks students to complete meaningful community service during their high school career, and to reflect on what they have learned from the experience in writing, in a conversation, or in a project. This service could help students learn about a new career path, or it could ask students to leave their comfort zone, or it could help students meet new people. Community service is a requirement for graduation, but there is no longer a specific number of hours required.

GUIDANCE CURRICULUM

Grade 9 - Adjustment to high school

Grade 10 - Career Exploration – Career & Life Management .25 Credit

Grade 11 - Post high school research planning

Grade 12 - Post high school research planning and transition

PLANNING YOUR SCHEDULE

In the second semester of each year, students will meet with their counselors for a comprehensive interview. Graduation requirements will be reviewed and course selections for the coming school year will be planned.

In grades 9-12, the following policies apply:

1. Each student in the High School shall be a candidate for a New York State Regents diploma or a local high school diploma.
2. The passing grade for all subjects is 65%.
3. The minimum number of 22 units of credit required for graduation is determined by the New York State Board of Regents. Transfer students must earn a minimum of two credits at Rhinebeck High School to qualify for a Rhinebeck diploma.

4. All students are required to take a minimum of 5 ½ credits, including Physical Education each year.
5. Students who plan to enroll in summer school to meet graduation requirements must have the approval of the Credit Recovery Panel.
6. Students who wish to “double up” after failing a required subject must make a formal request to their counselor and the principal.

***NOTE:** Actual diplomas will not be awarded until requirements and obligations are successfully completed.

COURSE CREDIT BY EXAMINATION

A student may earn 6.5 credits for a Regents or local diploma without completing units of study if:

- The Superintendent determines that the student will benefit academically by exercising this alternative.
- The student achieved a score of at least 85% on a state approved examination.
- The student passes an oral examination or completes a special project.
- The student attends school or receives equivalent instruction elsewhere.

EARLY ADMISSION TO COLLEGE

This program is designed for students who present a strong academic background and prefer to spend the senior year at college. Students who opt for this program must:

1. Complete the necessary forms by April 15th of the Junior year indicating approval from parent, counselor and principal.
2. Obtain acceptance into college.
3. Select courses that complete the requirements for graduation. A two semester, six credit hour college course will be accepted for one unit of high school credit. A one semester, three credit hour college course will be accepted for .5 unit. A physical education course must be taken in both Fall and Spring semester to receive .5 credit.

Name _____
 Class of _____

Counselor _____
 Rhinebeck Central High School
 Date _____

4 Year Plan

	English	Credit		Regents	Final Avg.
Grade 9		1			
Grade 10		1			
Grade 11		1			
Grade 12		1			
Elective					

	Social Studies	Credit		Regents	Final Avg.
Grade 9		1			
Grade 10		1			
Grade 11		1			
Grade 12		1			
Elective					
Elective					

	Science	Credit		Regents	Final Avg.
Grade 9		1			
Grade 10		1			
Grade 11		1			
Grade 12		1			
Elective					

	Math	Credit		Regents	Final Avg.
Grade 8					
Grade 9		1			
Grade 10		1			
Grade 11		1			
Grade 12		1			

	Language	Credit	Prof.	Regents	Final Avg.
Grade 8					
Grade 9		1			
Grade 10		1			
Grade 11		1			
Grade 12		1			
Elective					

	Health	Credit			Final Avg.
		1/2			
	Physical Education	Credit			Final Avg.

Grade 9		1/2			
Grade 10		1/2			
Grade 11		1/2			
Grade 12		1/2			

	Career & Life Management	1/4			
	Community Service				

	Fine Arts	Credit			Final Avg.
Elective					
Elective					
Elective					
Elective					
Elective					

	General Electives	Credit			Final Avg.
Elective					
Elective					
Elective					
Elective					

	BOCES				
	<i>TOTAL CREDITS:</i>				

STATE MANDATED TESTS					
	Date	Score		Date	Score
Science Regents			Adv. Des. 2 nd Science		
Algebra Regents			Adv. Des. Geometry Regents		
Global Studies Regents			Adv. Des. Alg 2 Regents		
US History Regents					
English Regents					
Second Language Proficiency			Adv. Des. 2 nd Lang. Regents		

DIPLOMA Regents Regents with Advanced Designation School Other

COMMENTS: _____

Parent Signature _____ Student Signature _____ Date: _____

Parent Signature _____ Student Signature _____ Date: _____

Parent Signature _____ Student Signature _____ Date: _____

Parent Signature _____ Student Signature _____ Date: _____

GRADUATION REQUIREMENTS

Regents Diploma

Required Courses	Credits
English	4
Social Studies	4
Math *	4
Science *	4
LOTE	1
Art/Music	1
Health	.5
Physical Education	2
Electives	1.5
*Local Requirements	
TOTAL	22

Regents w/Advanced Designation Diploma

Required Courses	Credits
English	4
Social Studies	4
Math *	4
Science *	4
LOTE	3
Art/Music	1
Health	.5
Physical Education	2
*Local Requirements	
TOTAL	22.5

Additional Rhinebeck Central School District Requirements:

Community Service	
Career and Life Management	.25 Credit

Required Exams:

(All exams require a score of 65 or above for Regents)

(All exams require a score of 65 or above)

Regents English Exam	Regents English Exam
Regents Algebra 1 Exam	Regents Algebra 1, Geometry and Algebra 2 Exams
Regents Global Studies Exam	Regents Global Studies Exam
Regents US History Exam	Regents US History Exam
Regents Science Exam	2 Regents Science Exams
	LOTE Checkpoint B Exam

- An integrated course in mathematics/science/technology may be used to satisfy the requirement for a third unit of credit in mathematics or science.
- Students are required to have completed two units of study in Language Other Than English (LOTE) by the end of their 9th grade year. One unit of credit is earned either by passing a state LOTE Checkpoint A exam or earning a unit of commencement level credit in a LOTE.
- Students acquiring 5 units of credit in one of the following may be exempt from the Language Other Than English requirement: Art, Music, Business, or Career and Technical Education.
- A local graduation requirement was approved by the Board of Education effective for students entering ninth grade in the 2014-2015 school year and thereafter requiring all students to earn four units of credit in science and four units of credit in math. Students who earn a CDOS certificate, are enrolled in a BOCES Career and Technical Institute Program, a college bridge program, or in the Alternative High School, or whose IEP otherwise exempts them, are exempt from this local requirement.**

ENGLISH DEPARTMENT COURSES

ENGLISH DEPARTMENT

ENGLISH 9 R

COURSE No.: 1171

LENGTH: 40 Weeks

GRADE LEVEL: 9

CREDIT: 1

PRE-REQUISITE:

Successful completion of English 8.

COURSE DESCRIPTION & OBJECTIVES:

The content of this course is a broad study of literature, including works that may complement the global studies curriculum. Students will read poetry, drama, fiction, and nonfiction. Reading, writing, listening, and speaking tasks are designed to be consistent with New York State Next Generation Learning Standards and will enable students to succeed on the New York Next Generation Learning Standards examination in their junior year.

Students will practice tools in the RHS ELA Style Guide to devise strategies for expressing thought and knowledge in clear, precise ways. At the end of the year, their work will be curated in a writing portfolio and assessed by the ELA department.

Honors Program: Ninth grade students who wish to distinguish themselves as readers and writers can earn this distinction by completing differentiated learning activities and enrichment activities throughout the school year that offer opportunities for complex and nuanced thinking as well as a broader application of reading and writing skills. At the end of the school year, those students who have successfully completed the Honors learning activities will have their end of year course grade weighted and transcribed as an Honors course.

INSTRUCTIONAL PROCESSES & MATERIALS:

Students will analyze classic and contemporary works by authors who represent diverse cultures and Perspectives. Students will read both fiction and nonfiction texts.

Writing tasks include Next Generation Learning Standards style tasks, argumentation, research papers, and analyses and interpretations of literature. It is intended that English 9 will provide students with a curriculum foundation that can be further developed in grade 10.

COURSE REQUIREMENTS:

- Students must attend class regularly and be prepared for class with all necessary materials.
- Students must take responsibility for their work and achievement.
- Students must submit work on time in polished form.
- Students must participate openly and enthusiastically in classroom activities.
- Students must treat all with respect and with a tolerance for our diverse viewpoints, capabilities, beliefs, and backgrounds.

Evaluation of writing and reading skills will be relevant, varied, and frequent; tasks will reflect Lifelong Practices of Readers and Writers and skills for success on the New York Next Generation Learning Standards exam.

ENGLISH DEPARTMENT

ENGLISH 10 R

COURSE No.: 1271

LENGTH: 40 Weeks

GRADE LEVEL: 10

CREDIT: 1

PREREQUISITE: Successful completion of English 9.

COURSE DESCRIPTION & OBJECTIVES:

The content of this course is a broad study of literary texts from around the world, from early epic poetry to contemporary literary nonfiction. Reading, writing, listening, and speaking tasks are designed to be consistent with New York State Next Generation Learning Standards and will enable them to succeed on the Next Generation Learning Standards examination in their junior year.

Students will learn to read as writers, studying an author's craft and purpose in order to improve their own writing, as well as recognize ways in which literature illuminates life.

Students will practice tools in the RHS ELA Style Guide to devise strategies for expressing thought and knowledge in clear, precise ways. At the end of the year, their work will be curated in a writing portfolio and assessed by the ELA department.

Honors Program: Tenth grade students who wish to distinguish themselves as readers and writers can earn this distinction by completing differentiated learning activities and enrichment activities throughout the school year that offer opportunities for complex and nuanced thinking as well as a broader application of reading and writing skills. At the end of the school year, those students who have successfully completed the Honors learning activities will have their end of year course grade weighted and transcribed as an Honors course.

INSTRUCTION PROCESSES & MATERIALS:

The units of study for this course have been developed using the following core texts: *Beowulf*, *Macbeth*, *Frankenstein*, *The Immortal Life of Henrietta Lacks*, *The Metamorphosis*, and *Night*. Students will also have the opportunity to select a variety of literary classics as well as contemporary novels as they participate in literature circles. Writing tasks will include Next Generation Learning Standards style tasks, argumentation, and analyses and interpretations of literature.

COURSE REQUIREMENTS:

Students must attend class regularly and be prepared for class with all necessary materials.

Students must take responsibility for their work and achievement.

Students must submit work on time in polished form.

Students must participate openly and enthusiastically in classroom activities.

Students must treat all with respect and with a tolerance for our diverse viewpoints, capabilities, beliefs, and backgrounds.

Evaluation of writing and reading skills will be relevant, varied, and frequent; tasks will reflect Lifelong Practices of Readers and Writers and skills for success on the New York State Next Generation Learning Standards exam.

ENGLISH DEPARTMENT

ENGLISH 11 R

COURSE No.: 1371

LENGTH: 40 Weeks

GRADE LEVEL: 11

CREDIT: 1

PREREQUISITE: Successful completion of English 10.

COURSE DESCRIPTION & OBJECTIVES:

The content of this course is a broad study of poetry, drama, fiction, and nonfiction. Reading, writing, listening, and speaking tasks are designed to be consistent with New York State Standards Next Generation Learning Standards and will enable them to succeed on the Next Generation Learning Standards examination of their junior year.

Students will learn to read as writers, studying an author's craft and purpose in order to improve their own writing, as well as recognize ways in which literature illuminates life.

Students will practice tools in the RHS ELA Style Guide to devise strategies for expressing thought and knowledge in clear, precise ways. At the end of the year, their work will be curated in a writing portfolio and assessed by the ELA department.

INSTRUCTION PROCESSES & MATERIALS:

The units of study in this course have been developed using the following core texts: *Into the Wild*, *The Great Gatsby*, *A Raisin in the Sun*, and *Othello*.

Writing tasks will include Next Generation Learning Standards style tasks, argumentation, analyses and interpretations of literature.

COURSE REQUIREMENTS:

- Students must attend class regularly and be prepared for class with all necessary materials.
- Students must take responsibility for their work and achievement.
- Students must submit work on time in polished form.
- Students must participate openly and enthusiastically in classroom activities.
- Students must treat all with respect and with a tolerance for our diverse viewpoints, capabilities, beliefs, and backgrounds.

Evaluation of writing and reading skills will be relevant, varied, and frequent; tasks will reflect Lifelong Practices of Readers and Writers and skills for success on the Next Generation Learning Standards exam.

ENGLISH DEPARTMENT

AP ENGLISH LANGUAGE & COMPOSITION **COURSE No.: 1490** **LENGTH: 40 Weeks**
GRADE LEVEL: 11 **CREDIT: 1**

PREREQUISITE: English 10.

Pre-requisites:

Reading

Student is an avid reader.

Student has mastered numerous reading strategies to attack all types of texts.

Student is eager to read on the college level.

Writing

Student can complete writing tasks independently.

Student shows depth of analysis, insight, and understanding through writing.

Student has command of syntax, diction, and technical elements.

Student's writing reflects considerable effort with the writing process: prewriting, editing, revision.

Student's writing demonstrates a clear, personal voice.

Student is eager to write on the college level.

Work Ethic

Student completes all assignments on time.

Student participates in class discussion by asking questions, making connections, and providing insight.

Student work reflects an exceptional level of quality.

Student can accept and offer constructive criticism.

Student displays general thirst for knowledge.

Student maintains integrity in his/her work.

COURSE DESCRIPTION & OBJECTIVES:

In addition to preparing for the Language and Composition Advanced Placement Examination, students will study notable authors of American literature as well as works of contemporary nonfiction. Students will also be required to read in several content areas and produce many different types of writing. Students will investigate and explicate genre conventions and how the author's rhetorical choices affect audience understanding across diverse texts. Readings will range from language arts and social sciences to philosophy and physical sciences.

Students will practice tools in the RHS ELA Style Guide to devise strategies for expressing thought and knowledge in clear, precise ways. At the end of the year, their work will be curated in a writing portfolio and assessed by the ELA department.

INSTRUCTION PROCESSES & MATERIALS

In addition to a selection of classic and contemporary works of fiction and nonfiction, the course relies on *Language & Composition: Reading, Writing, Rhetoric* (2013).

Class discussion and participation will be two major factors in evaluation; each student will also be responsible for completing every writing task, reading assignment and project.

COURSE REQUIREMENTS:

- Student must attend class regularly and punctually.
- Student must be prepared for class with all necessary materials.
- Student must participate in all class activities, including reading aloud, presentations, and writing tasks.
- Student must treat all with respect and with a tolerance for our diverse viewpoints, capabilities, beliefs and backgrounds.

Evaluation of reading and writing skills will be relevant, varied, and frequent; tasks will reflect those skills necessary for success in life and on the Language and Composition Advanced Placement Exam. Students will have the opportunity to take the AP exam; the cost of the exam will be borne by the student. Students will also sit for the New York State Regents exam.

ENGLISH DEPARTMENT

ENGLISH 12

COURSE No.: 1471

LENGTH: 40 Weeks

GRADE LEVEL: 12

CREDIT: 1

PREREQUISITE: Successful completion of English 11.

COURSE DESCRIPTION & OBJECTIVES:

English 12 is a course which prepares students for post-secondary academic and professional success, addressing necessary reading, writing, speaking, and analytical skills for high school seniors.

INSTRUCTIONAL PROCESSES:

The first half of the course focuses on grammar and composition, including but not limited to: a unit on personal narrative using both *The Things They Carried* by Tim O'Brien and the novel *Big Fish* by Daniel Wallace as mentor texts, a unit on writing in a variety of rhetorical modes for a variety of audiences and purposes; and an in-depth research paper (called the Passion Project) on a topic of each student's choice. Oral presentations of students' Passion Projects will be delivered to other seniors within that class period.

In the second half of the course, students will enjoy reading a variety of literary genres including a novel, short story, drama and poetry while capitalizing on the skills addressed in the first module.

Students will practice tools in the RHS ELA Style Guide to devise strategies for expressing thought and knowledge in clear, precise ways. At the end of the year, their work will be curated in a writing portfolio and assessed by the ELA department.

