



Clarkstown High School South

Course Catalog

2023-2024

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COURSE SELECTION AND MULTI-YEAR PLANNING

Students will work with their teachers, parents, and counselors to develop a comprehensive plan for high school that meets all NYS graduation requirements and beyond. Counselors work closely with students to provide support and guidance in the course selection and multi-year planning process. All students must enroll in a minimum of 5.5 credits per year.

Students may use the following chart for planning purposes. The credits indicated in the parenthesis are the minimum requirements for graduation. The column for 8th grade is to chart any high school courses taken before entering high school.

	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English (4 units)					
Social Studies (4 units)					
Mathematics (3 units)					
Science (3 units)					
Arts (1 unit)					
Language other than English (1 unit)					
Physical Education (2 units)					
Health (.5 units)					
Electives (3.5 units)					

GRADING

CALCULATION OF FINAL COURSE GRADES:

GRADING FORMULA FOR FULL YEAR HIGH SCHOOL COURSES:

Quarter 1 = 23.5%, Quarter 2 = 23.5%, Quarter 3 = 23.5%, Quarter 4 = 23.5%, Final Exam or Regents = 6%

GRADING FORMULA FOR SEMESTER COURSES (HALF-YEAR COURSES):

First quarter = 47%, Second quarter = 47%, Final Exam = 6%

Note: Students who fail a Regents exam must retake the exam if it is required for graduation. However, the final course grade will not be recalculated with the higher Regents score. Only the highest Regents score for an exam taken more than once will appear on the student's transcript.

Physical education is not calculated into the GPA.

HOW GRADE WEIGHTING WORKS:

Grade	Regents (1.000)	Honors/College (1.033)	AP/IB (1.066)
100	100	103.3	106.6
95	95	98.135	101.27
90	90	92.97	95.94
85	85	87.805	90.61
80	80	82.64	85.28
75	75	77.475	79.95
70	70	72.31	74.62
65	65	67.145	69.29

GRADUATION REQUIREMENTS

New York State Diploma/Credential Requirements

Revised June 2022

The following chart outlines the diploma and credential requirements currently in effect. The chart provides an overview of the requirements and identifies the student populations that have access to each type of diploma and non-diploma high school exiting credential. Websites are provided to offer more detailed information regarding the requirements for each diploma or credential.

For the full text of the New York State High School Diploma Requirements, reference the Commissioner's Regulations 8 CRR-NY 100.5, [Diploma Requirements](#) as well as the NYSED's [General Education and Diploma Requirements](#) webpage. Reference the [Understanding NYS Diploma Requirements ~ Family Resources](#) webpage to access three flyers and a tracking tool translated into eleven different languages.

Beginning in fall 2022, a select number of schools will pilot the Individual Arts Assessment Pathway. More information may be referenced on the [Individual Arts Assessment Pathway](#) webpage.

Additional questions pertaining to diploma or credential requirements may be directed to the Office of Curriculum and Instruction at emscgradreq@nysed.gov or (518) 474-5922.

New York State High School Diplomas

Diploma Type	Available to	Requirements
Regents Diploma	All student populations	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, and 3 ½ electives</p> <p style="text-align: center;">Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies); • successful completion of 1 Pathwayⁱⁱⁱ; and • each Regents Exam with a score of 65 or better^{iv} <p style="text-align: center;">Reference: Diploma Types</p>

<p>Regents Diploma (through traditional appeal)</p>	<p>All student populations</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, and 3 ½ electives</p> <p style="text-align: center;">Assessment:</p> <ul style="list-style-type: none">• 4 required Regents Examsⁱⁱ(one in each discipline: English, mathematics, science, social studies);• successful completion of 1 Pathway^{iii,v};• 1 of the above Regents Exams (including the pathway, if a Regents Exam) with a score of 60-64 for which an appeal^{vi} is granted by the local district per Commissioner’s Regulation 100.5(d)(7); and• remaining required Regents Exams with a score of 65 or better^{iv} <p style="text-align: center;">Reference: Appeals, Safety Nets, and Superintendent Determination</p>
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<p>Regents Diploma with Honors</p>	<p>All student populations</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, and 3 ½</p> <p>electives</p> <p style="text-align: center;">Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents Examsⁱⁱ(one in each discipline: English, mathematics, science, social studies); • successful completion of 1 Pathwayⁱⁱⁱ; and • a computed average score of 90 or better on all required Regents Exams (including the pathway, if a Regents Exam) <p>Note: No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B examination in world languages is not included in the computed average. In instances where students received exemptions from Regents Examinations, the calculation for the honors endorsement will be dependent upon the number of scored Regents Examinations the student has.</p> <ul style="list-style-type: none"> • Students with a minimum of three scored Regents Examinations applicable to the diploma <ul style="list-style-type: none"> ○ In instances where students have at least three scored Regents Examinations to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Examination scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement. • Students with fewer than three scored Regents Examinations applicable to the diploma <ul style="list-style-type: none"> ○ The student's final course grade for each exempted Regents Examination will be
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		<p>substituted in the calculation for honors. If the computed average of the scored Regents Examinations and the final course grades for courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement.</p> <p>Reference: Regents Diploma with Honors</p>
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Regents
Diploma with
**Advanced
Designation**

All student
populations

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, and 3 ½

electives

Assessment:

- 7 required Regents Examsⁱⁱ distributed as follows: 3 mathematics, 2 science (one physical, one life), 1 English, 1 social studies;

- successful completion of 1 Pathwayⁱⁱⁱ;
- and • each Regents Exam with a score of **65**

or

better^{iv}

Sequence^{vii}: successful completion of **one** of the three sequence options: • earning an additional 2 units of credit in world languages and passing a locally developed Checkpoint B examination in world languages; or

- completing a 5 unit sequence in the Arts;

or

- completing a 5 unit sequence in CTE

Reference: [Diploma Types](#)