COURSE REQUIREMENTS:

Evaluation of writing and reading skills will be relevant, varied, and frequent; tasks will reflect those skills necessary for college and career readiness. Since each module is a complete unit in itself, there is no final exam for the course. Furthermore, the structure of the program necessitates that all work be submitted on time.

ENGLISH DEPARTMENT

**COLLEGE COMPOSITION COURSE No.: 1855/1856 LENGTH: 20 Weeks
I & II GRADE LEVEL: 12 CREDIT: 1***

PREREQUISITES: English 11 or AP Language & Composition

COURSE DESCRIPTION:

The first half of **College Composition (English 101)** addresses the major principles of college writing, which are meant to serve students in all the disciplines across the curriculum. The course concentrates primarily on expository and argumentative writing; traditional rhetorical modes; and effective composing, revising, and editing strategies. English 101 covers MLA conventions, and a research paper is required. Critical thinking and reading skills are also stressed.

College Composition II (ENG 102) is a continuation of College Composition I (ENG 101) with further study of the resources of the language through a critical analysis of imaginative forms of writing. Emphasis will be placed upon well-organized written composition, factually supported conclusions and awareness of language variety. Effectiveness of expression and validity of judgment in the student's writing are stressed. Genre reading will include fiction, poetry and drama.

Prerequisite: College Composition (ENG 101) with a grade of C or better.

*This course is offered in conjunction with Dutchess Community College.

Students will practice tools in the RHS ELA Style Guide to devise strategies for expressing thought and knowledge in clear, precise ways. At the end of the year, their work will be curated in a writing portfolio and assessed by the ELA department.

COURSE REQUIREMENTS:

- Student must attend class regularly and punctually.
- Student must be prepared for class with all necessary materials.
- Student must participate in all class activities, including reading aloud, presentations, and writing tasks.
- Student must demonstrate an emotional and intellectual maturity commensurate with this academic level.

ENGLISH DEPARTMENT

AP ENGLISH LITERATURE & COMPOSITION **COURSE No.: 1590** **LENGTH: 40 Weeks**
COMPOSITION **GRADE LEVEL: 12** **CREDIT: 1**

PREREQUISITE: English 11 or AP Language and Composition

Pre-requisites for Success:

Reading

Student is an avid reader.

Student has mastered numerous reading strategies to attack all types of texts. Student is eager to read on the college level

Writing

Student can complete writing tasks independently

Work Ethic

Student completes all assignments on time.

Student participates in class discussion by asking questions, making connections, and providing insight.

Student work reflects an exceptional level of quality. Student can accept and offer constructive criticism. Student displays general thirst for knowledge. Student maintains integrity in his/her work.

COURSE DESCRIPTIONS & OBJECTIVES:

The AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. In addition to considering a work's literary artistry, students reflect on the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context provides a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. The organization of this course follows the requirements and guidelines of the College Board's AP English Course Description and is intended to prepare students for the AP English Literature and Composition Exam administered in May of senior year, as well as English courses that students will take at the college level.

INSTRUCTION PROCESSES & MATERIALS

In addition to a selection of classic and contemporary works of fiction, the course relies on *Literature & Composition: Reading, Writing, Thinking* (2011).

Class discussion and participation will be two major factors in evaluation; each student will also be responsible for completing every writing task, reading assignment and project.

Students will practice tools in the RHS ELA Style Guide to devise strategies for expressing thought and knowledge in clear, precise ways. At the end of the year, their work will be curated in a writing portfolio and assessed by the ELA department.

COURSE REQUIREMENTS:

- Student must attend class regularly and punctually.
- Student must be prepared for class with all necessary materials.
- Student must participate in all class activities, including reading aloud, presentations, and writing tasks.
- Student must demonstrate an emotional and intellectual maturity commensurate with this academic level.
- Student must treat all with respect and with a tolerance for our diverse viewpoints, capabilities. Beliefs and backgrounds.

Evaluation of reading and writing skills will be relevant, varied, and frequent; tasks will reflect those skills necessary for success in life and on the Literature and Composition Advanced Placement Exam. Students will have the opportunity to take the AP exam; the cost of the exam will be borne by the student.

ENGLISH DEPARTMENT ELECTIVES

MEDIA COMMUNICATIONS COURSE No.: 1857 LENGTH: 40 Weeks
GRADE LEVEL: 9-12 CREDIT: 1

COURSE DESCRIPTION & OBJECTIVES:

Media Communications (formerly known as Journalism) offers students an introduction to writing and editing for our school's print and online media publication Rhinebeck Reality. Reading and writing news, features, and editorials on topics that interest them, students will learn the fundamentals of journalism and the principles of newsworthiness. Students will practice the art of writing headlines, leads, and captions that grab readers' attention. This course will also offer students practice in researching and conducting interviews, as well as using new forms of media, including podcasts and blogs. Basic design principles and various layout software will also be introduced.

As a performance and publication-based class, students have the opportunity to take the course more than once for credit, building a portfolio as a writer and mentoring their classmates as editors.

READING FILM COURSE No.: 1863 LENGTH: 40 Weeks
GRADE LEVEL: 9-12 CREDIT: 1

PREREQUISITES: None

COURSE DESCRIPTION:

This course introduces students to the art of reading a film. Students learn a framework for interpreting film so they see film as readable text and see the relationship between fiction narratives and film. The course investigates the narrative structure of film and how cinematic elements combine with literary elements to produce moving pictures as literature. Students will explore film "pre-writing" through the use of storyboards, examine the main elements of cinematic language, and identify the distinguishing characteristics of major film genres. The evolution of specific genres (western, comedy, sci-fi, film noir) is examined as record of how cinematic "texts" reflect as well as shape culture.

COURSE REQUIREMENTS:

- Student must attend class regularly and punctually.
- Student must be prepared for class with all necessary materials.
- Student must participate in all class activities, including reading aloud, presentations, and writing tasks.
- Student must demonstrate an emotional and intellectual maturity commensurate with this academic level.
- Student must treat all with respect and with a tolerance for our diverse viewpoints, capabilities, beliefs and backgrounds.

ENGLISH DEPARTMENT ELECTIVES continued

PUBLIC SPEAKING COURSE No.: 1861 LENGTH: 40 Weeks
GRADE LEVEL: 9-12 CREDIT: 1

PREREQUISITES: Students should have a strong interest in developing professional oral presentation skills.

COURSE DESCRIPTION:

In this course, students become confident speakers by practicing basic speaking techniques. In an interactive setting designed to develop public speaking skills, students will also work on acquiring good listening skills. Emphasis on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. But exercises on vocal variety, including pitch, rate, and volume, will occur routinely to maximize improvement. Students will present a variety of speeches, including prose reading, extemporaneous speaking, dramatic interpretation, and TED-talk persuasive presentations. Students will also explore how modern technology can shape and assist their presentations. Additionally, students will learn how to tailor their speeches to meet the needs of a specific audience.

COURSE REQUIREMENTS:

- Student must attend class regularly and punctually.
- Student must be prepared for class with all necessary materials.
- Student must participate in all class activities, including reading aloud, presentations, and writing tasks.
- Student must demonstrate an emotional and intellectual maturity commensurate with this academic level.
- Student must treat all with respect and with a tolerance for our diverse viewpoints, capabilities, beliefs and background.

ENGLISH DEPARTMENT ELECTIVES continued

CREATIVE WRITING

COURSE No.: 1864 LENGTH: 40 Weeks
GRADE LEVEL: 9-12 CREDIT: 1

PREREQUISITE: Students should enjoy creative writing of all types and relish the written word.

COURSE DESCRIPTION & OBJECTIVES:

The purpose of this course is to provide interested students with a forum to develop their writing talents. Teacher and students will work together to create a supportive environment for writing, collaborating, discussing and appreciating creative work. This half-year elective will supplement the required course of study in the Language Arts classroom. Students will experiment in a wide variety of writing modes, read their work aloud to peers, and offer one another encouragement and guidance. Emphasis will be placed on all aspects of the writing process.

INSTRUCTION PROCESSES & MATERIALS:

Students will participate in a variety of classroom activities designed to promote creative writing. Students will be encouraged to develop their writing voices, build narrative structures, focus on descriptive detail, and experiment with form. We will write and exchange ideas daily using models and other inspirations.

COURSE REQUIREMENTS:

Class attendance and participation are critical to student success. Students will compose writing journals and final projects. Evaluation will be based upon participation in class and completion of all activities. Writing will be reviewed as work in progress; therefore, grades will be assigned for creative and collaborative efforts.

DEVISING THEATER COURSE No.: 1865 LENGTH: 40 Weeks
GRADE LEVEL: 9-12 CREDIT: 1

PREREQUISITES: Students should have a strong interest in theater arts.

COURSE DESCRIPTION:

Classwork focuses on the exploration of theater literature, performance, historical/cultural connections, and technical requirements. Improvisation, rapport building, theater acting basics, and beginning scene work are used to introduce students to movement, tableaux, audience connection, and character development. Incorporation of other art forms in theater will help students gain appreciation for other media, such as music, dance, and visual art. This class will provide opportunities for students to develop skills in critical reading, listening, and thinking, as well as stage presence, ensemble work, and aesthetic awareness. Culminating experiences could include periodic classroom and/or public performances.

**SOCIAL STUDIES
DEPARTMENT COURSES**

SOCIAL STUDIES DEPT.

GLOBAL HISTORY & COURSE No.: 2170 LENGTH: 40 Weeks
GEOGRAPHY 9 R GRADE LEVEL: 9 CREDIT: 1

PREREQUISITES: Successful completion of Grade 8 Social Studies.

COURSE DESCRIPTION:

Global History and Geography 9 is the first course of the two-year Regents program in World History. Throughout the ninth grade year we will explore the history of the world in a chronological approach. During this course of study, we will draw attention to such themes in history as belief systems, change, culture and intellectual life, economic systems, geography, justice and human rights, movement of people and goods, political systems, and urbanization.

INSTRUCTIONAL PROCESS & MATERIALS:

Instructional processes will include lecturing, note taking, handouts and use of technology and multi-media materials. Students will be asked to read and take notes from the class textbook.

TEXTBOOK:

World History, Elisabeth Ellis & Anthony Esler, Prentice Hall

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- Passing average (yearly) of 65% or better on tests, quizzes, mid-term and final exam.
- Maintain a notebook for the entire year.
- Class projects in various forms of output (Oral, Visual and Written).
- Regular homework assignments.
- Class participation.

SOCIAL STUDIES DEPT.

**PRE-AP WORLD HISTORY COURSE No.: 2280 LENGTH: 40 Weeks
& GEOGRAPHY GRADE LEVEL: 9 CREDIT: 1**

PREREQUISITES: Grade 8 Social Studies.

Pre-requisites for Success:

8th grade social studies teacher recommendation and counselor recommendation.

OR

90% minimum final average in grade 8 Social Studies

COURSE DESCRIPTION & OBJECTIVES:

By combining the Scope and Sequence provided by New York State and the course description from the College Board, students will receive instruction that will prepare them for the Regents Exam as well as the AP in World History. Offered in the ninth grade, Pre-AP World History & Geography will cover: Geography and World Religions, the Ancient Period, the Classical Period, and the Postclassical Period. This course is the prerequisite to 10th grade AP Global History.

INSTRUCTIONAL PROCESS & MATERIALS:

Instructional processes will include lecturing, class discussion, reading, note taking and the use of technology and multi-media materials. Students will work on analyzing historical documents, writing historical essays and interpretation of maps and charts. During class we will emphasize the three enduring issues and the areas of focus as identified by the College Board.

TEXTBOOK:

World Civilizations: The Global Experience; Pearson, Longman

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- Passing average (yearly) of 65% or better.
- In class participation.
- Nightly reading and written homework.
- Class projects in various form of output (Oral, Visual, Written).

SOCIAL STUDIES DEPT.

GEOGRAPHY 10 R

COURSE No.: 2270 LENGTH: 40 Weeks

GRADE LEVEL: 10 CREDIT: 1

PREREQUISITES: The student must have successfully completed and passed Global History and Geography 9R.

COURSE DESCRIPTION:

The purpose of this course is to continue the global history and geography curriculum by exploring the social, economic, political and cultural developments and the dynamics of change found during the following periods of time.

Age of Revolution (1500-1800)

Dawn of Industrial Age (1750-1914)

World War and Peace (1914-1968)

The World Today (1945-Present)

Each unit will focus on key concepts and world issues to prepare the student to successfully master the mandatory global history and geography Regents.

INSTRUCTIONAL PROCESS & MATERIALS:

The instructional process will include lectures, class activities, discussions and intensive instruction on test taking skills and essay writing.

TEXTBOOK:

World History: Patterns of Civilization, Prentice Hall

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- Daily attendance and participation in the learning process.
- Maintaining a neat and up-to-date notebook.
- Completion of written homework assignments and essays.
- Periodic unit exams, mid-term examination; maintaining an average of 65% or better for the entire year.
- All students must pass the global history and geography Regents with a 65% grade or better.

SOCIAL STUDIES DEPT.

AP WORLD HISTORY: COURSE No.: 2290 LENGTH: 40 Weeks

MODERN GRADE LEVEL: 10 CREDIT: 1

PREREQUISITES: Pre-AP World History & Geography

Prerequisites for Success: 85% minimum final average in Pre AP World History & Geography

COURSE DESCRIPTION & OBJECTIVES:

The goals of this two-year World History sequence for students include:

1. Expanding their ability to understand the chronological relationships between geography and history, resulting in an understanding of differences in lifestyles, cultures and patterns of social interaction.
2. Studying history using a mixed chronological and thematic approach to encourage students to see cause and effect relationships over time and across civilizations.
3. Understanding similarities and differences between and among civilizations, as well as recognizing major turning points in world history.
4. Developing the ability to understand the difference between original and secondary sources, separating propaganda from neutral statements, and using all of the above in an intellectual context.
5. Improving thesis development and writing skills by encouraging students to interpret, analyze, defend and advocate positions in writing and orally based on their study of world history.
6. Encouraging understanding and tolerance for other views and cultures.

All students enrolled will have the opportunity to take the AP exam; the cost of the exam will be borne by the student.

INSTRUCTIONAL PROCESSES & MATERIALS:

In both grades 9 and 10, the themes listed below will be stressed, reviewed or both through each time period. Global interaction and connectedness will be stressed as opposed to a singular people, culture, region, or empire presentation. These themes complement and reinforce the World History and Geography Standard established by the New York State Board of Regents.

Overarching Themes:

- Influence of geography
- Patterns of global connection, i.e. trade
- Similarities and differences in the rise and fall of empires
- Gender role and their changing role
- Development and nature of global economy
- Factors affecting European ascendancy and now, the Western decline, i.e., technology
- Relation of geographic issues to lifestyles, culture, and regional historical developments
- Political systems and their evolution over time

SOCIAL STUDIES DEPT.

UNITED STATES HISTORY COURSE No.: 2370 LENGTH: 40 Weeks
& GOVERNMENT 11R GRADE LEVEL: 11 CREDIT: 1

PREREQUISITE: Successful completion of Global Studies 10.

COURSE DESCRIPTION & OBJECTIVES:

This course attempts to assure that all students in grade 11 have a good knowledge and values base rooted in the historical tradition, as well as contemporaneous society.

The syllabus is divided into six major historical units, the first of which is devoted to a major emphasis on the origins and development of the Constitution during the early years of our history.

Units two through six are as follows:

1. Industrialization of the U.S.
2. The Progressive Movement: Responses to the challenges brought about by industrialization and urbanization.
3. At Home and Abroad: prosperity and depression, 1917-1940.
4. The U.S. in an Age of Global Crisis: responsibility and cooperation.
5. A World in Uncertain Times: 1950 to present.

The objective of the course is to prepare the students for the Regents examination and teach them the basic principles and cultural heritage upon which our nation is founded so that they may develop strong commitment to democratic values.

INSTRUCTIONAL PROCESSES & MATERIALS:

This course will be taught with a discussion/lecture approach. Textbooks, paperbacks, dittos, magazine and newspaper articles, and other material that might be pertinent to the course will be used.

TEXTBOOKS:

America: Pathways to the Present; Prentice Hall or United States History, Prentice Hall.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- Tests
- Quizzes
- Written Assignments
- Oral Participation
- Students are required to successfully pass the Regents examination in U.S. History Government.

SOCIAL STUDIES DEPT.

AP UNITED STATES

COURSE No.: 2390

LENGTH: 40 Weeks

HISTORY & GOVERNMENT

GRADE LEVEL: 11

CREDIT: 1

PREREQUISITES: Global 10.

Prerequisites for Success:

90% score on Global Regents Exam;

OR

3 Minimum score on Global AP Exam.

COURSE DESCRIPTION & OBJECTIVES:

This course will enable students to develop a strong understanding of American history, government, society and culture.

The course will focus on the origins and evolution of American government, major time periods in American history and their impact on the development of modern American society and culture.

Through various available resources, students will investigate significant topics in American history; they will have varied opportunities (i.e.: tests, quizzes, written assignments, class discussions) to demonstrate their knowledge of the material.

All students enrolled will have the opportunity to take the AP exam; the cost of the exam will be borne by the student.

INSTRUCTIONAL PROCESSES & MATERIALS:

This course will be taught with a discussion/lecture approach. Textbooks, paperbacks, handouts, magazine and newspaper articles, online resources, and other material pertinent to the course will be utilized.

TEXTBOOK: A History of the United States by Borstin & Kelley.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- Students must participate fully in all class activities.
- Students must complete all assignments when due.
- Students must demonstrate respect for others and tolerance to diverse views in American society.
- Students must come to class fully prepared and eager to learn.

SOCIAL STUDIES DEPT.

**PARTICIPATION IN GOV'T. COURSE No.: 2490 LENGTH: 40 Weeks
& ECONOMICS GRADE LEVEL: 12 CREDIT: 1**

PREREQUISITE: Grade 11 Social Studies

COURSE DESCRIPTION & OBJECTIVES:

This course enlists two points of emphasis, 1) Economics, the Enterprise System, and Finance (one semester), and 2) Participation in Government and Civics (one semester). The dual curriculum enables students to explore the principles of the United States free market economy in a global context and also engage in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship (Next Generation Learning Standards State Standards).

INSTRUCTIONAL PROCESS & MATERIALS:

Processes include student-centered class discussions and debates, teacher-facilitated interactive lectures, information gathering/organizing, guest speakers, issue-based Socratic seminars, and student-facilitated current events' roundtable conferences. Correspondingly, materials will include a wide-range of primary and secondary sources/artifacts from a variety of internet and print sources, as well as selected films representative of curricular concepts.

TEXTBOOKS:

Economics. O'Sullivan, Sheffrin, and Wiggins. Prentice Hall (2010).
Politics in Action. Wasserman. Pearson (2013).

COURSE REQUIREMENTS & EVALUATIONS:

Cumulative average of 65% or greater:

- Economics, the Enterprise System, and Finance (one semester).
- Participation in Government and Civics (one semester).
- Economics Assessment (10% of cumulative average).
- Civics Research Paper (100% of cumulative average).
- Attend Public Meeting(s)/ Facilitate Current Events' Discussions.

SOCIAL STUDIES DEPT.

ANTHROPOLOGY

COURSE No.: 2620

LENGTH: 20 Weeks

GRADE LEVEL: 10-12

CREDIT: 1/2

COURSE DESCRIPTION AND OBJECTIVE:

Anthropology is the study of humankind using a comparative perspective. It encompasses a wide range of topics including the biology, culture, history, and language of human beings. This course examines the cultural diversity of societies around the world, including subjects like religion, language, economic patterns, warfare, and family. In this course, students will gain a framework for understanding the impact of biology and culture in shaping behaviors and beliefs.

Students will learn how anthropologists gather data on human culture and society and will try their hand at participant observation study. In addition to studying the underlying principles of the discipline, students will focus on the themes of social structure, economy, power, meaning and symbolism, and the institutions which form around these themes. There will also be a look at contemporary issues in social and cultural anthropology.

** Depending on timing and availability, students may participate in a local archeological dig.

INSTRUCTIONAL PROCESSES & MATERIALS:

The instructional process includes lecture/discussion, readings, case studies, group work, use of a course textbook, handouts, newspaper articles and other material pertinent to the subject.

COURSE REQUIREMENTS AND EVALUATION CRITERIA:

- Daily attendance and participation in the learning process.
- Completion of reading assignments.
- Completion of written homework assignments and essays.
- Periodic unit exams, mid-term examination; maintaining an average of 65% or better for the entire year.
- Passing the final exam with a 65% grade or better.

SOCIAL STUDIES DEPT.

INTRO TO SOCIOLOGY COURSE No.: 2630 LENGTH: 20 Weeks
GRADE LEVEL: 10-12 CREDIT: 1/2

COURSE DESCRIPTION AND OBJECTIVE:

Have you ever wondered why individuals and societies are so varied? Do you ask what social forces have shaped the world around you? Sociology is the scientific study of society, including patterns of social relationships, social interaction, and culture. Sociology can help us to understand ourselves better, since it examines how the social world influences the way we think, feel, and act. Sociologists gather systematic information (data) from which to make a decision, provide insights into what is going on in a situation, and present alternatives.

This course examines the social atmosphere that helps to make us who we are and how we behave. Sociology covers such topics such as culture, violence, deviance, social control, socialization and personality, group behavior, social class, and social institutions. The key component of this course is to study ourselves and the society that influences our behavior.

Course goals and objectives include:

- A. To understand human behavior of different groups and their impact on society.
- B. To understand the nature of change and its effect on people and society.
- C. To develop critical thinking skills by analyzing, synthesizing, and evaluating sociological ideas and arguments.
- D. To conduct student-driven, high-level discussions of issues.
- E. To use a scientific, systematic approach to understand ourselves as social beings.
- F. To have fun and to take a more active and meaningful role in society.

INSTRUCTIONAL PROCESSES & MATERIALS:

The instructional process includes lecture/discussion, readings, case studies, group work, course textbook, handouts, newspaper articles and other material pertinent to the subject.

COURSE REQUIREMENTS AND EVALUATION CRITERIA:

- Daily attendance and participation in the learning process.
- Completion of reading assignments.
- Completion of written homework assignments and essays.
- Periodic unit exams, mid-term examination; maintaining an average of 65% or better for the entire year.
- Passing the final exam with a 65% grade or better.

SOCIAL STUDIES DEPT.

AP EUROPEAN

COURSE No.: 2690

LENGTH: 40 Weeks

GRADE LEVEL: 11-12 CREDIT: 1

PREREQUISITE: US History and Government.

Prerequisites for Success: 85% score on Global Regents Exam; teacher recommendation.

COURSE DESCRIPTION & OBJECTIVES:

This course will follow the syllabus of the AP European History test preparation, covering European history from mid-1400's to the present. This course requires the students to study diligently, read and analyze readings extensively and prepare for the AP European History examination. All students enrolled are required to take the AP exam. This requirement can only be waived with the permission of the Principal, department chair, and instructor.

INSTRUCTIONAL PROCESSES & MATERIALS:

There will be summer readings and writing assignments as preparation for the course. Frequent quizzes, writing assignments (multiple choice, essays, analysis charts, map work) and comprehensive unit tests will constitute much of the course work. Writing assignments will be typed. In addition, students will participate in research activities (library and Internet) and presentations to the class.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Homework assignments, class work, tests, and participation are critical as preparation for the AP test. Marks will be determined by a combination of these elements. Students enrolled in this course are basically enrolled in a freshman level college history course. The work and expectations for performance of that work will be demanding. The goal is for all students to take the AP exam and succeed at getting college credit. All students enrolled will have the opportunity to take the AP exam; the cost of the exam will be borne by the student.

SCIENCE DEPARTMENT COURSES

SCIENCE DEPARTMENT

EARTH SCIENCE R

COURSE No.: 3170

LENGTH: 40 Weeks

GRADE LEVEL: 9 Primarily CREDIT: 1

PREREQUISITES: Successful completion of Science 8.

COURSE DESCRIPTION & OBJECTIVES:

This course is being offered to students primarily in grade 9. Earth Science Regents is a physical science dealing with earth processes and also the earth in space. Some of the topics covered are: mapping, earth motions in space, energy, weather, weathering, erosion, deposition, rocks, minerals, plate tectonics, earthquakes, and geologic history. The course offers experiences in planning and carrying out investigative activities. An understanding of the interrelationships of earth spheres – the atmosphere, the lithosphere, and the hydrosphere will be developed. Students taking this course should be able to pass the Regents examination in Earth Science.

INSTRUCTIONAL PROCESSES & MATERIALS:

The course includes lecture-demonstration periods five times per week. Laboratory work is part of the course requirement. This laboratory work is performed during a regularly scheduled lab period. Materials used: Notes, videos, review books, past Regent's examinations, and appropriate laboratory materials.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- The grade will be based on homework/classwork, formal assessments, labs and participation.
- To pass the course, the final average must be 65% or above.
- To receive Regents credit, a student must have evidence of at least 1200 minutes of laboratory experience, pass the Regents exam, and have a final average of 65% or better.

SCIENCE DEPARTMENT

LIVING ENVIRONMENT COURSE No.: 3270 LENGTH: 40 Weeks
GRADE LEVEL: 9-12 CREDIT: 1

PREREQUISITES: Successful completion of Earth Science, or mastery of the Earth Science opt-out exam. Please contact your guidance counselor for details.

COURSE DESCRIPTION & OBJECTIVES:

Biology is concerned with the principles relating to the structure, life processes, and environment of living organisms. Some areas covered include: Cell Biology, Biochemistry, Genetics, Human Physiology, Ecology and Human Impact on the Environment, and the Scientific Method. The objective of this course is to have the student develop a fundamental understanding of biological principles and an appreciation for his/her environment. The course is taught at the Regents level.

INSTRUCTIONAL PROCESSES & MATERIALS:

The course is made up of daily classes and a lab period once every four school days. Laboratory work is part of the course requirement. This laboratory work is performed during regularly scheduled lab periods, as well as regular class times.

Materials used: Textbook, review book, and appropriate laboratory materials.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- The grade will be based on tests, homework, projects, quizzes, and lab reports.
- To pass the course, the final average must be 65% or above.
- To receive Regents credit, a student must have completed all state laboratory assignments, pass the Regents test, and have a final average of 65% or better. Students without satisfactory lab time and unacceptable lab reports will not be granted Regents credit.

SCIENCE DEPARTMENT

AP BIOLOGY

COURSE No.: 3290
GRADE LEVEL:11 &12

LENGTH: 40 Weeks
CREDIT: 1

Prerequisites for Success: Successful completion of Regents Chemistry, with a Regents score of 90% or above. Completion of Regents Biology (The Living Environment) with a Regents exam score of 90% or above.

COURSE DESCRIPTION & OBJECTIVES:

This course continues the study of life, examining in depth areas covered by the regular Regents Biology course. This course is intended for the college-bound, science-oriented student who is ready for serious, self-motivated study. Text used is at college level. Students taking this course will use it as a preparation for the Advanced Placement Examination in Biology. Successful performance in this examination may lead to college credit in Biology, dependent on the grade received and the college attended.

All students enrolled are required to take the AP exam. This requirement can only be waived with the permission of the principal, department chair, and instructor.

INSTRUCTIONAL PROCESSES & MATERIALS:

This course consists of lectures, demonstrations, laboratory exercises and class discussions. Materials used: College level text and appropriate laboratory materials.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- Grades will be based on homework, lab work, quizzes, tests, and projects.
- Students will be expected to complete mandatory AP labs.
- Homework assignments, class work, tests, and participation are critical as preparation for the AP test. Marks will be determined by a combination of these elements.
- Students enrolled in this course are basically enrolled in a freshman level college course. The work and expectations for performance of that work will be demanding.

All students enrolled will have the opportunity to take the AP exam; the cost of the exam will be borne by the student.

SCIENCE DEPARTMENT

CHEMISTRY R

COURSE No.: 3370
GRADE LEVEL: 9-12

LENGTH: 40 Weeks
CREDIT: 1

PREREQUISITE: Algebra 1

COURSE DESCRIPTION & OBJECTIVES:

Regents Chemistry is a laboratory-oriented course which offers the student the opportunity to develop a basic knowledge of modern inorganic and organic chemistry. The student will be expected to apply fundamental laws and principles to problem solving situations. They should develop an understanding of the composition of matter and the basic laboratory techniques and the proper use of more advanced equipment including spectrophotometers, computer interfaces, and probes.

INSTRUCTIONAL PROCESSES & MATERIALS:

The instructional process will involve classroom lecture material and related laboratory activities. Students will be encouraged to learn chemical concepts by self-discovery and problem solving. The laboratory work permits students to become familiar with chemical equipment and techniques as well as safety procedures for advanced chemistry courses.

Materials used:

Text: Pearson Chemistry

Labs: Flinn Scientific

Laboratory equipment and chemical supplies.

Audiovisual materials including: videos and slides.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- The grade will be based on tests, quizzes, lab report, and homework.
- Final average must be 65% or above to pass the course.
- To receive Regents credit, a student must have completed at least 1200 minutes of lab, pass the Regents test, and have a final average of 65% or better.
- Students without 1200 minutes of lab will not be granted Regents credit.

SCIENCE DEPARTMENT

AP CHEMISTRY

COURSE No.: 3390

LENGTH: 40 Weeks

GRADE LEVEL: 11-12

CREDIT: 1

PREREQUISITE: Regents Chemistry.

Prerequisites for Success: 90% minimum average in Regents Chemistry.

COURSE DESCRIPTION & OBJECTIVES:

AP Chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year. The course should only be taken after successful completion of a first course in high school chemistry. A primary goal of the course is for students to attain a thorough understanding of chemical concepts and to be competent in dealing with general chemistry problems. Each student's goal is to pass the AP chemistry examination in May. Course topics include stoichiometry; properties of gases, liquids, solids and solutions; chemical thermodynamics; atomic and molecular structure; chemical kinetics; periodic properties; and descriptive chemistry of the elements. All students enrolled will have the opportunity to take the AP exam; the cost of the exam will be borne by the student.

INSTRUCTIONAL PROCESSES & MATERIALS:

The course consists of lectures, demonstrations, laboratory exercises, and class discussions. Students are expected to maintain a quality notebook and laboratory journal. The textbook is Chemistry: A Molecular Approach, 3rd Edition, Copyright 2014, Nivaldo Tro. Many concepts will be developed via class discussion and student participation. Materials used: College Level Text, DVDs, and appropriate laboratory supplies and equipment.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

There will be chapter quizzes and unit tests.

SCIENCE DEPARTMENT

PHYSICS R

COURSE No.: 3470
GRADE LEVEL: 9-12

LENGTH: 40 Weeks
CREDIT: 1

PREREQUISITE: Chemistry.

FACTORS FOR PLACEMENT: Above average achievement in math courses and in chemistry.

COURSE DESCRIPTION & OBJECTIVES:

The course follows the NYS Physics syllabus; that is, it covers the following areas: Mechanics, Heat, Waves, Electricity, and Modern Physics. It is terminated with a Regents test. As a result of the course, students should understand the empirical, yet tentative nature of scientific knowledge. They should be able to apply appropriate physics concepts in interacting with his or her world. They should be able to use the processes of science to further their own understanding of science; students should develop a richer, more satisfying view of the universe, along with a thirst for more knowledge. Students will learn how to measure, how to present the data in a neat fashion, and how to draw a reasonable conclusion.

INSTRUCTIONAL PROCESSES & MATERIALS:

The class meets every day for a lecture/discussion period and every second day for an additional lab period.

The text is: Physics: Principles and Problem by Glencoe

In the lab, the students will work with a large assortment of physics apparatus.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- The grade will be based on tests, quizzes, lab performance and reports.
- To pass the course, the final average must be 65% or above.
- To receive Regents credit, a student must have completed at least 1200 minutes of documented lab experience, pass the Regents test, and have a final average of 65% or better.
- Students without at least 1200 minutes of documented lab experience can not be granted Regents credit.