<p>Regents with Advanced Designation with an annotation that denotes Mastery in Mathematics</p>	<p>All student populations</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, and 3 ½ electives</p> <p>Assessment and Sequence^{vii}: Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) <u>and</u> scores 85 or better on each of 3 Regents Examinations in mathematics</p> <p>Note: Students who were exempted^{iv}—from a Regents Examination in mathematics (due to COVID-19 cancellations) may earn the mastery in mathematics endorsement using one of the following conditions:</p> <ul style="list-style-type: none"> • passed 2 Regents Examinations in mathematics with a score of 85 or higher and was granted an exemption on a third Regents Examination in mathematics; or • passed 1 Regents Examination in mathematics with an 85 or higher and earned a final course grade of 85 or higher in 2 additional mathematics courses culminating in a Regents Examination for which an exemption was granted. <p>Reference: Endorsements and Seals</p>
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<p>Regents with Advanced Designation with an annotation that denotes Mastery in Science</p>	<p>All student populations</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages, 2 physical education, and 3 ½ electives</p> <p>Assessment and Sequence^{vii}: Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) <u>and</u> scores 85 or better on each of 3 Regents Examinations in science</p> <p>Note: Students who were exempted^{iv} from a Regents Examination in science (due to COVID-19) may earn the mastery in science endorsement using one of the following conditions:</p> <ul style="list-style-type: none"> • passed 2 Regents Examinations in science with a score of 85 or higher and was granted an exemption on a third Regents Examination in science; or • passed 1 Regents Examination in science with an 85 or higher and earned a final course grade of 85 or higher in 2 additional science courses culminating in a Regents Examination for which an exemption was granted. <p>Reference: Endorsements and Seals</p>
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Regents with
**Advanced
Designation
with Honors**

All student
populations

Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, and 3 ½ electives

Assessment and Sequence^{vii}: Meets all assessment and sequence requirements for the Regents diploma with advanced designation (see above) with a

computed average score of **90 or better** on all

Regents Exams required for the diploma

Note: No more than 2 Department approved alternatives may be substituted and will not count in the computed average. The locally developed Checkpoint B examination in world languages is not included in the computed average. In instances where students received exemptions from Regents Examinations, the calculation for the honors endorsement will be dependent upon the number of scored Regents Examinations the student has.

- **Students with a minimum of three scored Regents Examinations applicable to the diploma** ○ In instances where students have at least three scored Regents Examinations to be included in the assessments required for the diploma type, exemptions due to COVID-19 would be removed from the calculation. If the computed average of the Regents Examination scores required for the diploma (not including exemptions) equals 90 or above, the student earned the honors endorsement.
- **Students with fewer than three scored Regents Examinations applicable to the diploma** ○ The student's final course grade for each exempted Regents Examination will be substituted in the calculation for honors. If the computed average of the scored Regents Examinations and the final course grades for

		<p>courses for which exemptions were granted equals 90 or above, the student earned the honors endorsement.</p> <p>Reference: Regents Diploma with Advanced Designation with Honors</p>
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<p>Local Diploma (through Traditional Appeal)</p>	<p>All student populations</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents Examsⁱⁱ(one in each discipline: English, mathematics, science, social studies); • Successful completion of 1 Pathway^{iii,v}; and • 2 of the above required Regents Exams (including the Pathway, if a Regents Exam) with a score of 60-64 for which an appeal^{vi} is granted by the local district per Commissioner’s Regulation 100.5(d)(7); and • remaining required Regents Exams with a score of 65 or better^{iv}. <p>Reference: Appeals, Safety Nets, and Superintendent Determination</p>
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<p>Local Diploma</p>	<p>English Language Learners Only</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languages, 2 physical education, 3 ½ electives</p> <p style="text-align: center;">Assessment:</p> <ul style="list-style-type: none"> • 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies) • Successful completion of 1 Pathway^{iii,v}; and • the ELA Regents Exam with a score of 55-59 for which an appeal is granted by the local district per Commissioner’s Regulation 100.5(d)(7); • up to 1 of the above required Regents Exam with a score of 60-64 for which an appeal^{vi} is granted by the local district per Commissioner’s Regulation 100.5(d)(7); • remaining required Regents Exams with a score of 65 or better^{iv} <p>Note: English Language Learners (ELL) seeking an appeal for a score of 55-59 on the ELA Regents Exam are only eligible for an appeal in this area if they entered the United States in grade 9 or after and were classified as an ELL when they took the test the second time.</p> <p style="text-align: center;">Reference: Appeals, Safety Nets, and Superintendent Determination</p>
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<p>Local Diploma</p>	<p>Students with disabilities with an individualized education program (IEP) or if included on the student's Section 504 Accommodation Plan</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, and 3 ½ elective</p> <p>Assessment:</p> <p>a) Low Pass Safety Net Option:</p> <ul style="list-style-type: none"> • 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies); • Successful completion of 1 Pathwayⁱⁱⁱ; <p>and ○ each Regents Exam with a score of 55 or better^{iv}</p> <p>b) Low Pass Safety Net and Appeal:</p> <ul style="list-style-type: none"> • 4 required Regents Examsⁱⁱ (one in each discipline: English, mathematics, science, social studies); • Successful completion of 1 Pathway^{iii,v}; <p>and ○ up to 2 Regents Exams with a score of 52-54 for which an appeal^{vi} is granted by the local district per Commissioner's Regulation 100.5(d)(7) ○ each remaining Regents Exam with a score of 55 or better^{iv}</p> <p>c) Compensatory Safety Net Option: scores between 45-54 on one or more of the required science, social studies, or mathematics (as a pathway) Regents Exams, but compensates the low score with a score of 65 or higher on another required Regents Exam. Note: a score of at least 55 (or an approved appeal of 52-54) must be earned on both the ELA and 1 mathematics exam. A score of 65 or higher on a single examination may not be used to</p>
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		<p>compensate for more than one examination for which a score of 45-54 is earned.</p> <p>Reference: Appeals, Safety Nets, and Superintendent Determination and Information Related to Graduation Requirements for Students with Disabilities</p>
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<p>Local Diploma (through Superintendent Determination)</p>	<p>Students with disabilities with an IEP</p> <p>Does NOT INCLUDE</p> <p>students with a Section 504 Accommodation Plan</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, and 3 ½ electives</p> <p>Assessment:</p> <p>o A superintendent's determination made upon a parent's written request, based on review of documentation, as to graduation-level proficiency in the subject area in which the student was not able to demonstrate proficiency of the State's learning standards through the assessment required for graduation.</p> <p>To be eligible for the superintendent determination:</p> <ol style="list-style-type: none"> 1. The student must have a current individualized education program (IEP) and be receiving special education programs and/or related services. 2. The student did not meet the graduation requirements through the low pass (55-64) safety net option or the compensatory option. 3. The student must have earned the required course credits and have passed, in accordance with district policy, all courses required for graduation, including the Regents courses to prepare for the corresponding required Regents Examination areas (English Language Arts (ELA), mathematics, social studies and science). 4. The student must have taken and received a minimum score of 55 on both
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		<p>the ELA and Mathematics Regents Examinations or successfully appealed a score between 52 and 54, except that on or after December 12, 2017, a student who was unable to achieve a minimum score of 55 or did not initiate an appeal of a score of between 52 and 54 on the</p>
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<p>Local Diploma (through Special Determination)</p>	<p>All student populations (only applies to June 2022 graduates)</p>	<p>Credit: 22 units of credit distributed as follows: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 world languagesⁱ, 2 physical education, and 3 ½ electives</p> <p style="text-align: center;">Assessment:</p> <p>To be eligible for the Special Determination, the student must otherwise meet all requirements for graduation in June of 2022 and meet one of the following criteria:</p> <ul style="list-style-type: none"> • The student was enrolled in a course of study or make up program during the 2021-2022 school year leading to a June 2022 Regents Examination, earned credit in such course of study by the scheduled date of the Regents Examination, participated in such examination but did not achieve a passing score or qualify for a Special Appeal; or • The student was enrolled in a course of study or make up program during the 2021-2022 school year that was intended to culminate in the student’s participation in a June 2022 Regents Examination and the student earned credit in such course of study by the date of such examination but was unable to participate in such examination due to illness, including isolation restrictions due to COVID. Such illness must be documented by the student’s physician, or in the case of COVID, in accordance with the Centers for Disease Control and Prevention (CDC) and or local guidelines for quarantine. A student absent due to COVID should follow the locally developed school or district procedures for reporting such absence. <p>Reference: Special Determination to Graduate with a Local Diploma in June 2022</p>
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<p>Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a</p> <p>Career and Technical Education Endorsement</p>	<p>All student populations</p>	<p>Credit: Completes all credit requirements as listed above for specific diploma types and successfully completes an approved career and technical education program</p> <p>Assessment: Achieves a passing score on State assessments as listed above for specific diploma types and successfully completes the 3 part technical assessment designated for the particular approved career and technical education program which the student has completed</p> <p>Reference: Endorsements and Seals</p>
<p>Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a</p> <p>Seal of Biliteracy</p>	<p>All student populations</p>	<p>Credit: Completes all credit requirements as listed above for specific diploma types (Regents or Regents with advanced designation) and meets the criteria for earning the New York State Seal of Biliteracy</p> <p>Assessment: Meets the criteria for Earning the New York State Seal of Biliteracy.</p> <p>Reference: The New York State Seal of Biliteracy (NYSSB)</p>