SCIENCE DEPARTMENT

AP PHYSICS 1

AP COURSE No.: 3630

LENGTH: 40 Weeks

GRADE LEVEL: 11-12

CREDIT: 1

FACTORS FOR PLACEMENT: Students should have completed Geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

COURSE DESCRIPTION & OBJECTIVES:

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, mechanical waves and sound, and fluid mechanics.

COURSE REQUIREMENTS & EVALUATION:

Laboratory Requirement: This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations.

LABORATORY REQUIREMENT:

This course requires that twenty-five percent of instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations.

SCIENCE DEPARTMENT

FORENSIC SCIENCE

COURSE No.: 3600
GRADE LEVEL: 11-12

LENGTH: 40 Weeks
CREDIT: 1

PREREQUISITES: Passing of Earth Science Regents Exam and concurrent registration in a Living Environment course. Priority in scheduling will be given to Seniors and then Juniors.

COURSE DESCRIPTION & INSTRUCTIONAL PROCESSES:

The goal of this course is to help students better understand the multifaceted subject of Forensic Science. This lab-based course will enable students to learn techniques involved in collecting, processing and analyzing evidence through lecture and lab activities. Case studies will be explored, and crime scenes will be simulated to allow students to work together using techniques learned to determine the perpetrator of the crime.

COURSE OBJECTIVES:

1. Follow the history and development of Forensic Science.
2. Study the organization and services of a crime laboratory.
3. Explore legal considerations at a crime scene and learn how to properly process a crime scene.
4. Expand knowledge of possible career options in Forensic Science.
5. Understand the functions of the Forensic Scientist and Forensic Science services through the following:
 - Learn techniques to process and analyze physical evidence such as glass fragments, soil, organic or inorganic substances, hair, fibers, and/or paint chips.
 - Study toxicology and how to collect, preserve and analyze drugs and poisons.
 - Learn how to collect, process, and analyze DNA found at a crime scene.
 - Explore techniques involved in collecting and analyzing fingerprints, footprints, and handwriting samples.
 - Study characteristics of blood and determine the origin and angle of impact through blood spatter analysis.
 - Learn how to reproduce and analyze bite marks.
 - Explore the use of dogs in police work.

SCIENCE DEPARTMENT

**ENVIRONMENTAL
SCIENCE**

**COURSE No.: 3610
GRADE LEVEL: 11-12**

**LENGTH: 40 Weeks
CREDIT: 1**

PREREQUISITES: In order to take this course, a student needs to have an average or above average performance in two previous science courses, mathematics, and English.

COURSE DESCRIPTION & OBJECTIVES:

Environmental Science is concerned with understanding: our environment, U.S. and planet wide environmental issues, resources and energy use, alternatives and possible solutions, and decision making processes for a sustainable future. Some of the topics covered will be ecosystem interactions, biomes, human impact on Earth's resources, alternative energy sources, conservation of natural resources, conservation of biodiversity, recycling, and local, federal, and international policies. The first objective of the course is to have the students develop a fundamental understanding of Environmental Science principles and to apply them in decision making processes during their lives. The second objective is for students to develop a greater appreciation for the environment around us and around the world.

INSTRUCTIONAL PROCESSES & MATERIALS:

The course is made up of five lecture/demonstration/laboratory periods per week. Laboratory work will be performed during the regularly scheduled class times. The materials used will be books, Internet, newspapers, and appropriate laboratory materials.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

The grade for the course will be based on tests, quizzes, projects, lab reports, and homework. In order to pass the course, the final average must be a grade of 65% or higher.

SCIENCE DEPARTMENT

CONCEPTUAL PHYSICS

COURSE No.: 3480

LENGTH: 40 Weeks

GRADE LEVEL: 11-12

CREDIT: 1

PREREQUISITES: In order to take this course, a student needs to have an average or above average performance in two previous science courses, mathematics, and English.

COURSE DESCRIPTION & OBJECTIVES: Conceptual Physics will focus on the amazing physical universe in which we live and the rules that govern matter, energy, space, and time. While we will do small amounts of math as part of the course, we are able to focus on concepts and principles. We will learn about gravity, static electric phenomena, black holes, and the fate of the universe, rainbows and sub woofers. We will build circuits and learn about house wiring. We will use harmonic tubes to measure the speed of sound. We will learn why curve balls curve and airplanes fly. You will be shocked by thousands of volts and live to tell the tale.

INSTRUCTIONAL PROCESSES & MATERIALS:

This course is made up of five lecture/demonstration/laboratory periods per week. Laboratory work will be performed during the regularly scheduled class times.

Textbook: Conceptual Physics by Paul Hewitt

The materials used will be our textbook, Internet, newspapers, and appropriate laboratory materials.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

The grade for the course will be based on tests, quizzes, projects, lab reports, homework, and class participation. In order to pass the course, the final average must be a grade of 65% or higher.

SCIENCE DEPARTMENT

**TECHNIQUES IN
SCIENCE RESEARCH**

**COURSE No.: 3620
GRADE LEVEL: 10-12**

**LENGTH: 40 Weeks
CREDIT: 1**

PREREQUISITE: Signed approval of previous science teacher and guidance counselor.

COURSE DESCRIPTION & OBJECTIVE:

This pilot course provides students an opportunity to experience authentic scientific research.

Students will:

- Engage in bibliographic research to narrow down an area of interest
- Conduct thorough literature searches on chosen topic
- Communicate with professionals in the chosen area of study
- Create an experiment
- Carry out experimentation and data gathering
- Utilize statistical techniques during the analysis of data
- Present a peer-reviewed research paper to classmates and teacher
- Create both oral and poster presentations
- Prepare for presentation of research of findings at local symposia

INSTRUCTIONAL PROCESSES & MATERIALS:

This course meets five class periods per week. Students will be expected to maintain a laboratory notebook and a comprehensive portfolio binder of all research work.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

The grade will be based on one-to-one assessments, bi-weekly assessment sheets, reports, projects, and participation. To pass the course, the final average must be 65% or above. Students are expected to participate in the end-of-year symposium during the fourth quarter.

MATHEMATICS DEPARTMENT COURSES

MATH DEPARTMENT

MATH APPLICATIONS

COURSE No.: 4200
GRADE LEVEL: 10-12

LENGTH: 40 Weeks
CREDIT: 1

PREREQUISITES: Passing final average in Algebra. Current math teacher's recommendation is required.

COURSE DESCRIPTION & OBJECTIVES:

Math Applications is offered to students who have passed Algebra 1, and have passed the Algebra Regents Exam. Intermediate Algebra, Mathematics of Finance, or PLTW can be taken senior year in order to satisfy the graduation requirement that students earn four (4) math credits.

The course is intended to continue to develop proficiency with mathematical skills, at a pace and difficulty level beyond that of Algebra 1. The following topics will be presented and integrate problem solving strategies and graphing calculator technology:

- Algebra Review
- Foundations for Functions
- Functions for Problem Solving
- Polynomial Functions
- Financial Applications
- Coordinate Geometry
- Geometry including Area, Volume & Surface Area
- Transformational Geometry
- Optional topics: Conic Sections, Set Theory, Trigonometry, Statistics and Data Analysis

Focus on the Mathematical Practices:

- Make sense of problems and persevere in solving them. Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically. Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Students are evaluated on the basis of quizzes, tests, and a final examination, as well as completion of homework, participation in class activities, and individual and/or group projects.

MATH DEPARTMENT

**MATHEMATICS OF
FINANCE**

**COURSE No.: 4300
GRADE LEVEL: 12**

**LENGTH: 40 Weeks
CREDIT: 1**

PREREQUISITES: Passing final average in Intermediate Algebra, Math Applications, Next Generation Learning Standards Algebra 2, or Pre-Calculus. This course is offered for any seniors interested in the Mathematics of Finance or students looking to meet the fourth year of math requirement for graduation.

COURSE DESCRIPTION & OBJECTIVES:

This course will help students discover, learn, and apply topics in Financial Mathematics. The material covered will help to make connections from concrete examples to abstract concepts. Topics include gross and net income, recordkeeping, banking services, consumer credit, loans and annuities, incomes taxes, and investments.

This course will focus on the Mathematical Practices:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

INSTRUCTION PROCESSES & MATERIALS:

Daily classroom lectures, demonstrations and discussions, guided practice through homework assignments, review and re-teaching as needed, and use of available technology.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Students are evaluated on the basis of quizzes, tests, and a final examination, as well as completion of homework, individual and/or group projects.

MATH DEPARTMENT

STATISTICS

**COURSE No.: 4330
GRADE LEVEL: 12**

**LENGTH: 40 Weeks
CREDIT: 1**

PREREQUISITES: Passing final average in Intermediate Algebra, or Algebra 2. This course is offered to seniors; current math teacher's recommendation is required.

COURSE DESCRIPTION & OBJECTIVES:

Statistics is a course designed not only for students interested in math, but for students interested in various fields of study which involve an application of statistics and statistical analyses. In this course, basic statistical procedures are developed. Topics include descriptive statistics, probability, probability distributions, binomial distributions, hypothesis testing, confidence intervals, correlation and regression, contingency tables and non-parametric methods.

The objective of this course is to provide a basic understanding of the elementary concepts of statistics, including descriptive statistics, probability theory, hypothesis testing, confidence interval construction, correlation/regression, contingency tables, and probability distribution. Successful completion of this course will give students a working knowledge of the mathematics, which will be appropriate to several curricula, not necessarily related to the field of mathematics, but to various other fields of study, including science, business, industry, and the arts.

Available technology will be integrated into the program so that students will see how statistical concepts covered in the course can be applied to various fields of study. Graphing calculators will be used throughout the course. They are available for student use during class time; however, it will be extremely useful to purchase your own.

COURSE REQUIREMENTS:

Students are evaluated on the basis of quizzes, tests, and a final examination, as well as completion of homework, individual and/or group projects.

MATH DEPARTMENT

**INTRODUCTION TO
COLLEGE ALGEBRA**

**COURSE No.: 4351
GRADE LEVEL: 11-12**

**LENGTH: 40 Weeks
CREDIT: 1**

PREREQUISITES: Passing final average in Algebra 1, Geometry, or Math Applications.

COURSE DESCRIPTION & OBJECTIVES:

Introduction to College Algebra is designed for the student who either wants or needs more work in algebra after taking Algebra 1, Geometry, or Math Applications. It is intended to prepare the student for college-level mathematics and the math required in a variety of professions.

The following topics will be covered in Introduction to College Algebra:

- Linear Equations
- Linear Inequalities Relations and Functions Polynomials
- Higher Degree Equations
- Rational Expressions
- Radicals
- Complex Numbers
- Polynomial Equations and Functions
- Coordinate Geometry, including Coordinate Proofs
- Conic Sections
- Exponential and Logarithmic Functions
- Probability
- Linear Systems of Equations and Inequalities
- Trigonometry

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Students are evaluated on the basis of quizzes, tests, and a final examination, as well as completion of homework, individual and/or group projects.

MATH DEPARTMENT**PRE-CALCULUS****COURSE No.: 4480****LENGTH: 40 Weeks****GRADE LEVEL: 11-12****CREDIT: 1**

PREREQUISITES: Final average of 80% or higher in Next Generation Learning Standards Algebra 2. Current math teacher's recommendation is required.

COURSE DESCRIPTION & OBJECTIVES:

Pre-calculus presents the prerequisite topics for calculus. It is intended for the college-bound senior planning to study calculus and higher level mathematics in college or the junior planning to study AP Calculus AB in his/her Senior year of high school. Topics include real numbers, the Cartesian coordinate system, functions, graphing techniques, polynomial functions, circular functions, trigonometric functions, second degree relations, transcendental functions, inverse functions, matrices and limits of functions. Optional topics will include an introduction to sequences and series, derivatives and related topics.

INSTRUCTION PROCESSES & MATERIALS:

Daily lectures, demonstrations, student assignments, review and testing make up the instructional process. Computer software demonstrations will be used when appropriate. The use of a graphing calculator is required; calculators will be available for student use during class time and students must have a calculator for personal use outside of class. Calculators are available to sign-out for student use during the school year for those students who do not have their own calculator. Students are expected to display an increased level of commitment to the work required in this course.

COURSE REQUIREMENTS & EVALUATIVE CRITERIA:

Students are evaluated on the basis of quizzes, tests, and a final examination, as well as completion of homework, individual and/or group projects.

MATH DEPARTMENT

AP CALCULUS AB

COURSE No.: 4490

GRADE LEVEL: 12

LENGTH: 40 Weeks

CREDIT: 1

Prerequisites for Success: Final average of 85% or higher in Pre-Calculus.

COURSE DESCRIPTION & OBJECTIVES:

Calculus AB is an introductory course in Calculus, the mathematics of change and motion. Topics covered in the course include limits, derivatives, integration, applications of calculus, and transcendental functions. A year of Calculus is strongly suggested for strong advanced math students. This course integrates the skills and information acquired in previous years in problem formats and will prepare students to take the Advanced Placement Calculus AB exam; a high score on this exam may result in college credit. However, the power to grant credit rests with the individual college or university; interested students should check with their intended college or university for their specific Advanced Placement policy. All students enrolled in the course are required to take the AP exam; this requirement can only be waived with the permission of the high school Principal, guidance counselor, chairman of the Math Department, and course instructor.

INSTRUCTION PROCESSES & MATERIALS:

Strong emphasis is placed on understanding the basic theory of Calculus. The course closely follows the recommendations of the Committee on Mathematics of the Advanced Placement Program and students who successfully complete the course should be well prepared to take mathematics in college. Daily lectures, demonstrations, student assignments, review, and testing make up the instructional process. The graphing calculator is required and is used in class and for homework assignments as well as on the AP exam. Calculators are available for student use during class time and on the AP Exam.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Students are evaluated on the basis of quizzes, tests, and a final examination, as well as completion of homework, participation in class activities, individual and/or group projects. All students enrolled will have the opportunity to take the AP exam; the cost of the exam will be borne by the student.

MATH DEPARTMENT

ALGEBRA 1

COURSE No.: 4731

GRADE LEVEL: 8-9

LENGTH: 40 Weeks

CREDIT: 1

PREREQUISITES: Final average of 80+% or above in Next Generation Learning Standards Math 8 or 85+% in Next Generation Learning Standards Accelerated Math 7. Current math teacher's recommendation is required. This course ends with a New York State Regents Examination. Successful completion of this course and the Algebra 1 Regents Examination is a New York State graduation requirement.

COURSE DESCRIPTION & OBJECTIVES:

Algebra 1 is the first Next Generation Learning Standards high school mathematics course. It was first implemented at RHS during the 2013-2014 academic year. Basic tenets in Algebra 1:

See Structure in Expressions

- Interpret the structure of expressions
- Write expressions in equivalent forms to solve problems

Perform Arithmetic with Polynomials and Rational Functions

- Perform arithmetic operations on polynomials
- Understand the relationship between zeroes and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational functions

Create Equations

- Create equations that describe numbers or relationships

Reason with Equations and Inequalities

- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Mathematical Practices

- | | |
|--|---|
| o Make sense of problems and persevere in solving them. | o Use appropriate tools strategically. |
| o Reason abstractly and quantitatively. | o Attend to precision |
| o Construct viable arguments and critique the reasoning of others. | o Look for and make use of structure. |
| o Model with mathematics. | o Look for and express regularity in repeated reasoning |

INSTRUCTIONAL PROCESSES & MATERIALS:

Daily lectures, demonstrations, student practice, assignments, review, re-teaching as needed, and cumulative reviews and retesting make up the instructional process. Attendance and positive are very important.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Students are evaluated on the basis of quizzes, tests, and a final examination, as well as completion of homework, individual and/or group projects. All students enrolled in the course must take the Algebra 1 Regents exam, or its equivalent; passing this exam is required to receive a High School Diploma.

**MATH DEPARTMENT
GEOMETRY**

**COURSE No.: 4740
GRADE LEVEL: 9-12**

**LENGTH: 40 Weeks
CREDIT: 1**

Prerequisites for Success: Completion of Algebra I.