<p>Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation (with or without Honors), with a Seal of Civic Readiness</p>	<p>All student populations</p>	<p>Credit: Completes all credit requirements as listed above for specific diploma types (Regents or Regents with advanced designation) and meets the criteria for earning the New York State Seal of Civic Readiness</p> <p>Assessment: Meets the criteria for earning the New York State Seal of Civic Readiness.</p> <p>Reference: New York State Seal of Civic Readiness</p>
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Non-diploma High School Exiting Credentials

Credential Type	Available to	Requirements
Career Development and Occupational Studies (CDOS) Commencement Credential	All students other than those who are assessed using the NYS Alternate Assessment (NYSSA)	<ul style="list-style-type: none"> • Completes a career plan; demonstrates attainment of the commencement level Career Development and Occupational Studies (CDOS) learning standards in the areas of career exploration and development, integrated learning and universal foundation skills; satisfactorily completes the equivalent of 2 units of study (216 hours) in Career and Technical Education coursework and work-based learning (including at least 54 hours of work-based learning); and has at least 1 completed employability profile; or • Student meets criteria for a national work readiness credential <p>Note: Credential may be a supplement to a Local or Regents diploma, or, if the student is unable to meet diploma standards, the credential may be awarded as the student's exiting credential provided the student has attended school for not less than 12 years, excluding Kindergarten.</p> <p>Reference: Exiting Credentials and Commissioner's Regulations 8 CRR-NY 100.6, High school exiting credentials</p>

<p style="text-align: center;">Skills and Achievement Commencement Credential</p>	<p>Students with severe disabilities that are assessed using the NYS Alternate Assessment (NYSAA)</p>	<p>All students with severe disabilities who attend school for not less than 12 years, excluding Kindergarten exit with this credential which must be accompanied by documentation of the student's skills and strengths and levels of independence in academic, career development and foundation skills needed for post-school living, learning and working.</p> <p>Reference: Exiting Credentials, Special Education Field Advisory: Skill and Achievement Commencement Credential for Students with Severe Disabilities, and Commissioner's Regulations 8 CRR-NY 100.6, High school exiting credentials</p>
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Endnotes

- i. Students with a disability may be excused from the world languages credit requirement if so indicated on the IEP but must still earn 22 units of credit to graduate.
- ii. In all cases students may substitute an assessment from the list of Department Approved Alternative Examinations Acceptable for Meeting Requirements for a Local or Regents Diploma.
- iii. In **addition** to passing the following 4 required Regents Exams or the corresponding [Department approved alternative examination](#), all students must complete **1** of the following pathway options:
 - earn the New York State [Seal of Civic Readiness](#); or
 - pass an additional mathematics Regents Exam in a different course or Department approved alternative; or
 - pass an additional science Regents Exam in a different course or Department approved alternative; or
 - pass an additional social studies Regents Exam in a different course or Department approved alternative; or
 - pass an additional English assessment in a different course selected from the Department approved alternative list; or

- pass a [Department Approved Pathway Assessment in the Arts](#); or
- pass a [Department Approved Pathway Assessment in World Languages](#); or
- successfully complete all the requirements for the [CDOS Commencement Credential](#); or
- successfully complete an [approved CTE program](#), including the associated 3-part technical assessment.

The additional assessment must measure a different course than that which was measured by one of the four required exams above, or an approved pathway assessment in the Arts, CDOS, or world languages. Additional information can be referenced on the NYSED's [Multiple Pathways](#) webpage.

- iv. An assessment **exemption** may be accepted in lieu of a Regents Examination, pathway assessment, or Department approved alternative exam. Additional information can be referenced in the following FAQs: [June/August 2020](#), [January 2021](#), [June/August 2021](#), and [January 2022](#), and [FAQ on Cancellation of Regents Exam in US History and Government \(Framework\)](#). Additionally, if a school grants a **special appeal**, the student

is deemed to have met the assessment requirement. Additional information can be referenced in the [Special Appeals Memo](#) and [FAQ](#).

- v. Regents Exams used to meet the pathway requirement may be appealed.
- vi. Non-Regents pathway assessments and Department approved alternative exams are not subject to the Appeal Process.
- vii. Students with a disability who are excused from the world languages requirement per their IEP need not complete a sequence in world languages nor a 5 unit sequence in the Arts or CTE in order to meet the requirements for the Regents diploma with advanced designation.

COLLEGE-LEVEL COURSES

The Board of Education is committed to a rigorous high school curriculum and high standards for all students that support a continuum of experiences from Pre-Kindergarten through College (P-16). To this end, the Board believes that all students should have opportunities to explore college-level learning.

College-level learning in high school includes Advanced Placement (AP) courses offered through the College Board and International Baccalaureate (IB) courses offered by the International Baccalaureate Organization. In addition, college-level learning in high school also includes the practice of certain colleges and universities granting credit on their transcripts for courses that are taught to high school students by high school teachers in high school venues and based on the learning outcomes of their college or university counterparts, as well as high school courses that prepare students for state and national vocational certifications.

The district will encourage all students to prepare for and take one or more college-level courses during their high school experience in the following ways:

- Counselors will advise students and parents of these options when they develop and revise their four-year plans, and encourage each student to take appropriate preparatory courses.
- Administrators and teachers will encourage all students to take challenging courses each year.
- The district will offer our students college-level courses in a variety of academic and career-related courses.

Students who take courses identified as College Level courses will earn honors weighting regardless of whether they pay for college-level credit at the participating university or college. All students in these courses are working at a rigorous level that is aligned with the college or university expectations. However, students have the option of also earning college credit by paying a designated tuition to the college or university.

Students who take Advanced Placement and International Baccalaureate courses must sit for the requisite exams in order to receive AP or IB weighting. Students will earn honors weighting if they do not sit for the exams. Financial assistance will be available for AP and IB exams through various avenues for families with a documented need on a case-by-case basis.

COURSES LEADING TO COLLEGE CREDIT:

The high school courses beginning with the word “COLLEGE” in this catalog offer the possibility of earning college credit while earning high school credit. These courses are called Dual

Enrollment courses. Students may choose to pay a reduced fee to the offering College/University for the opportunity to earn college credit. Dual Enrollment opportunities are afforded to Clarkstown students in conjunction with the following colleges/universities: SUNY Albany, St. Thomas Aquinas College, Syracuse University Project Advance, and Marist College. Students should refer to individual department course descriptions in this course catalog for dual enrollment opportunities.

Every college has different rules for accepting credit. Please note that at some colleges, Dual Enrollment courses, Advanced Placement exam scores, and International Baccalaureate exam scores are NOT eligible for course credit. Students will need to consult their college of choice to determine if it accepts such credit. Students are also eligible to earn credit through SUNY Rockland Community College via the Early Admit Program and the High School Program (<https://sunyrockland.edu/admission/high-school-program/>).

INTERNATIONAL BACCALAUREATE

The IB Diploma Program is a challenging two-year academic program offered to juniors and seniors that prepares students for effective participation in a rapidly evolving and increasingly global society. Students are encouraged to:

- ask challenging questions
- learn how to learn
- develop a sense of self and culture
- develop the ability to communicate and understand people from other countries and cultures ● grow intellectually, physically, socially, and ethically

The curriculum is made up of the six subject areas and the DP core. IB Diploma candidates study: [language and literature](#), [language acquisition](#), [individuals and societies](#), [science](#), [mathematics](#), and the [arts](#). Current sophomores are eligible to enroll in the full IB Diploma curriculum. The IB courses will comprise most of their schedules for junior and senior year. IB Diploma candidates take 3 HL and 3 SL courses. Higher level (HL) courses require 240 hours of class time (two years) and Standard level (SL) courses require 150 hours of class time (one or two years).

The Diploma Program (DP) Core

In addition to their primary coursework, IB Diploma candidates also fulfill three core components that encourage them to participate in creative and service-oriented activities that emphasize the importance of reflection on a personal and academic level.

[Theory of Knowledge](#) (ToK) develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

The IB [Extended Essay](#) (EE) is an opportunity for Diploma candidates to undertake independent research into an area of interest relating to one or more of the six subjects studied by the student in the Diploma Program. Each student works with a faculty mentor who guides them through the research and writing of the essay. The essay is a requirement to earn the IB Diploma. Academic credit is not awarded for its completion.

The [Creativity, Action, and Service](#) program (CAS) encourages students to be well-rounded individuals who actively pursue extracurricular activities with a balance of athletic, artistic, and service-minded pursuits. Students complete approximately 150 CAS hours over the course of their junior and senior years. A faculty member serves as the CAS Coordinator and assists students in balancing, reflecting upon, and managing their CAS program.

Only juniors and seniors may enroll in individual IB courses or pursue the full IB Diploma. Current sophomores who wish to enroll in IB courses are expected to meet with the IB Coordinator to select appropriate classes. Sophomore parents are encouraged to participate in these meetings. Current juniors who are enrolled in Year 1 of an IB course may enroll in Year 2 of that course with the approval of the IB Coordinator. Many colleges and universities offer advanced standing to students who earn the IB Diploma and achieve specific overall scores while doing so. In addition, most offer credit for individual IB courses if certain minimum scores

are attained. Specific information on college credit is available at <http://ibo.org/recognition> and both the IB Coordinator and Student Counselors are available to provide college counseling with respect to the IB program.

IB courses may include:

English: IB English A Literature HL

Languages: IB French *ab initio*

Languages: IB French B SL

Languages: IB French B HL

Languages: IB Italian B SL

Languages: IB Italian B HL

Languages: IB Spanish B SL

Languages: IB Spanish B HL

Languages: IB Japanese B SL

Languages: IB Japanese B HL

Languages: IB Latin SL

Languages: IB Latin HL

Social Studies: IB History of the Americas HL

Science: IB Environmental Systems & Societies SL

Science: IB Sports, Exercise, and Health Science SL

Math: IB Mathematical Applications and Interpretation SL

Math: IB Math Applications and Interpretation HL

Music: IB Music SL (The Arts)

Music: IB Music HL (The Arts)

English: IB Theatre Arts SL (The Arts)

English: IB Theatre Arts HL (The Arts)

Art: IB Visual Arts SL (The Arts)

Art: IB Visual Arts HL (The Arts)

Elective: IB Business Management SL

IB Theory of Knowledge (IB Diploma core requirement – weighted academic elective credit awarded. See course description above and in the English department section of this catalog.)