COURSE DESCRIPTION & OBJECTIVES:

Geometry is the second Next Generation Learning Standards high school mathematics course and was first implemented at RHS during the 2014-2015 academic year. This course ends with a New York State Regents Examination

Basic tenets of Geometry:

Congruence

- Experiment with transformations in the plane, understand congruence in terms of rigid motions, prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Develop Trigonometry

- Understand terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Applying trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles

Geometric Properties with Equations

- Translate between the geometric description and the equation of a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between 2-D and 3-D objects

Model with Geometry

- Apply geometric concepts in modeling situations

Mathematical Practices

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

INSTRUCTION PROCESSES & MATERIALS:

Daily classroom lectures, demonstrations and discussions, guided practice through homework assignments, review and re-teaching of Algebra 1 topics as needed, and use of available technology.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Students are evaluated on quizzes, tests, a final examination, as well as completion of homework, individual and/or group projects.

MATH DEPARTMENT**ALGEBRA 2****COURSE No.: 4760
GRADE LEVEL: 10-12****LENGTH: 40 Weeks
CREDIT: 1**

PREREQUISITES: Completion of Algebra I and Geometry.

COURSE DESCRIPTION & OBJECTIVES:

The Algebra 2 course is the third Next Generation Learning Standards high school mathematics course. The first implementation at RHS was during the 2015-2016 academic year. The course builds on previously learned concepts and explores advanced algebra and trigonometry. Topics covered in this course include algebra, coordinate and transformational geometry, complex numbers, exponential and logarithmic functions, trigonometry, probability and statistics. Algebra 2 emphasizes problem solving skills and uses technology to further explore concepts. The course is designed to prepare students for college-level mathematics and is appropriate for those who will pursue further study in mathematics or related fields. This course ends with a New York State Regents Examination.

INSTRUCTION PROCESSES & MATERIALS:

Daily lectures, demonstrations, student assignments, review and testing make up the instructional process. Computer software demonstrations will be used when appropriate. Use of a graphing calculator is required; calculators are available during class time and for exams. Students are expected to display an increased level of commitment to the work required in this course.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Students are evaluated on quizzes, tests, a final examination, as well as completion of homework, individual and/or group projects. All students enrolled in this course must take the Next Generation Learning Standards Algebra 2 Regents exam.

**MATH DEPARTMENT
COMPUTER SCIENCE
PRINCIPLES**

**COURSE No.: 6120
GRADE LEVEL: 9-12**

**LENGTH: 40 Weeks
CREDIT: 1**

COURSE DESCRIPTION & OBJECTIVE:

In Computer Science Principles, students develop the in-demand computer science skills critical to thrive in any of today's and tomorrow's careers. The course promotes computational thinking and coding fundamentals and introduces computational tools that foster creativity. It aims to build students' awareness of the tremendous demand for computer scientists and those who have computational thinking skills and engages students to consider issues raised by the impact of computing on society. Each unit also focuses on one or more computer science-specific career paths. Computer Science Principles provides students with a broad exposure to the many aspects of computer science while encouraging creativity, socially responsible choices, and ethical behavior. It inspires algorithmic and computational thinking, helping students see themselves in a career path they might not have initially chosen.

INSTRUCTIONAL PROCESSES & MATERIALS:

This course offers the foundational content, concepts, and skills of engineers and designers – focusing around the process of design. Students will learn what the design process is and how it works, as well as how to effectively brainstorm ideas, research, and communicate ideas through 2-D and 3-D sketching. Students will learn how to critique and improve solutions and model ideas using 3-D modeling software. Focus will also be on practicing the design process while developing skills learned throughout the year. This course is activity based with a combination of lecture and hands-on challenges.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Students who take this course should:

- be in good standing in math and science.
- have an interest in creative problem solving.

**MATH DEPARTMENT
EXPLORATIONS IN
DATA SCIENCE**

**COURSE No.: 4591
GRADE LEVEL: 11-12**

**LENGTH: 40 Weeks
CREDIT: 1**

COURSE DESCRIPTION & OBJECTIVE:

The ability to work with, understand, and use data has become an essential life skill and requirement for an ever-expanding range of jobs and careers. Data is everywhere; ninety percent of the world's data has been created in the last two years (Marr, 2018). This new data intensive world can be difficult to navigate; decisions that used to be straightforward are now more complex, requiring individuals to be constantly separating fact from fiction. This course will introduce students to the main ideas in data science through tools such as Google Sheets, Python, Data Commons and Tableau. Students will learn to be data explorers in project-based units, through which they will develop their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, probability, modeling with data, making and evaluating data-based arguments, the power of data in society, and more!

INSTRUCTIONAL PROCESSES & MATERIALS:

This course offers the foundational content, concepts, and skills of data science exploration. Students will learn how to critically analyze data and make data-based arguments. Focus will also be on interpretation of data, identification of bias and uncertainty, the distinction between correlation and causation. This course is activity based with a combination of lecture and hands-on challenges.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Students who take this course should:

- be in good standing in math and science.
- have an interest in creative problem solving

**LANGUAGES OTHER
THAN ENGLISH
(LOTE)
DEPARTMENT COURSES**

LOTE DEPARTMENT

FRENCH 1

COURSE No.: 5110
GRADE LEVEL: 9-12

LENGTH: 40 Weeks
CREDIT: 1

PREREQUISITES: None.

COURSE DESCRIPTION & OBJECTIVES:

This course is standards-based and follows a thematically-organized curriculum consisting of in-depth units that provide learners with opportunities to engage with authentic materials and adolescent speakers of the language. By learning in an intercultural context, students acquire communication skills and content knowledge while exploring the products, practices, and perspectives of French-speaking cultures. French 1 lays the foundation for students to build proficiency through the Novice levels, preparing them to tackle the more advanced proficiency levels expected in programs such as AP.

INSTRUCTIONAL PROCESSES & MATERIALS:

The program balances communicative and intercultural goals via dynamic and engaging activities, interactions and tutorials. Students are immersed in meaningful, authentic contexts from the beginning of each unit when they are introduced to video bloggers from Francophone countries. Students see and hear a variety of young Francophones throughout the program, encouraging them to interact using the relevant and culturally rich topics presented.

In order to achieve the intercultural goals of each unit, students are offered in-depth exposure to the rich cultural fabric of the Francophone world, helping them to attain “cultural competence and understanding.” Frequent opportunities for students to comment and reflect on what they have learned about the target culture promotes an attitude of understanding, acceptance, and appreciation of other cultures, while communicating in the target language. Various strategies and assignments are designed to help students interpret and express themselves. The strategies and approaches are standards-based and reflect the themes of the AP program. Throughout the study of the course students are asked to interact and present in the target language, interpret the target language, investigate and reflect on Francophone cultures in target language.

Units of study:

Unité préliminaire – Bonjour

Unité 1 – L’identité

Unité 2 – À l’école

Unité 3 – La vie en famille

Unité 4 – Bon appétit

Unité 5 – Le temps libre

Unité 6 – En ville

COURSE REQUIREMENTS:

Expectations of this course include:

- Classroom participation
- Homework completion
- Frequent vocabulary quizzes
- Formative assessments (monitor student learning and provide ongoing feedback)
- Integrated performance assessments (based the three communicative modes: interpretive, interpersonal, and presentational)

LOTE DEPARTMENT

FRENCH 2

COURSE No.: 5120
GRADE LEVEL: 9-12

LENGTH: 40 Weeks
CREDIT: 1

PREREQUISITE: Successful completion of French 1 or French A and B in grades 7,8.

COURSE DESCRIPTION & OBJECTIVES:

French 1 laid the foundation for students to build proficiency through the Novice level. In French 2, students continue from Novice High and enter the Intermediate range. This approach prepares students to progress toward the proficiency levels expected in programs such as AP.

The program balances communicative and intercultural goals via dynamic and engaging activities, interactions and tutorials. Students are immersed in meaningful, authentic contexts from the beginning of each unit when they are introduced to video bloggers from Francophone countries. Students see and hear a variety of young Francophones throughout the program, encouraging them to interact using the relevant and culturally rich topics presented.

INSTRUCTIONAL PROCESSES & MATERIALS:

In order to achieve the intercultural goals of each unit, students are offered in-depth exposure to the rich cultural fabric of the Francophone world, helping them to attain “cultural competence and understanding.” Frequent opportunities for students to comment and reflect on what they have learned about the target culture promotes an attitude of understanding, acceptance, and appreciation of other cultures, while communicating in the target language.

Various strategies and assignments are designed to help students interpret and express themselves. The strategies and approaches are standards-based and reflect the themes of the AP program. Throughout the study of the course students are asked to interact and present in the target language, interpret the target language, investigate and reflect on Francophone cultures in target language.

Units of study:

Unité 1 – C’est la rentrée

Unité 2 – À table

Unité 3 – Au boulot, les bénévoles

Unité 4 – Une ville qui bouge

Unité 5 – Des conseils pour une vie saine

Unité 6 – Voyager autrement

COURSE REQUIREMENTS:

Expectations of this course include:

- Classroom participation
- Homework completion
- Frequent vocabulary quizzes
- Formative assessments (monitor student learning and provide ongoing feedback)
- Integrated performance assessments (based the threecommunicative modes: interpretive, interpersonal, and

LOTE DEPARTMENT

FRENCH 3

COURSE No.: 5130
GRADE LEVEL: 10-12

LENGTH: 40 Weeks
CREDIT: 1

PREREQUISITE: Successful completion of French 2.

COURSE DESCRIPTION & OBJECTIVES:

French 1 laid the foundation for students to build proficiency through the Novice level. In French 2, students continued from Novice High and entered the Intermediate range.

French 3 is designed to help learners build their proficiency through the Intermediate Low and Intermediate Mid levels. It features many scaffolds to support students through higher-level themes and language, including frequent review of levels 1 and 2 materials and structures. This approach prepares students to progress toward the proficiency levels expected in programs such as AP.

The program balances communicative and intercultural goals via dynamic and engaging activities, interactions and tutorials.

INSTRUCTIONAL PROCESSES & MATERIALS:

Students are immersed in meaningful, authentic contexts from the beginning of each unit when they are introduced to video bloggers from Francophone countries. Students see and hear a variety of young Francophones throughout the program, encouraging them to interact using the relevant and culturally rich topics presented.

In order to achieve the intercultural goals of each unit, students are offered in-depth exposure to the rich cultural fabric of the Francophone world, helping them to attain “cultural competence and understanding.” Frequent opportunities for students to comment and reflect on what they have learned about the target culture promotes an attitude of understanding, acceptance, and appreciation of other cultures, while communicating in the target language.

Various strategies and assignments are designed to help students interpret and express themselves. The strategies and approaches are standards-based and reflect the themes of the AP program.

Throughout the study of the course students are asked to interact and present in the target language, interpret the target language, investigate and reflect on Francophone cultures in target language.

Units of study:

Unité 1 – Ma vie et moi

Unité 2 – Citoyenneté numérique

Unité 3 – Je me prends en charge

Unité 4 – Génération responsable

Unité 5 – La quête de soi

Unité 6 – L’art et la vie

COURSE REQUIREMENTS:

Expectations of this course include:

- Classroom participation
- Homework completion
- Frequent vocabulary quizzes
- Formative assessments (monitor student learning and provide ongoing feedback)
- Integrated performance assessments (based the three communicative modes: interpretive, interpersonal, and presentational)

LOTE DEPARTMENT

AP FRENCH 4

**COURSE No.: 5190
GRADE LEVEL: 11-12**

**LENGTH: 40 Weeks
CREDIT: 1**

PREREQUISITE: Successful completion of French 3.

COURSE DESCRIPTION & OBJECTIVES:

The Advanced Placement course in French Language and Culture is designed to parallel the skill development of an intermediate college course in advanced composition and conversation. This course was developed to recognize, reward and encourage those students who are ready for college-level work while still in high school and it is constructed in accordance with the guidelines in the AP French Language and Culture Curriculum Framework. Students in AP French Language and Culture course engage in the meaningful study of language and culture through the integration of skills within the three modes of communication (Interpersonal, Interpretive, and Presentational) as defined by ACTFL. The course is conducted entirely in French and students are expected to speak French in class and outside of class with the instructor. All classroom interactions between teacher and students and students and students are conducted in French.

INSTRUCTIONAL PROCESSES & MATERIALS:

The course focuses on the mastery of listening, speaking, reading and writing skills at an advanced level of proficiency. An equal concentration is placed on all four skill areas, with a strong emphasis on the development of the highest level of grammatical accuracy and the expansion of low frequency vocabulary and idiomatic expressions. The four language skills are not taught as discrete components, but rather they are integrated in the materials, assessments, and class activities.

In addition, the goal of cultural competency will continue to be achieved by comparing and contrasting the students' own culture and experiences with that of the French-speaking world. Within each of the 6 themes, class activities will include opportunities for students to explore the products, practices and perspectives of the French-speaking world.

Units of study:

Unité 1 – Je me présente

Unité 2 – C'est drôle, l'école

Unité 3 – Je t'aime

Unité 4 – Suivez le rythme du 21^e siècle

Unité 5 – L'esprit écolo

Unité 6 – C'est beau

COURSE REQUIREMENTS:

Expectations of this course include:

- Classroom participation
- Homework completion
- Frequent vocabulary quizzes
- Formative assessments (monitor student learning and provide ongoing feedback)
- Integrated performance assessments (based the three communicative modes: interpretive, interpersonal, and presentational)

LOTE DEPARTMENT

SPANISH 1

COURSE No.: 5210
GRADE LEVEL: 9-12

LENGTH: 40 Weeks
CREDIT: 1

PREREQUISITE: None

COURSE DESCRIPTION & OBJECTIVES:

Spanish 1 students will perfect their ability to read, write, listen, and speak in Spanish in present tense. Students will acquire complex present tense grammar structures and build their vocabulary. By the end of Spanish 1, students will be able to express themselves orally, read and comprehend short stories/books, and write extended responses in Spanish.

The objectives of the course are to teach proper pronunciation, give a solid grammatical foundation in the language, enable students to communicate in simple Spanish, and impart some knowledge of Hispanic cultures and civilizations.

INSTRUCTION PROCESSES AND MATERIALS:

- Teacher to student question and answer drills
- Student to student conversations and skits
- Memorization of vocabulary
- Reading and interpreting authentic materials

COURSE REQUIREMENTS:

The following are in order of importance:

- Cumulative unit tests
- Quarterly projects
- Weekly vocabulary and/or grammar quizzes
- Homework
- Participation

Students are expected to complete daily homework assignments and to thoroughly master vocabulary presented and used in class.

LOTE DEPARTMENT

SPANISH 2

COURSE No.: 5220
GRADE LEVEL: 9-12

LENGTH: 40 Weeks
CREDIT: 1

PREREQUISITE: Successful completion of Spanish 1.

COURSE DESCRIPTION & OBJECTIVES:

This course continues the aural-oral approach, concentrating on finer points of grammar. A book a week is assigned for outside reading. The object of the course is to enable the student to understand, read and speak the Spanish language well enough so as to be understood by a native speaker with no knowledge of English.

INSTRUCTIONAL PROCESSES & MATERIALS:

- Teacher-student conversation
- Oral resumes of stories read
- Oral comprehension exercises
- Practice in reading (a book a week is assigned)
- Composition – two compositions a week are due (one regarding book read during the week and one based on weekly grammar test)
- Hispanic Civilization – photos, videos, and stories.

COURSE REQUIREMENTS:

The following are in order of importance:

- Grammar and vocabulary tests
- Weekly composition on book assigned
- Homework
- Oral Work

LOTE DEPARTMENT

SPANISH 3R

COURSE No.: 5230

LENGTH: 40 Weeks

GRADE LEVEL: 10-12

CREDIT: 1

PREREQUISITE: Successful completion of Spanish 2.

COURSE DESCRIPTION & OBJECTIVES:

The entire Spanish grammar is rapidly reviewed and some finer points are learned. Students must also be able to understand the spoken language to ensure success on the Comprehensive Regents exam in June. Contemporary plays, novels and short stories are studied. Every effort is made to bring the contemporary Hispanic world into the classroom. The main objective of the course is to pass the Regents and to create a bilingual individual able to cope in a Hispanic ambiance.