IB Creativity Activity Service (IB Diploma core requirement with no academic credit awarded)

IB Extended Essay (IB Diploma core requirement with no academic credit awarded)

ART

Course Title	Credit(s)	Course Description
Studio Art	1	<p>Studio Art is a foundational art course open to all students.</p> <p>Learning is aligned with the NY State Standards for the Arts:</p> <p>Creating, Presenting, Responding and Connecting at the HS1 Level. This course provides an introduction to the elements and principles of design through varied experiences in creative media including use of: color, design, perspective, sculpture, painting, and drawing. In addition, students will be exposed to various art movements and creative careers. Studio Art fulfills one credit of the Music/Art NY State Regents requirement for graduation.</p>
Studio in Media Arts	1	<p>Studio in Media Arts is a foundational art course open to all students. Learning is aligned with the NY State Standards for the Arts: Creating, Presenting, Responding and Connecting at the HS1 Level. This course provides an introduction to the elements and principles of design via the use of technological applications such as computer graphics, digital imaging, and photography. In addition, students will be exposed to traditional drawing techniques, a variety of art careers, and artistic movements. Students will use Adobe Photoshop and</p> <p>Adobe Illustrator in this course. The final assessment is administered during the last week of class and includes multiple choice and short answer questions, as well as drawing exercises. Studio in Media Arts fulfills one credit of the Music/Art NY State Regents requirement for graduation.</p>

Design and Illustration	1	This advanced offering is the second requirement for an art major. Design and Illustration builds on the concepts learned in Studio Art. Learning is aligned with the NY State Standards for the Arts: Creating, Presenting, Responding and Connecting. The emphasis is on design concepts, composition and the use of color, as well as on individual problem solving which utilizes varied media and techniques. Students will engage in a variety of projects that relate to the use of art in the commercial industry.
Painting and Drawing	1	Painting and Drawing is a course intended for the serious art student who is considering establishing a portfolio of artwork. Students will address a variety of observational and imaginative subjects while exploring advanced drawing and painting materials. Students will be encouraged to progress towards both experimental and self-directed works. The course will culminate in the development of a personal portfolio. This skill will have future applications during the college application process, college coursework, and post graduate job applications.
AP Art and Design	1	The AP Art and Design program is designed for the serious art student who wishes to develop an AP Art and Design portfolio. It is important to note that the majority of the 20 to 30 works of art needed to complete an AP portfolio will be created during this course. The maintenance of a sketchbook as well as museum visits are among the possible requirements beyond the class period. The program sets a national standard and allows students to earn college credit and/or advanced placement credit. Students submit portfolios at the national level for evaluation. Students must register for and take the AP Portfolio Exam to receive AP weighting.
AP Art History	1	Advanced Placement History of Art is designed to provide an understanding of architecture, sculpture and painting within historical and cultural contexts. Students learn to look at art critically and intelligently

		<p>through slide lectures and museum trips, and will be prepared to take the AP</p> <p>Art History exam. Students must register for and take the AP Art History exam to receive AP weighting in this course.</p>
AP Art History Recurring Themes	1	<p>Advanced Placement History of Art is designed to provide an understanding of architecture, sculpture and painting within historical and cultural contexts. Students learn to look at art critically and intelligently through slide lectures and museum trips, and will be prepared to take the AP</p> <p>Art History exam. Students must register for and take the AP Art History exam to receive AP weighting in this course.</p>
College Advanced Art 4H	1	<p>Advanced Art is open to students with a firm, extensive background in art. Projects are chosen with teacher discussion and advice in drawing, painting, sculpture, design and mixed media. Students will continue the process of preparing a portfolio of work that may be used for college applications. Other activities may include keeping a daily sketchbook and student exhibitions. The course will culminate in the development of a personal portfolio website. This skill will have future applications during the college application process, college coursework, and post graduate job applications. Students must register with Seton Hall University to receive college credit.</p>
IB Visual Arts Standard Level Year 1	1	<p>This IB elective provides an overview of art ideas, media, and historical concepts with a global perspective. Discovery will include museum trips and media exploration. Students will create a portfolio of work and a research workbook to track the development of their ideas. This will culminate at the end of Year 2 in the Standard Level Visual Arts exam showing the application of the studio experience. This class is open to students of any level of artistic ability. Students interested in attempting this two-year course</p>

		<p>in one year (version SLA) must consult with the department chairperson and the IB Coordinator, although it is strongly recommended that any level of this course be taken over 80 weeks (two school years). Students must register for and take the IB assessments to receive IB designation and weighting.</p>
<p>IB Visual Arts Standard Level Year 2</p>	<p>1</p>	<p>This IB elective provides an overview of art ideas, media, and historical concepts with a global perspective. Discovery will include museum trips and media exploration. Students will create a portfolio of work and a research workbook to track the development of their ideas. This will culminate at the end of Year 2 in the Standard Level Visual Arts exam showing the application of the studio experience. This class is open to students of any level of artistic ability. Students interested in attempting this two-year course in one year (version SLA) must consult with the department chairperson and the IB Coordinator, although it is strongly recommended that any level of this course be taken over 80 weeks (two school years). Students must register for and take the IB assessments to receive IB designation and weighting.</p>
<p>IB Visual Arts Higher Level Year 1</p>	<p>1</p>	<p>This is the first half of a two-year course designed for serious art students who wish to develop an art portfolio, and IB candidates who wish to use the visual arts to fulfill their Group 6 requirement. The class is highly differentiated, student focused and requires high levels of personal dedication and accountability. A significant amount of work will be completed outside of class, including research, writing assignments and self directed trips to museums and galleries. Students must document their creative process and analyze key artists and cultures that have influenced the students' work. Students are encouraged to work with a variety of traditional 2-D and 3-D techniques as well as new media, including digital imaging, sculpture, animation and video. The grade distribution is as follows: 40% Studio Work, 40% Process Portfolio, 20%</p>

		Comparative Analysis. The culminating assessment takes place during the second year of the course.
IB Visual Arts Higher Level Year 2	1	<p>This is a two-year course of study open to students interested in developing an advanced portfolio of work. Students are expected to engage with personal, in-depth investigation of art in all its aspects: technical, historical, and contextual across multicultural lines. Over the two years, students will produce technically and conceptually sophisticated works of art while maintaining a Research Workbook that describes their investigative and creative process. The workbook will also include evidence of independent research, visits to galleries and museums and interviews with art professionals. Students will use both years to prepare for their final IB Visual Art assessment in March of their senior year. The assessment includes a solo art exhibition along with a forty-minute video interview assessed by an art professional trained as an examiner for the IB</p> <p>Organization. The Research Workbook is worth 40% of the students' total IB Visual Art grade. The external interviewer will determine the studio grade, which is worth 60% of the students' total IB Visual Art score. Students must register for and take the IB assessments to receive IB designation and weighting.</p>
Animation and Gaming Design	.5	<p>This is a one-semester class offering a highly visual, non-mathematical introduction to computing and computer programming. Our vehicle is the Alice development environment, which allows students without prior experience to rapidly create 3D virtual worlds like those seen in video games. Students will choose environments, populate them with features, creatures and sounds, and animate these elements in simulated three-dimensional space to tell stories, play games, give interactive instructions, etc. Students work in a small team creating virtual worlds for assignments and a final project, learning the principles of computer programming in the process. You will see the results of your efforts immediately. We aim to improve your skills in exact thinking, analysis/design, and problem-solving, while providing an enjoyable</p>