INSTRUCTIONAL PROCESSES & MATERIALS:

- Oral practice
- Oral resume of tapes and conversations
- Oral spontaneous conversation on various topics
- Oral comprehension – extensive use of tapes and recordings
- Composition – weekly writing assignment on book read
- Reading – a book a week is assigned
- Grammar – workbook exercises
- Hispanic Civilization – videos and slides

A workbook for grammar is used, with supplemental tapes and recordings.

COURSE REQUIREMENTS:

The following are in order of importance:

- Weekly chapter tests
- Weekly composition on assigned book
- Homework
- Oral work

LOTE DEPARTMENT

AP SPANISH 4

COURSE No.: 5290

LENGTH: 40 Weeks

GRADE LEVEL: 11-12

CREDIT: 1

PREREQUISITE: Successful completion of Spanish 3.

COURSE DESCRIPTION & OBJECTIVES:

This is an advanced course in Spanish. The course emphasizes all parts of language learning; listening, speaking, writing, and reading. Students are assigned short stories for oral presentation in class. Each night students are required to read a short story which will be discussed the following day. Weekly novels or plays are assigned for weekend reading. Videos of interviews with native speakers are watched/listened to as well as Hispanic music relating to topics of study. Students must give a summary in their own words in Spanish of the above mentioned media. All students enrolled will have the opportunity to take the AP exam; the cost of the exam will be borne by the student. This course will also prepare students to take the AP exam. Students who achieve a high score on this exam may be eligible for college credit.

INSTRUCTIONAL PROCESSES & MATERIALS:

- Oral practice every day on individual basis – each student is expected to give a resume of a story read the night before.
- Reading – one to three stories a night are assigned – one book per weekend is assigned.
- Composition – on weekly basis in class and/or for homework.
- Oral composition on videos watched with stories from various countries. Translation – daily to reinforce grammar

COURSE REQUIREMENTS:

Students must read one to three short stories and a grammar translation must be done each night. A novel or play will be read each week with a written report due on Monday. Oral resumes are given of tapes and films.

AP COURSES

- Homework assignments, class work, tests and participation are critical as preparation for the AP test. Marks will be determined by a combination of these elements.
- Students enrolled in this course are basically enrolled in a freshman level college course. The work and expectations for performance of that work will be demanding.
- All students enrolled are expected to take the AP exam. This requirement can be waived with the permission of the instructor, department chair and principal.

LOTE DEPARTMENT

**SPANISH 5 “SENIOR COURSE No.: 5250
SPANISH IMMERSION” GRADE LEVEL: 12**

**LENGTH: 40 Weeks
CREDIT: 1**

PREREQUISITE: Completion of Spanish 4 - Student must be in her/his senior year of high school.

COURSE DESCRIPTION & OBJECTIVES:

This course focuses on the real life uses of Spanish. We also study varying Hispanic cultures and traditions from around the world. This course also views several movies per quarter as well as views culturally & linguistically relevant and appropriate Netflix shows/series from around the Spanish-speaking world. Several cultural/linguistic projects are completed per quarter.

COURSE REQUIREMENTS:

- Complete immersion in the target language - using solely Spanish for any and all means of communication during class time. Students must sign a Language Pledge.
- Grade is based on participation, as well as use of TL.

**LOTE/ENL
DEPARTMENT**

SEAL OF BILITERACY GRADE LEVEL: 9 - 12

**LENGTH: 30 Weeks
CREDIT: 0**

PREREQUISITE:

The NYSSB recognizes high school graduates who can listen, speak, read, and write in English and at least one other language. The NYSSB is available to any graduating senior who has met the requirements for a diploma and can show their skill in English and another language (including sign language).

DESCRIPTION & OBJECTIVES:

The Seal of Biliteracy is an accolade awarded by NYS Office of Bilingual and World Affairs for students who demonstrate proficiency *and literacy* in a world language in addition to English. This accolade is awarded in the form of a seal on a student's diploma and transcript as well as a medal during graduation. Interested candidates would meet regularly with the NYSSB coordinator at Rhinebeck High School, Ms. Foti, to track their progress towards meeting the criteria outlined in the NYSSB Handbook as well as receive guidance on their end of year culminating project. Students will present their culminating project in front of a panel in late May and be scored using the ACTFL language rubrics for interpretive communication, interpersonal communication, and presentational communication in English and the target language.

INSTRUCTIONAL PROCESSES & MATERIALS:

- NYS Seal of Biliteracy Handbook
- Evaluate if transcript/language experience is projected to meet criteria pathways outlined in the NYSSB Handbook
- A willingness to work independently and manage time effectively

COURSE OF STUDY REQUIREMENTS:

There are multiple pathways to earn the NYSSB. Whichever pathway is chosen, students must demonstrate the required level of proficiency by earning three (3) points in English and three (3) points in one or more world languages from a points matrix. Students can earn points toward the NYSSB in a number of ways, including earning an 85% or better in English or world language coursework, achieving a set score on national tests (such as Advanced Placement, International Baccalaureate, AAPPL, STAMP4S, or other exams), and completing and presenting a Culminating Project in English and/or a world language.

BUSINESS & TECHNOLOGY COURSES

BUSINESS & TECHNOLOGY

**INTRODUCTION TO
LAW**

**COURSE No.: 6060
GRADE LEVEL: 11-12**

**LENGTH: 40 Weeks
CREDIT: 1**

PREREQUISITE: Successful completion of 10th Grade ELA.

COURSE DESCRIPTION & OBJECTIVES: Introduction to Law is a year-long course introducing students to the philosophy of law and the U.S. legal system. It provides students with a foundational understanding of civil and criminal law, both Federal and New York State. The purpose of this course is to provide students with a comprehensive overview of their legal rights and responsibilities as citizens and for them to learn how to apply those concepts in everyday business transactions.

Students will learn about the US Constitution, the courts, criminal law, white collar crime, organized crime, tort law, contracts, consumer law, intellectual property, property law, banking and finance law, credit law, employment law, corporate law, cyber law, and e-commerce law.

Chapter work includes relevant and current literature within the topic of study and workbook activities. Fact pattern analyses (i.e. scenarios) are used extensively to demonstrate student ability to apply what they have learned and argue their positions. Students practice close reading of statutes and case law, are instructed to pay close attention to language, and interpret statutes and case law within the larger context of public policy considerations.

INSTRUCTIONAL PROCESSES & MATERIALS: This course uses a textbook by Roger Miller, *Fundamentals of Business Law Today*, 10th Ed., which will be supplemented by readings of legal statutes, as well as articles and essays from newspapers and academic journals. This class employs a discussion/lecture format, requiring *active student participation* in class discussions and group work. Students will be assigned reading and writing assignments and are expected to complete projects outside of class.

BUSINESS & TECHNOLOGY

PRINCIPLES OF ENGINEERING

**COURSE No.: 6110
GRADE LEVEL: 10-12**

**LENGTH: 40 Weeks
CREDIT: 1**

PREREQUISITE: Completion of Geometry or Math Applications.

COURSE DESCRIPTION & OBJECTIVE:

Principles of Engineering (POE) is a high school level survey course of engineering. The course exposes students to some of the major concepts that they will encounter in a post-secondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers by developing skills through understanding of course concepts via activity-based, project-based, and problem-based (APPB) learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

To be successful in POE, students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

Principles of Engineering is the second of three foundation courses in the Project Lead The Way high school engineering program. The course applies, and concurrently develops, secondary level knowledge and skills in mathematics, science, and technology. This course can satisfy a math credit requirement.

COURSE REQUIREMENTS:

Students who take this course should:

- be in good standing in math and science
- have an interest in creative problem solving

BUSINESS & TECHNOLOGY

INTRODUCTION TO ENGINEERING DESIGN **COURSE No.: 6130** **LENGTH: 40 Weeks**
GRADE LEVEL: 9-12 **CREDIT: 1**

COURSE DESCRIPTION & OBJECTIVE:

This course explores the application and process of creative design through the perspective of an engineer. The objective of this course is to fully understand how designers and engineers solve problems to satisfy consumers' needs and wants through using a design process. Using this process, students will be presented with multiple real-life challenges throughout the year in which they will apply what they learn to come up with solutions. Students who take this course will gain the basic skillsets of engineers and designers.

INSTRUCTIONAL PROCESSES & MATERIALS:

This course offers the foundational content, concepts, and skills of engineers and designers - focusing around the process of design. Students will learn what the design process is and how it works, as well as how to effectively brainstorm ideas, research, and communicate ideas through 2-D and 3-D sketching. Students will learn how to critique and improve solutions and model ideas using 3-D Modeling software. Focus will also be on practicing the design process while developing skills learned throughout the year. This course is activity based with a combination of lecture and hands-on challenges.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Students who take this course should:

- be in good standing in math and science.
- have an interest in creative problem solving.

ART COURSES

ART DEPARTMENT

STUDIO ART

COURSE No.: 7000

LENGTH: 40 Weeks

GRADE LEVEL: 9-12

CREDIT: 1

PREREQUISITE: An interest in Art.

COURSE DESCRIPTION & OBJECTIVES:

Studio Art is a full-year foundation course devoted to introducing students to a variety of techniques, media and art history experiences. The elements and principles of design are explored as they relate to 2- and 3-D Design. Successful completion of this course fulfills the New York State Art or Music requirement for graduation.

INSTRUCTIONAL PROCESS & MATERIALS:

This course is a creative experience that introduces students to a variety of 2 and 3-dimensional techniques and approaches to art. A variety of media is used including pastels, pen and ink, charcoal, watercolors, markers, tempera and acrylic paints, as well as metal, wire, and clay. Art history movements and styles are incorporated into each lesson through contemporary art-making. The process of making art is considered as an integral part of the artwork itself. Discussions and critiques will be used to practice talking about art both in a formal way, using the elements and principles of design as a guide, and informally, through emotion and expression.

COURSE REQUIREMENTS & EVALUATION PROCESS:

- Students must provide their own sketchbooks at least 8.5 x 11 in size. Sketchbook assignments are to be completed and handed in every week.
- Artwork produced should demonstrate knowledge of design, elements and/or principles used, and the characteristics of the art materials used. Attention to the process will be considered in grading.
- Students must compile a final digital portfolio of work done throughout the course using Artsonia.
- Each student should develop confidence and pride in the way they uniquely express themselves in the visual arts.

ART DEPARTMENT

ADVANCED STUDIO IN DRAWING & PAINTING **COURSE No.: 7001** **LENGTH: 40 Weeks**
GRADE LEVEL: 11-12 **CREDIT: 1**

PREREQUISITE: Studio Art and Drawing.

COURSE DESCRIPTION & OBJECTIVES:

Students will explore composition, proportion, perspective, and value, while building on drawing and painting skills. Students will be introduced to contemporary art practice and ideas, and have the opportunity to create self-directed work. Students will be encouraged to take a creative approach in using a wide range of drawing and painting materials such as; pen and ink, pencil, charcoal, acrylic paint, watercolor, and digital media. Students are expected to push their technical and conceptual boundaries through creative thought and processes via criticism, art history, and research.

The studio emphasizes various approaches to drawing and painting, from observation through still life, perspective, and portraiture as well as more conceptual ideas that combine reality with imagination.

INSTRUCTION PROCESSES & MATERIALS:

Students will create an individualized plan that shows a creative approach to using a wide range of drawing and painting materials to create a threaded series of work. Students are expected to push their technical and conceptual boundaries through creative thought and processes via criticism, art history, and research.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

The first semester of the course will focus on introducing a host of paint and drawing media, color theory and combination techniques such as; pen and ink, pencil, oil pastel, charcoal, acrylic paints and mediums, watercolor, and digital media. Projects will be themed to include Book Illustration, Commercial Illustration and Medical Illustration. Observational skills and research will be stressed.

During the second semester, the primary emphasis will be on the development of an individual direction in the context of contemporary ideas and images in painting and drawing.

Each student will be required to keep a weekly journal/sketchbook. Each week requires drawing entries to assist in increasing visual perception. Writing entries are designed to increase aesthetic valuing through written analysis and interpretation of works of art.

ART DEPARTMENT

DRAWING

COURSE No.: 7100

LENGTH: 40 Weeks

GRADE LEVEL: 10-12

CREDIT: 1

PREREQUISITE: Studio Art with an average of 85% or above and/or permission from instructor.

COURSE DESCRIPTION & OBJECTIVES:

This advanced level elective is designed to teach basic skills of seeing and drawing. Exercises will focus on expanding perceptual powers and developing an individual style. Students will learn to plan and organize compositions into meaningful aesthetic expressions that demonstrate an understanding of the elements and principles of design. The class will also include working on skills to react, respond, discuss, and critique works of art through the development of an art vocabulary. Student work, historical and contemporary pieces of art will be presented and reviewed.

INSTRUCTIONAL PROCESS & MATERIALS:

Through demonstrations, discussions and the use of visuals, students will have the opportunity to explore and render compositions using a variety of media. Emphasis is on strengthening observational skills and the use of values. Materials include pencil, charcoal, conte crayons, pastels, oil pastels, marker, pen and ink, scratchboard, and collage. A variety of papers and drawing surfaces will also be explored.

COURSE REQUIREMENTS & EVALUATION PROCESS:

- Students need to provide their own sketchbook and make or purchase a portfolio to store their finished pieces in.
- Sketchbook assignments are to be completed and handed in every week.
- Drawing assignments should be rendered to the best of his/her ability and presented in a clean and professional format.
- Students will experiment and develop a mastery of certain skills and techniques.
- Artwork produced should show knowledge of design, use of values, and the characteristics of the daring media used.
- Each student should develop confidence and pride in the way they uniquely express themselves in the visual arts.

ART DEPARTMENT

**SENIOR ADVANCED
STUDIO**

**COURSE No.: 7005
GRADE LEVEL: 12**

**LENGTH: 40 Weeks
CREDIT: 1**

PREREQUISITES: Studio Art or Studio in Crafts, and two additional credits in an advanced art elective with a final average of 85% or above and/or permission from the instructor.

COURSE DESCRIPTION & OBJECTIVES:

This advanced art elective is intended for the highly motivated student who is able to assume responsibility, work independently to a degree, and is interested in the serious study of Art. This full year course is designed to focus on the individual artists interests in mediums whether 2D or 3D. This course also concentrates on preparing a portfolio of work that can be used for college interviews and reviews for acceptance into specific programs. An AP portfolio can be created during this course upon approval of the instructor.

INSTRUCTIONAL PROCESS & MATERIALS:

Projects are assigned that build on previously learned techniques in a variety of media. Guiding prompts will be given throughout the year to help create dynamic projects that will be portfolio worthy. Creative problem solving skills are employed to complete pieces of work that enhance the basic portfolio. A mixing and experimentation of media is encouraged. Professional quality presentation of completed projects is required.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- Students need to provide their own sketchbook and make or purchase a portfolio to store their finished pieces in.
- Sketchbook assignments are to be completed and handed in every week and will largely consist of exploration of projects focusing on process and art historical research.
- Painting, drawing, 3D, and mixed media assignments should be rendered to the best of ability and presented in a clean and professional format.
- Students will experiment and develop a mastery of certain skills and techniques.
- Artwork produced should demonstrate knowledge of design, use of color and the characteristics of the media used.
- Each student should develop confidence and pride in the way they uniquely express themselves in the visual arts.

ART DEPARTMENT

STUDIO IN CRAFTS

COURSE No.: 7301
GRADE LEVEL: 9-12

LENGTH: 40 Weeks
CREDIT: 1

PREREQUISITES: An interest in Art. (This course can be taken instead of Studio Art or as an elective)

COURSE DESCRIPTION & OBJECTIVES:

Studio in Crafts is a full-year foundation course in Art which can lead to advanced study in Ceramics and Sculpture.

COURSE REQUIREMENT & EVALUATION CRITERIA:

This course fulfills the diploma requirement for one unit of art and/or music for graduation.