		<p>path to more formal study of computing and programming.</p>
Digital Animation for Beginners	.5	<p>This design based course is one semester and acts as an introduction to animation principles and the Adobe Creative Cloud animation programs such as Character Animate. No previous drawing skills are necessary. Students will begin with a photograph that they will learn how to turn into moving imagery to tell a story or show an action.</p> <p>No art prerequisite is required.</p>
Computer Graphics	.5	<p>Students will be introduced to the computer as a tool for visual design. The projects throughout the year will focus on visual communication of ideas and concepts along with the strengthening of design principles and composition.</p> <p>Students will work on a series of visual assignments that will build career ready skills such as design, book design, movie poster design and magazine cover design, children's book. Students will become proficient in industry standards of graphic design layout, photo editing, presentation skills and web design.</p> <p>Students will work in Adobe PhotoShop, Illustrator, and InDesign.</p>
Advanced Computer Graphics	.5	<p>This advanced visual communication course is designed for the serious art student. Advanced assignments using Adobe Photoshop, Illustrator and InDesign will push the visual possibilities with all aspects of transforming information and ideas into visual form. Visual solutions will utilize graphic design, computer graphics, and typography. Students must register with Seton Hall University to receive college credit.</p>

Intro to Photography	.5	<p>This is an introductory black and white photography course in 35mm camera use, film developing and darkroom technique, as well as a course which introduces many aspects of digital photography and photo manipulation through varying software. Students will explore photographic design and related elements of art.</p>
Advanced Photography	.5	<p>This course continues the experience begun in camera use and darkroom techniques. Individual photographic and experimental techniques are stressed. Additional areas for practical work may include advanced darkroom techniques, photojournalism, special effects, and computer manipulations. Additional areas for digital photographic work may include digital storytelling, moving still photography, photojournalism, and digital special effects.</p>
AP 2-D Design/ Photo	1	<p>This course is for the serious art student who wishes to develop a 2-D Design Portfolio. Students will create the 20-30 works necessary for the AP exam. Projects will explore traditional digital and film photography as well as application of photographs in 2-D studio assignments. Because students need access to the dark-room to complete homework assignments, it is highly recommended that students have a free period in their schedule to complete the coursework. Additional course requirements include student run 3-person exhibits in the school gallery and quarterly independent museum visits. Students must register for and take the AP Portfolio Exam to receive AP weighting.</p>

Digital Photography I	.5	This is a one semester course. The role of digital photography is continually growing. Advancements in technology, the proliferation of smartphones, and social networking has profoundly impacted the discipline. Students in Digital Photography I will focus on the basic principles of digital photography, photo manipulation, and the social and ethical implications of this ever changing field. Students will be provided with an overview of scanning, digital cameras, Adobe Photoshop, and output to print and the web.
Digital Photography II	.5	This course continues the experience that began in camera use and Adobe Photoshop techniques. Individual photographic and experimental techniques are stressed. Additional areas for practical work may include digital storytelling, moving still photography, photojournalism, special effects, and computer manipulations.

BUSINESS AND MARKETING

Course Title	Credit(s)	Course Description
Basic Accounting	.5	<p>Students prepare for a work experience that is satisfying on a personal level and on a monetary level.</p> <p>Bookkeeping is useful in your personal life, as a career, or as an introduction to a college program in business. Students will journalize business transactions, keep accounts, prepare payroll, and prepare financial statements. Automated record keeping on the computer will be introduced. Students are encouraged to join and participate in DECA, an Association of Marketing Students.</p>
IB Business Management Standard Level	1	<p>The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the sociocultural and economic contexts in which those organizations operate.</p>
College Accounting Honors	.5	<p>If you are going to college to study Accounting, Business Administration or Computer Science, this college level course is for you. Course includes the fundamentals of accounting theory and practice; the complete accounting cycle including end of period reports; analysis and interpretation of business transactions is stressed. The College Accounting class is relatively fast-paced and covers extensive material. Students are encouraged to join and participate in DECA, an Association of Marketing Students. College credits are available through St. Thomas Aquinas College.</p>

Sports Marketing	.5	Students will be introduced to the world of Sports Marketing through this course. Various tools such as sports videos, Internet sports fantasy competitions, current sporting events, and the exploration of the professional athlete persona will be used to illustrate marketing concepts and ideas. Students are encouraged to join and participate in DECA, an Association of Marketing Students.
Style and Entertainment Marketing	.5	This course is designed as an introduction to advertising, marketing, and business careers. Emphasis is placed on careers in marketing, advertising, fashion design and merchandising, sports management, and marketing involved in the entertainment industry. Students will research careers and companies, design ads and ad campaigns, and understand the creativity necessary to effectively promote goods and services. This class is open to all grades and serves as an introduction to our college-level courses. Students will be encouraged to participate in DECA activities and competitions.

<p>College Small Business Marketing Honors</p>	<p>1</p>	<p>Students in this one-unit course will be provided with a basic foundation in starting and managing a small business. Content includes selected entrepreneurial, management, merchandising and marketing skills inherent in the operation of a profit or non-profit operation. As part of the course, students will intern in the Viking Store throughout the year. Students successfully completing the course will have a solid foundation in concepts utilized in starting a small business, in entering employment, and as a basis for post-secondary study. Students will be given hands-on experience by using a touch-screen operating system, and will assist in the management and operations, product selection and ordering, and merchandising and display. Students will also develop human resource skills in working effectively in a business environment.</p> <p>Students are encouraged to join and participate in DECA, an Association of Marketing Students. College credits are available through St. Thomas Aquinas College.</p>
<p>College Small Business Marketing 2H</p>	<p>1</p>	<p>This course teaches students how to become managers of a store. It helps prepare students for leadership roles in retail. Students need to have worked in the Viking Store for a previous school year in order to be “promoted” to management. Students need to be available daily after school and at some moments during the school day to gain actual retail management experience. College credits are available through St. Thomas Aquinas College.</p>

College Marketing H	.5	<p>This college level course is designed for students interested in majoring in Business. This course will study the process of creating and distributing goods and services in response to consumer wants and needs. Forecasting, target markets, consumer behavior, product mix, pricing, channels of distribution, selling and market control are discussed. This course focuses on project and presentation learning. Students are encouraged to join and participate in DECA, an Association of Marketing Students. College credits are available through St. Thomas Aquinas College.</p>
Intro to Occupations/ Business and Marketing	.5	<p>Are you potentially interested in a career in Business Administration, Marketing or Entrepreneurship? This course serves as a first look into business, career opportunities, and where you might fit. Students will learn how to do a career search, build an effective resume, and develop interviewing skills needed to become employed. Topics also include economics, the role of business in today's society, and personal money management. The course is designed with a hands-on approach where students research, compete for contracts and jobs and create multimedia presentations. Students will also delve into important behaviors such as: positive attitude, integrity and ethics, human relations, teamwork, timeliness, and good study habits. The course serves as an introduction to the Business and Marketing program. Students are encouraged to join and participate in DECA, an Association of Marketing Students.</p>
College Business Law 1 Honors	.5	<p>This collegiate-level course is designed for students interested in the business field or in pursuing law as a profession. It will cover general principles of law, including constitutional law, criminal law, and tort law. Course features include debates, outside resources, guest speakers and research endeavors that supplement individual study. Students are encouraged to join and participate in DECA, an Association of Marketing Students. College credits are available through St. Thomas Aquinas College.</p>