INSTRUCTIONAL PROCESSES AND MATERIALS:

The course involves students working in a range of hands-on, two and three dimensional media. The study of the Elements and Principles of Art form the basis of the course through their application in projects that utilize craft materials. Art history, Clay, printmaking, fibers, metalwork, carving, and book-binding are a few examples. Students will gain an appreciation and understanding of crafts as an area of art.

COURSE REQUIREMENT & EVALUATION CRITERIA:

This course fulfills the diploma requirement for one unit of art and/or music for graduation. Students will be assessed based on project assessments, reflections, a digital portfolio, and weekly sketchbook assignments.

Students will be able to exhibit:

- competency in construction and design principles as they apply to various craft techniques
- a command of the vocabulary necessary and useful for creating, discussing, and/or writing about the various craft techniques, tools, culture and history
- ability to demonstrate craftsmanship (craft quality)
- career opportunities associated with crafts
- ability to apply evaluation criteria to craft works
- compare and contrast different craft materials and usage
- ability to use the processes, tools, techniques, and skills necessary to complete assignments

ART DEPARTMENT

ADVERTISING I: Introduction to Graphic Design **COURSE No.: 7401** **LENGTH: 20 Weeks**
GRADE LEVEL: 10-12 **CREDIT: ½ (FALL)**

PREREQUISITE: Studio Art or Studio in Crafts with an average of 85% or above and/or permission from instructor. **NOTE:** THIS class meets every day in Semester 1.

COURSE DESCRIPTION AND OBJECTIVES:

A graphic designer is a creative problem solver who conceptualizes, plans and executes a design that communicates a message. This course introduces students to the fundamentals of working in the field of graphic design by examining the meaning of graphic design, the design process and the role the graphic designer plays in society. Advertising students follow a curriculum that provides an introduction to many aspects of the field. Students will begin to build a Graphic Design portfolio. They will be introduced to basic layout, the grid system, typography and illustration through a variety of projects using the Adobe CC Suite. All students will be provided access to the Adobe Suite from a home computer.

INSTRUCTION PROCESSES & MATERIALS:

This course will focus on the understanding of the Elements and Principles of Design and their use in the creation of commercial work. Lessons will build upon one another in order to integrate the many tools and applications used in the Adobe CC Suite. Assignments will vary from packaging and product design, company imaging, and fashion design. Through a systematic routine, students will gain experience with using the computer as a tool of design, as well as gain insight into the creative design process.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

In order to meet the above objectives, the following will be required:

- Weekly sketchbook assignments
- Completion of in-class projects
- Active participation in class discussions and critique sessions is required.

Work will be evaluated on:

- An understanding of the basic elements and principles of design.
- Understanding of the Adobe Illustrator / InDesign computer software.
- Presentation and completion of class assignments.
- The compilation of a final digital and hard copy portfolio of work from the course.

ART DEPARTMENT

ADVERTISING II

COURSE No.: 7402

LENGTH: 20 Weeks

GRADE LEVEL: 10-12

CREDIT: ½ (SPRING)

PREREQUISITE: Studio Art or Advertising I /or permission from instructor. NOTE: THIS class meets every day in Semester 2.

COURSE DESCRIPTION AND OBJECTIVES:

This course introduces Photography and Adobe Photoshop to the Graphic Design curriculum learned in Advertising 1. Students learn the basics of digital photography with an emphasis on composition. Students will create communication products such as advertisements, concept posters, and environmental portraits using the Adobe CC Suite.

INSTRUCTION PROCESSES & MATERIALS:

This course will focus on the understanding of the Elements and Principles of Design and their use in the creation of commercial work. Lessons will build upon one another in order to integrate the many tools and applications used in the Adobe CC Suite. Assignments will combine the use of Photography into Graphic Design. Through a systematic routine, students will gain experience with using the computer as a tool of photography and design, as and gain insight into the creative process. All students will be provided a school camera and access to the Adobe Suite from a home computer.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

In order to meet the above objectives, the following will be required:

- Weekly photography assignments
- Completion of in-class projects using Adobe CC Suite.
- Active participation in class discussions and critique sessions is required. Work will be evaluated on:
 - An understanding of the basic elements and principles of design.
 - Understanding of the Adobe Illustrator/ Photoshop/ InDesign computer software.
 - Presentation and completion of class assignments.
 - The compilation of a final digital and hard copy portfolio of work from the course.

ART DEPARTMENT

SCULPTURE

COURSE No.: 7410

LENGTH: 40 Weeks

GRADE LEVEL: 10-12

CREDIT: 1

PREREQUISITES: Studio Art or Studio in Crafts with an average of 85% or above and permission from instructor.

COURSE DESCRIPTION & OBJECTIVES:

This advanced level course is designed to introduce the student to a wide variety of 3-D, sculptable materials, techniques, and applications. Students will be presented with a variety of conceptual ideas and be challenged to explore them, utilizing the methods discussed while expressing individual interpretation.

INSTRUCTIONAL PROCESSES & MATERIALS:

Through demonstration, discussion and the use of visuals, students will have the opportunity to explore and create using a variety of media with a strong emphasis of conceptuality and modeling techniques such as subtractive, additive, assemblage, and many others. Materials will include clay, plaster, wood, metal, paper and found objects including a wide selection of “recycled” materials.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- Students need to provide their own sketchbook.
- Modeled to the best of ability, showing knowledge of materials and techniques discussed in class.
- Artwork produced should demonstrate knowledge of design, balance, and a strong sense of movement in the media used.

ART DEPARTMENT

CERAMICS

COURSE No.: 7702

LENGTH: 40 Weeks

GRADE LEVEL: 10-12

CREDIT: 1

PREREQUISITES: Studio Art or Studio in Crafts with an average of 85% or above and/or permission from instructor.

COURSE DESCRIPTION & OBJECTIVES:

This advanced level elective is designed for students who have an interest in clay. This course is designed to introduce the student to a wide variety of ceramic techniques and applications to create functional, as well as sculptural pieces. Students will be presented with a variety of conceptual ideas and be challenged to explore them utilizing the methods discussed while expressing individual interpretation.

INSTRUCTIONAL PROCESSES & MATERIALS:

Through demonstration, discussion, and the use of visuals, students will have the opportunity to explore and create using a variety of ceramic techniques with a strong emphasis on wheel throwing, hand-building, and modeling techniques.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- Students need to provide their own sketchbook.
- Sketchbook assignments need to be completed and handed in every week.
- Clay pieces should be modeled to the best of ability, showing knowledge of techniques discussed in class.
- Artwork produced should demonstrate knowledge of design, balance, and a strong sense of movement in the media used.
- Students will often be asked to reflect on their experiences through critiques and write about the processes involved.
- Each student should develop a visual portfolio of work produced and a confidence and pride in the way they uniquely express themselves in the Visual Arts.

ART DEPARTMENT

**ADVANCED
CERAMICS**

**COURSE No.: 7703
GRADE LEVEL: 10-12**

**LENGTH: 40 Weeks
CREDIT: 1
CLASS LIMIT: 15**

PREREQUISITES: Studio in Art or Studio in Crafts and Ceramics with an average of 85% or above and permission from instructor.

COURSE DESCRIPTION AND OBJECTIVES:

This advanced level elective is designed for students who would like to further their interest in creating functional art with clay. This course is designed to build upon their current knowledge gained on the wide variety of ceramic techniques and applications learned in Ceramics. Students will be presented with a variety of advanced conceptual ideas and be challenged to explore them utilizing the advanced methods discussed while expressing individual interpretation.

INSTRUCTIONAL PROCESS & MATERIALS:

Through demonstration, discussion and the use of visuals, students will have the opportunity to expand upon current ceramic making knowledge and create using a variety of advanced techniques with a strong emphasis on wheel throwing and modeling. A wide variety of glazing applications will also be explored as well as art historical and cultural movements.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

- Students need to provide their own sketchbook.
- Sketchbook assignments need to be completed and handed in every week.
- Clay pieces should be modeled to the best of ability, showing knowledge of techniques discussed in class.
- Artwork produced should demonstrate knowledge of design, balance and a strong sense of movement in the media used.
- Students will often be asked to reflect on their experiences through critiques and write about the processes involved.
- Each student should develop a visual portfolio of work produced and a confidence and pride in the way they uniquely express themselves in the visual arts.

ART DEPARTMENT

MIXED MEDIA & PRINTMAKING

COURSE No.: 7802
GRADE LEVEL: 10-12

LENGTH: 40 Weeks
CREDIT: 1

PREREQUISITES: Studio Art or Studio in Crafts with a final average of 85% or above and/or permission from instructor and an interest in printmaking.

COURSE DESCRIPTION & OBJECTIVES:

The focus of this advanced art elective is to create works of art in a variety of media using several different printing and collaging processes. This materials and technique based course encourages emphasis on experimental investigations utilizing various media to combine both traditional and contemporary approaches. Students are encouraged to expand their personal approach of interpretation, as well as develop skills and techniques in this versatile art form.

INSTRUCTIONAL PROCESSES & MATERIALS:

Students will explore and experiment with the use of linoleum cuts, mono-prints, silk screening, woodcuts, and solar plate etching, as well as explore various techniques and materials used to create 2-D and 3-D works. Students will explore an in-depth study of how materials from drawing, painting, and printmaking can be combined to create new art forms. Students will be encouraged to re-work pieces and experiment with combining multiple media. Some of the work produced will be used in the construction of small theme books.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Students need to provide their own sketchbook and make or purchase a portfolio to store their finished pieces in.

- Sketchbook assignments are to be completed and handed in every week.
- Printmaking and mixed media assignments should be rendered to the best of their ability and presented in a clean and professional format.
- Students will experiment and develop a mastery of certain printing skills and techniques.
- Artwork produced should demonstrate knowledge of design, use of color, and the characteristics of the media used.
- Each student should develop confidence and pride in the way they uniquely express themselves.

ART DEPARTMENT

**STUDIO ART IN
THEATRICAL DESIGN**

**COURSE No.: 7003
GRADE LEVEL: 9-12**

**LENGTH: 40 Weeks
CREDIT: 1**

PREREQUISITES: An interest in Art and Theater. (This course can be taken instead of Studio Art)
An average of 85% or above is expected in this class.

COURSE DESCRIPTION & OBJECTIVES:

This year-long course is intended to introduce students to various aspects of art related to theater through a hands-on approach. Students will spend time in both the art studio and computer lab working on both individually and on collaborative projects.

COURSE REQUIREMENT & EVALUATION CRITERIA:

In order to meet the above objectives, the following will be required:

- Weekly individual sketchbook assignments
- Completion of in-class projects. Deadlines will be strictly enforced.
- Assessment will be based on NYS Standards of the Arts and the concept of Artistic Behavior Criteria: Create/ Present/ Respond/Connect
- Active participation in class discussions and critique sessions are absolutely required.

Work will be evaluated on:

- An understanding of the basic Elements and Principles of Design
- Group participation and collaboration
- Presentation and timely completion of weekly and class assignments
- The compilation of a final digital and hard copy portfolio of work from the course

INSTRUCTIONAL PROCESSES AND MATERIALS:

This course focuses on making art through collaboration in the context of theater. Students will be grouped into production teams and individually, depending on the project. Students will research and design the following:

- Ground plans
- Model-making
- Full-color rendering
- Figure drawing and costume design
- Make-up design
- Observational drawing
- Use of the grid system
- Scenic Painting Techniques
- Basic Stagecraft

Students present their designs to the class, explaining design choices and processes.

ART DEPARTMENT

**STUDIO IN VIDEO
PRODUCTION**

**COURSE No.: 7004
GRADE LEVEL: 10-12**

**LENGTH: 20 Weeks
CREDIT: 1/2**

PREREQUISITE: Students must have obtained at least 1 credit of HS Art or have prior permission to take this course.

COURSE DESCRIPTION & OBJECTIVES:

This course is an introductory level course to learn skills in video pre-production, production, and post-production. Fundamentals of video production, including the techniques and the aesthetics of shooting, lighting, and editing will be covered. Emphasizes hands-on production experience, using digital video. While in this course, students will be using class members as the production unit focusing on filmmaking, including story development, production/post techniques, directing, and interpretation of drama from script to screen.

This class will introduce students to video camera operation, camera stabilization techniques, lighting, scripts and storyboarding, digital imaging, motion graphics software, and importing/exporting graphics, movies, animations and sound effects into, or out of video editing software. The main focus of the class is dedicated to non-linear video editing (*Computer Based Editing*). Students will develop an understanding of the wide range of business aspects within the industry. Students will also create a digital portfolio to display all their work.

- .5 Credit towards Graduation
- Meets every other day for a full year.
- Course can be taken more than once to increase the level of understanding

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Upon completion of this course, students will have explored a variety of video making techniques. Each student will be able to analyze and measure the success of his or her work by:

- Demonstrate skills and knowledge learned in the video production course and apply them to a real-world setting
- Demonstrate technological proficiency in the use of digital video production equipment including computers, recording devices, lights, microphones, and editing software
- Demonstrate an understanding of media industry language and terminology
- Demonstrate ability to script, storyboard, shoot and edit short digital video projects with emphasis on personal and creative expression
- Demonstrate the ability to critique, compare/contrast, and evaluate media content and its message or interpretation
- Study the impact of media on society from a social and economic viewpoint
- Demonstrate ability to work independently and as a member of a team
- Demonstrate excellence in the work ethic

FAMILY AND CONSUMER SCIENCE

FAMILY & CONSUMER SCIENCE

CAREER AND LIFE COURSE No.: 8676 LENGTH: 20 Weeks
MANAGEMENT (C.A.L.M) GRADE LEVEL: 10-12 CREDIT: 1/4

PREREQUISITES: N/A

COURSE DESCRIPTION & OBJECTIVES:

This semester-long course covers topics necessary to make well-informed decisions for your present and future selves. Topics include post-secondary pathways, finding work, career plans, and more. The course meets every other day and is a locally mandated graduation requirement.

By the end of this course, students will have a thorough understanding of the post-secondary options available to them after graduation and will prepare themselves to make well-informed decisions about their chosen pathway(s) after graduation. They will craft a personalized career plan that includes a resume, interviewing and networking strategies.

INSTRUCTIONAL PROCESSES & MATERIALS:

UNIT CALENDAR

- **UNIT 1: Post-Secondary Pathways**
Learn about the various post-secondary pathways available to you. Identify your individual skills and interests and how they might shape your future. Choose a pathway(s) to explore in more detail and create a personalized plan that reflects your interests, skills, and vision of your future self.
- **UNIT 2: Finding Work**
Learn about writing resumes, applying for jobs, networking and what to do when you get an offer.
- **UNIT 3: Mini Units**
Choose mini units that complement your expected post-secondary pathways, connect your learning to future goals and positively impact your life now as a high school student. Choices include paying for college, entrepreneurship, standardized test prep, budgeting, time management and more!

COURSE REQUIREMENTS:

- Assignments and grades are posted on Canvas. You will use your Naviance account on a regular basis to research careers, take assessments and explore post-secondary training opportunities (colleges, vocational schools, etc.).
- Please bring your charged laptop and charging cable to each class as well as pens and pencils.

MUSIC DEPARTMENT COURSES

MUSIC DEPARTMENT

HIGH SCHOOL BAND

COURSE No.: 9111

LENGTH: 40 Weeks

GRADE LEVEL: 9-12

CREDIT: 1/2

PREREQUISITES: Six years of music experience or instructor permission.

COURSE DESCRIPTION & OBJECTIVES:

High School Band is a performing ensemble that allows students to play together to expand their musical and technical abilities in a concert band setting. Course objectives are performance oriented towards successful achievement at the winter, spring, and outdoor concerts, in addition to the Memorial Day Parade, graduation ceremonies, and band festivals. Band members often take trips to see concerts, shows, and important musical landmarks to enrich learning. Skills acquired in this course give students the ability to be life-long music makers. A board of student officers will be elected to encourage student leadership in the ensemble.

INSTRUCTIONAL PROCESSES & MATERIALS:

Each class will be conducted as a formal rehearsal consisting of:

- Technical exercises that establish good air support, posture, tone, ensemble skills, dynamic control, and facility on each instrument.
- Preparation of high quality band literature chosen to enhance the musical abilities and repertoire of the students.
- Example styles may include: traditional wind ensemble literature, contemporary compositions, jazz and Dixieland, marches, orchestral and choral transcriptions, and movie and musical scores.
- Sight-reading, improvisation, and composition exercises will be used to develop reading comprehension and enhance musical expression.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Grades will be assigned according to the following categories:

- Concert participation
- Playing tests
- Performance in small group lessons
- Ensemble skills and contribution
- Written quizzes and assignments

MUSIC DEPARTMENT

HIGH SCHOOL CHORUS

COURSE No.: 9120

LENGTH: 40 Weeks

GRADE LEVEL: 9-12

CREDIT: 1/2

PREREQUISITES: Previous choir experience in one of the following: 7th, 8th, or high school choir, or permission of the instructor.

COURSE DESCRIPTION & OBJECTIVES:

The goal of the course is performance oriented towards successful achievement in the scheduled performances, which will include the winter and spring concerts, in addition to outside engagements. Previous performances included the Thrills & Trills Music Festival, The Empire State Plaza, and Lincoln Center. A board of student officers will be elected to ensure shared decision making and student empowerment.

INSTRUCTIONAL PROCESS & MATERIALS:

The students will study voice as an instrument. Development of the voice will include work with correct posture, breath support, phonation, and articulation, consistent to all music which will expand each student's technical and musical abilities. Vocalises (vocal exercises) will be practiced daily to assure the regular and careful operation of the voice in preparation for work on individual songs. Some sight-reading, solfege and Kodaly hand signals will also be introduced and developed.

Students will critique/self-reflect their performances, as well as outside group's performances. Students will explore the musical theatre art form and may attend a Broadway musical. The high school choir usually participates in an evaluation festival near the end of the year. Sight reading and exercise materials may include:

- Successful Sight-Singing – Telfer
- Jenson Sight Singing Course
- Exercises for the Developing Chorus
- The Solo and Ensemble Singer

Examples of musical selections which have been prepared and performed in recent years: Lacrymosa – from “Requiem” – W. Mozart; Ain't Misbehavin - Fats Waller; Espiritv de dios - Brian Tate; Cuban Dirait On - Morten Lauridsen; Nothin' Gonna Stumble My Feet- John Parker

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Evaluation of student performance is based on participation, effort, conduct, preparation, knowledge of material, vocal labs attendance (small group instruction), attendance at all rehearsals and performances.

MUSIC DEPARTMENT

PERCUSSION ENSEMBLE COURSE No.: 9130 LENGTH: 40 Weeks
GRADE LEVEL: 9-12 CREDIT: 1/2

PREREQUISITES: Six years of playing experience or instructor permission.

COURSE DESCRIPTION & OBJECTIVES:

Students enrolled in percussion ensemble will learn technique on snare drum, keyboard percussion, timpani, and auxiliary percussion. The class will function as the percussion section of the band, as well as a percussion ensemble, and drum line. Students will learn through solo and ensemble performances, and will develop skills in improvisation and composition. Percussionists will be combined with the concert band for end of semester performances. Dual enrollment is not required, but students are welcome to participate in band rehearsals if schedules permit.

INSTRUCTION PROCESSES & MATERIALS:

Students are responsible for preparing the band and percussion ensemble music for the winter and spring concerts. Additional exercises and Etudes will be used to improve technique and control on all percussion instruments. Rehearsals will focus on developing ensemble skills to create high quality music by working as a group. Daily practice is essential to success in this course. All instruments and music will be provided by the school. Students are to provide their own drumsticks, a drum pad and a bell kit for home practice.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Grades will be assigned according to the following equally weighted categories:

- Ensemble skills and participation
- Playing tests and music checks
- Written quizzes and assignments
- Concert Participation

MUSIC DEPARTMENT

TREBLE ENSEMBLE

COURSE No.: 9142

LENGTH: 40 Weeks

GRADE LEVEL: 9-12

CREDIT: 1/2

PREREQUISITES: Previous choir experience: high school or 8th grade and/or permission from the instructor.

COURSE DESCRIPTION & OBJECTIVES:

Course material encompasses varied styles and pieces representative of the musical literature for treble voices. Styles represented in past years are listed below. Emphasis is placed on developing the treble voice in all registers. The Treble Ensemble performs at the winter and spring concerts, as well as at outside engagements. Performances from previous years include Trills & Thrills, Music Festival, AARP Holiday Gathering, and at Lincoln Center. This course is designed for the vocalist who would like an additional opportunity to sing in a small ensemble with other low voices.

INSTRUCTIONAL PROCESSES & MATERIALS:

The students will study voice as an instrument. Development of the voice will include work with correct posture, breath support, phonation, and articulation, consistent to all music which will expand students' technical and musical abilities. Vocal exercises will be practiced daily to assure the regular and careful operation of the voice in preparation for work on individual songs. Some sight-reading, solfege, and Kodaly hand signals will also be introduced and developed. The Treble Ensemble may participate in an evaluation festival at the end of the year and attend a Broadway musical.

COURSE TEXTS & MATERIALS MAY INCLUDE:

The Solo and Ensemble Singer
The Choral Directors Book of Warm-ups and Exercises
European Madrigals for Equal Voices – E. Kraus
Jenson Sight Singing Course

Examples of selections that have been performed in recent years: The Blue Eye of God - Nancy Telfer
Boogie Woogie Bugle Boy – Don Raye & Hughie Price
The Snow - Elgar
Poor Man Lazarus – Jester Hairston/Spiritual
The Seal Lullaby – Eric Whitacre
The Sound of Science – Deke Sharon
Weep No More - David N. Childs

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Evaluation of student performance is based on effort, participation, preparation, and knowledge of material and attendance at **all** rehearsals and performances.

MUSIC DEPARTMENT

TENOR BASS ENSEMBLE **COURSE No.: 9161** **LENGTH: 40 Weeks**
GRADE LEVEL: 9-12 **CREDIT: 1/2**

PREREQUISITE: Choir experience in high school or 8th grade or permission from the instructor.

COREQUISITE: High School Mixed Choir

COURSE DESCRIPTION & OBJECTIVES:

This course is designed as an opportunity for low voices to work together outside of the traditional mixed choir setting. Class material encompasses varied styles and pieces representative of the musical literature for low voices. This choir is for serious singers who are eager to improve their technical and musical abilities and vocal skills. Exercises and musical selections will focus on developing the low voice in all registers. Vocalists will work on musical selections from a variety of repertoire, including but not limited to Barbershop quartet, serious classics, folk songs, Broadway selections, and contemporary music. This course is designed for the vocalist who would like an additional opportunity to sing in a small ensemble with other low voices.

INSTRUCTION PROCESSES & MATERIALS:

The students will study voice as an instrument. Development of the voice will include work with correct posture, breath support, resonance, phonation, and articulation. Vocal exercises and warm ups will be practiced consistently to assure the regular and careful operation of the voice as an instrument. Emphasis is placed on tonal quality and group blend. The Tenor Bass Ensemble will perform at regularly scheduled choral concerts and outside engagements. The Tenor Bass Ensemble may participate in an evaluation festival near the end of the year and attend a Broadway musical.

Texts used may include:

- The Jenson Sight Singing Course
- Men In Harmony - SPEBQSA
- Solos for Young Basses

Examples of Selections that have been performed in past years:

Seeing Nellie Home - Parker/Shaw
Hush! Somebody's Callin' My Name - Spiritual/Arr. B. Dennard
Brown Eyed Girl - Van Morrison/Arr. By Deke Sharon
Change The World - Eric Clapton
She's Got a Way - Billy Joel
Manly Men - Kurt Knecht

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Evaluation of student performance is based on effort, participation, preparation and knowledge of material, and attendance at **all** rehearsals and performances.

MUSIC DEPARTMENT

MUSIC IN OUR LIVES

COURSE No.: 9270

LENGTH: 40 Weeks

GRADE LEVEL: 9-12

CREDIT: 1

PREREQUISITES: N/A.

COURSE DESCRIPTION:

Music in Our Lives is an entry level music course for those interested in actively participating in and creating music. Throughout the course students will develop skills to describe and analyze what they hear and learn what makes instruments sound the way they do. Students will learn basic technique on drums, acoustic guitar, and electric keyboard while learning traditional music notation. As a final project, students design and build their own unique instrument.

OBJECTIVES:

- Discover and nurture untapped musical skills to prepare for a lifetime of musical participation.
- Develop “hands-on” knowledge of Western and world instruments with particular focus developing introductory level skills on drums, guitar, and piano.
- Explore the science of sound and its relationship to existing and newly invented instruments.
- Interpret traditional music notation for each instrument studied.

GRADING:

Student achievement will be measured through assignments, quizzes, and unit tests, as well as performance tests on drums, acoustic guitar, and keyboard. At the end of the year students will invent, build, and perform on their own original instrument.

MUSIC DEPARTMENT

INTRO TO INSTRUMENTAL STUDIES **COURSE No.: 9115** **LENGTH: 40 Weeks**
GRADE LEVEL: 9-12 **CREDIT: 1/2**

PREREQUISITES: No prerequisites.

COURSE DESCRIPTION & OBJECTIVES:

This course will be open to any high school student who wishes to learn how to play a band instrument or return to an instrument they no longer play. Students will have the opportunity to explore different instruments and dive deeper into one instrument. Students who are already in band can learn a second instrument in this course.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

An interest in learning how to play an instrument. Evaluation will be through informal playing opportunities.

MUSIC DEPARTMENT

MUSIC TECHNOLOGY

COURSE No.: 9116

LENGTH: 40 Weeks

GRADE LEVEL: 9-12

CREDIT: 1/2

PREREQUISITES: No prerequisites

COURSE DESCRIPTION & OBJECTIVES:

This project-based course will be open to any high school students interested in music technology. Students will explore digital music through applications such as Garage Band, edit existing songs, learn the basics of the equipment involved in live music performances/recordings, and play electronic instruments. Students of all musical backgrounds are encouraged to join!

COURSE REQUIREMENTS & EVALUATION CRITERIA:

An interest in learning about music technology. Evaluations will be through digital music projects.

MUSIC DEPARTMENT

ROCK INSTRUMENTS

COURSE No.: 9117

LENGTH: 40 Weeks

GRADE LEVEL: 9-12

CREDIT: 1/2

PREREQUISITES: No prerequisites

COURSE DESCRIPTION & OBJECTIVES:

This course will explore the fundamentals of the four main rock band instruments: guitar, piano, drums and bass. The first semester will focus on learning the fundamental techniques for each instrument. We will focus on learning the chord progressions of classic and modern rock/pop songs, reading chord charts, and improvising. The second semester will allow students to form their own band and work in groups with varying instrumentation. Students will choose one instrument to play in their band, and will focus on that instrument for the remainder of the year. Students of all musical backgrounds are encouraged to join!

COURSE REQUIREMENTS & EVALUATION CRITERIA:

An interest in learning a rock instrument. Evaluations will be through informal playing opportunities.

PHYSICAL EDUCATION DEPARTMENT COURSES

**PHYSICAL EDUCATION
DEPARTMENT**

HEALTH

COURSE No.: 3800

LENGTH: 40 Weeks

GRADE LEVEL: 9

CREDIT: 1/2

PREREQUISITES: N/A

NOTE: State Mandated

COURSE DESCRIPTION & OBJECTIVES:

This state mandated course deals with achieving wellness. Along with personal health assessments, the following areas of concern are addressed: emotional health, violence and abuse, birth control, pregnancy and childbirth, intimacy and sexuality, use and abuse of drugs, nutrition, weight control and exercise, afflictions and diseases, CPR, and use of an automated external defibrillator (AED).

Objectives:

- Promote personal wellness.
- Import information related to wellness.
- Instill a desire to achieve a high degree of wellness.
- Assess one's own needs in regard to achieving and maintaining optimal health.

INSTRUCTIONAL PROCESSES & MATERIALS:

This course is taught as a lecture/discussion class. Appropriate text, written handouts, and films are among the materials used in teaching the course.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

To pass this course, a student must:

- Attend class regularly and participate in class discussions.
- Complete all assigned reading and homework assignments.
- Complete all tests.
- Complete final examination.
- Have a 65% or better final average.

**PHYSICAL EDUCATION
DEPARTMENT**

**ADAPTIVE PHYSICAL
EDUCATION**

COURSE No.: 9280

LENGTH: 40 Weeks

GRADE LEVEL: 9-12

CREDIT: 1/2

COURSE DESCRIPTION & OBJECTIVES:

This program is designed to meet the special needs of the students by providing appropriate experiences and opportunities that will assist the pupil to grow and develop through the medium of physical activity.

Objectives:

- To create an environment where each student will feel a sense of achievement.
- To extend an opportunity for positive physical growth and fitness development.
- To make physical activity an enjoyable part of their life and to recognize the benefits of daily physical activity.
- To demonstrate caring, consideration, and respect for oneself and others during physical activity.
- To understand the physical dangers associated with certain activities and to demonstrate the ability to modify activities for safe participation.

INSTRUCTIONAL PROCESSES & MATERIALS:

Through a variety of individual and team sports, games, and activities, we emphasize appropriate social interaction, enjoyment, attainment of physical goals, skill development, and a general understanding of rules and concepts necessary to participate.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

To pass this course, a student must:

- Attend class regularly and participate in class discussions.
- Complete all assigned reading and homework assignments.
- Complete all tests.
- Complete final examination.
- Have a 65% or better final average.

**PHYSICAL EDUCATION
DEPARTMENT**

**PHYSICAL
EDUCATION**

**COURSE No.: 9300/9310
GRADE LEVEL: 9-12**

**LENGTH: 40 Weeks
CREDIT: 1/2**

COURSE DESCRIPTION & OBJECTIVES:

The Physical Education program is designed to meet NY State and National Standards to provide appropriate experiences and opportunities that will assist students to grow and develop to his/her maximum potential through the modality of physical activity and movement.

Objectives:

- To create an environment where each student can feel a sense of achievement.
- To extend opportunity for positive growth in physical activity, fitness, and sport development.
- To expose physical activity and sport as an enjoyable part of student life, as well as help students to recognize the benefits of daily physical activity and physical fitness.
- To demonstrate consideration, compassion, and respect for oneself and others through physical activity and sport.
- To understand the physical dangers associated with certain activities and to demonstrate the ability to modify activities for safe participation.
- For students to gain knowledge of local opportunities in physical activity and sport.

INSTRUCTIONAL PROCESSES & MATERIALS:

Through a variety of individual and team sport activities, games, personal fitness, group and individual challenges, we emphasize appropriate social interaction, enjoyment, attainment of physical goals, skill development, and a general understanding of the rules and concepts necessary to participate actively and safely. Homework and lab type lessons, or in-class work is sometimes utilized so students can provide evidence and teachers can document student understanding and growth.

COURSE REQUIREMENTS & EVALUATION CRITERIA:

Physical Education is a New York State requirement for all students.

One-half unit of credit is granted for each year of satisfactory participation in Physical Education. Grades are given in Physical Education based on participation, evaluation, assessments, including authentic assessment of skill and strategy, being prepared for class, and personal and social responsibility of conduct. All grades for each quarter are averaged along with a final exam for a final grade.

**PHYSICAL EDUCATION
DEPARTMENT**

**STRENGTH TRAINING COURSE No.: 9321
GRADE LEVEL: 11-12**

**LENGTH: 40 Weeks
CREDIT: 1/2**

PREREQUISITES: N/A

COURSE DESCRIPTION & OBJECTIVES:

Strength Training will be a course focused on building and improving students' knowledge and skills in the weight room. Students will learn how to safely use equipment, proper form when lifting, short- term & long- term goals in the weight room, and how to create an individualized workout plan.

Objectives:

- To extend an opportunity for students to improve upon physical fitness.
- To provide resources for strength training
- Learn the benefits of strength training
- Explore strength training fundamentals
- Uncover strength training myths
- Course Requirements & Evaluation Criteria:
- Students graded on a pass/fail basis
- Actively participate during every class
- Dress appropriately for intense physical activity