<p>College Business Law 2 Honors</p>	<p>.5</p>	<p>This collegiate-level course is designed for students interested in the business field or in pursuing law as a profession. It will cover general principles of law, including the law of contracts; business organizations; real and personal property and wills. Course features include debates, outside resources, guest speakers and research endeavors that supplement individual study. Students are encouraged to join and participate in DECA, an Association of Marketing Students. College credits are available through St.Thomas Aquinas College.</p>
<p>Student Leadership Assets</p>	<p>.5</p>	<p>The Assets leadership program is a class and a club Clarkstown South that is based on the framework of the 40 Developmental Assets. The 40 Developmental Assets are qualities that have been identified to lend themselves towards students being successful academically, emotionally and socially. These qualities are experiences, relationships, opportunities and personal qualities that young people need to grow into healthy, caring and responsible adults. The assets team’s mission is to help every student improve themselves, work together to improve the school and get out and help in the community.</p>
<p>College Business Admin Honors</p>	<p>.5</p>	<p>Designed as an introductory course at the college level, students in this course will learn business organization, leadership, management, marketing, finance, and the global economy. This is the ideal class for students considering a college major in business, finance or marketing. This course focuses on project and presentation learning. Students are encouraged to join and participate in DECA, an Association of Marketing Students. College credits are available through St. Thomas Aquinas College.</p>

<p>College Finance/ Wealth Mgt Honors</p>	<p>.5</p>	<p>Looking to make a fortune in your career? Then Finance is the course for you! Students in this college level course will develop successful financial goals and go through a finance simulation where they take care of their finances, invest and plan for their wealthy future. Students will learn the foundations of financial planning and discuss asset and credit management, income taxes, insurance needs, investment methods, and retirement and estate planning. Students are encouraged to join and participate in DECA, an Association of Marketing Students. College credits are available through St. Thomas Aquinas College.</p>
<p>Career Exploration/ Work- Based Learning</p>	<p>1</p>	<p>The Work Based Learning Program is composed of two interdependent components - the classroom instructional component and supervised work experience. The students meet one period every other day and receive one credit. Some of the topics covered include: resume writing, building a professional online portfolio, finding a job (students with an interest in working will receive guidance in looking for their first job).</p> <p>interviewing skills, finding success on the job, health and safety on the job, human relations, leadership, money management, consumerism, understanding insurance, buying a car, renting an apartment, career development and looking ahead to the future. Students will begin to connect the dots between the core academic subjects, college, and their potential career field. This program satisfies up to 3 units in Career/Technical Education and eligible students can earn a CDOS credential through work done in this course.</p> <p>1. Classroom component - 1 credit (Having a job is NOT a requirement) 2. Supervised Work/Volunteer Experience</p> <ul style="list-style-type: none"> a. Minimum of 300 hours - 1 additional credit b. Minimum of 600 hours - 2 additional credits

ENGLISH

Course Title	Credit(s)	Course Description
English 9 R	1	English 9 R stresses the fundamental skills and concepts that will help students obtain proficiency in written and spoken expression. This course challenges students to become discriminating readers, proficient writers, and confident speakers through the close study of various forms of literature. Students will write a research paper and begin to prepare for the PSAT and the NYS English Language Arts (ELA) Regents.
English 9 H	1	English 9 H offers in-depth preparation in writing, reading, and language skills aligned to the New York State standards. With teacher and school counselor recommendations from the middle school, serious students of English are encouraged to enroll in this demanding course. Students will be expected to read, annotate, analyze, and discuss challenging texts, compose longer papers, and create engaging and thoughtful presentations. Preparation begins for the PSAT and the NYS English Language Arts (ELA) Regents.

English 10 R	1	<p>English 10 R stresses the concepts of form, structure, and literary device as the student becomes more familiar with poetry, fiction, nonfiction, and drama. Students will also be introduced to the fundamentals of creating a formal argument. This New York State standards aligned course reinforces close reading, persuasive and research writing, and enhances vocabulary skills through various forms of literature. Study continues for the PSAT and English Language Arts (ELA) Regents.</p>
English 10 H	1	<p>English 10 H continues to offer in-depth preparation in writing, literature, and language skills. This course focuses upon developing sophisticated close reading and argument strategies in poetry, drama, nonfiction and fiction as students continue to foster an appreciation of life through literature. Students will be exposed to a variety of difficult texts that challenge them to dig deeper and extract meaning from language. Annotating, frequent short papers, and Socratic Seminars will encourage students to push themselves and become advanced readers, writers, and speakers. New York State standards-aligned study continues for the PSAT and new English Language Arts (ELA) Regents.</p>
English 11 R	1	<p>English 11 R is primarily an American literature survey course in which students will analyze literature from the founding of America through contemporary times and will study the concepts of the American Dream and social change. Students will continue to work on annotating texts, developing arguments in their writing, and analyzing literature through discussions, papers, and projects. In June, students will also take the NYS ELA Regents.</p>

English 11 H	1	<p>English 11 H is an academically demanding course designed to meet the needs of accelerated students who have performed well in previous English courses. This course stresses the complex analysis of American poetry, drama, fiction, and nonfiction, along with an in-depth literary analysis paper. Students will be expected to write sophisticated prose, deliver polished presentations, and read an array of challenging complex texts. In June, students in English 11H will take the new ELA Regents.</p>
International Baccalaureate English A: Literature, Higher Level (Year 1 and Year 2)	2 (over 2 years)	<p>IB Year 1 and 2 are designed for students who wish to develop a deeper understanding of literature (in grades 11 and 12). World Literature will be analyzed for its content, structure, and style. Emphasis is placed on personal research and textual analysis. Both oral and written presentations are required. A broad spectrum of writing assignments will be used to develop skills needed for the IB exams as well as State Assessments. Students in the International Baccalaureate program must complete a series of rigorous exams and written assignments to be assessed externally. These assessments may qualify them for either advanced placement or credit in college. Students must sit for the IB English exam to receive IB weighting.</p>
Intro to College English	1	<p>Intro to College English will prepare students who have traditionally faced challenges in English classes for reading and writing at the college level or in preparation for communicating in the workplace. Students will learn strategies that will enable them to comprehend a variety of written works and will be able to make inferences and predictions based on that work's content while working on emerging skills such as college level note taking and public speaking. Furthermore, students will be able to respond to writing prompts that satisfy basic persuasive, argumentative, and descriptive style.</p>

English 12	1	English 12 is a New York State standards aligned course that prepares students for the expectations of college, the workplace, and beyond. An emphasis on writing, reading, speaking, and listening skills will challenge students to question, research, connect, and evaluate high interest mentor texts.
English 12 H	1	English 12 H is recommended for English students who have completed English 11 H, and want to continue a rigorous study of literature. Students who wish to challenge themselves with an honors class may also choose this course. An emphasis on annotating, close reading, sophisticated writing, and in-class discussions will prepare students for honors classes in college. The reading is challenging but rewarding and students will be exposed to a wide variety of perspectives that will encourage them to be more open to the world around them.
English 12 WISE	1	During the first semester, students will learn public speaking, interview skills, resume writing, journal writing, and how to prepare a proposal. During the second semester, students will take part in an individualized, passion-driven experience that takes place outside of the classroom. This experience can take the form of a project, internship, research-based activity or artistic expression. This course helps to empower a transition from high school to college, work and lifelong learning. There is a multi-step interview process for this course and all final decisions for acceptance are made by the building's WISE team.

<p>AP English Language and Composition</p>	<p>1</p>	<p>This course aims to enrich and extend skills in using the English language appropriately, clearly, and effectively. This course focuses on analyzing nonfiction writing—speeches, editorials, essays—for attitude, purpose, and tone. Students develop skills in both constructing and deconstructing effective arguments. Course instruction helps students hone their writing skills to those expected on the college level. Students also read and analyze contemporary full-length nonfiction works through writing, blogging, classroom discussions, and other mediums. Students must sit for the AP English Language and Composition Exam to receive AP weighting.</p>
<p>AP English Literature and Composition</p>	<p>1</p>	<p>This course will sharpen students’ awareness of language, understanding of the writer’s craft, ability to develop standards for appreciating any literary work, and their sensitivity to literature as a shared experience. The literature is both extensive and intensive, requiring close reading, recognition of literary techniques, content and form. The works focus on the development of modern themes and styles from classical times to the present day. The writing involves considerable student practice in both the impromptu and planned essay involving critical analysis of literary works. Students must sit for the AP Literature Exam to receive AP weighting,</p>
<p>AP English Literature and Composition Recurring Themes</p>	<p>1</p>	<p>This course is in conjunction with AP Art History Recurring Themes and AP European History Recurring Themes. It is a transdisciplinary course taught by members of the Social Studies Department, the Art Department, and the English Department This course is designed for students whose ability in composition and literature may qualify them for advanced placement in college. The course will sharpen students’ awareness of language, understanding of the writer’s craft, ability to develop standards for appreciating any literary work, and their sensitivity to literature as a shared experience. The literature is both extensive and intensive, requiring close reading, recognition of literary techniques, content and form. The works focus on the</p>

		development of modern themes and styles from classical times to the present day. The writing involves considerable student practice in both the impromptu and planned essay involving critical analysis of literary works. Students must sit for the AP Literature Exam to receive AP weighting.
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		English Electives
Creative Writing	.5	This workshop-style course is designed for students who are interested in exploring the creative process and writing poetry, short stories, creative nonfiction, and personal essays. Students are invited to participate in a public poetry reading and encouraged to submit their work to a variety of publications.
Film and Writing	.5	This course is designed for students who wish to study film as an art. Students will view full length motion pictures and analyze them in class discussion and in writing, paying close attention to style, motif, theme, message, and filmic techniques. Films will be chosen for their high educational value, and students will be expected to write a variety of papers, participate in discussions, and complete projects. Note to Athletes: This course has not been approved by the NCAA Clearinghouse for students who want to play Division I, II, or III sports in college.

Media Studies	.5	<p>In this course, students will learn how to read all forms of media carefully and critically. The class will study print and digital news articles, op-eds, social media, and viral clips, as well as other forms of media, to determine what is fact and what is opinion or fiction, and how writers create tone, influence their audiences, and manipulate words. Students will be required to write and participate in discussions and other activities designed around helping them become better media consumers. Note to Athletes: This course has not been approved by the NCAA Clearinghouse for students who want to play Division I, II, or III sports in college.</p>
Mythic Journeys	.5	<p>In this course, students will explore how familiarity with common story elements and literary tropes from a shared past enriches interpretations of texts, both literary and visual. Students will be exposed to recurring archetypes and story elements from diverse cultures and learn to recognize and appreciate universal concerns that pervade myth, folklore and literature. Students will relate their findings to other texts in order to become better interpreters of meaning.</p>
Public Speaking	.5	<p>This speech course is designed for students who wish to learn the basics of oral presentation as well as for those who would like to hone their public speaking skills. Students will give and analyze speeches tailored to various business and social situations. Various rhetorical modes will also be addressed and students will be required to use different strategies in their speeches.</p>
Struggles of Humanity	.5	<p>This course explores universal themes in contemporary prose, poetry, nonfiction and drama. The writers represented in this course convey respect and appreciation for the values and traditions of their cultures. Students will be encouraged to relate the selections to their personal experiences and see commonalities between their lives and those of others in radically different cultural circumstances. Texts and analyses encourage discourse over the history, current</p>

		events, and societal perceptions that impact these groups, with a focus on dystopian societies.
Writers Workshop	.5	Writer's Workshop focuses upon intensive writing instruction. Students should enjoy writing, have a willingness to share their work, and be dedicated to growing as a writer. Students are strongly encouraged to submit their writing to various venues.

IB Theory of Knowledge Year 1	.5	<p>The Theory of Knowledge course is an exploration of How we know what we know. The class focuses on the students' reflections on themselves as knowers and thinkers, asking them to examine and defend why and how they have come to their knowledge. The course places an emphasis on critical thinking and student inquiry. The course asks the students to think of themselves as 'knowers' in a complex dialogue with the rest of the world. The students are asked to find rich connections between all courses in the school day with the student as the linchpin. We will examine 5 Areas of Knowledge (Art, Natural Sciences, Mathematics, Human Sciences, and History) through a set of Knowledge Frameworks (Scope, Perspective, Methods, and Ethics) in each subject. We will focus our assessments on daily student interaction, presentations (exhibitions) and a final paper. This course is required for the Diploma Candidate but is also open for all curious students. It is recommended that you take the second semester of Junior year and first semester of Senior year as an elective.</p>
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<p>IB Theory of Knowledge Year 2</p>	<p>.5</p>	<p>The Theory of Knowledge course is an exploration of How we know what we know. As a class, we will examine the 8 Ways of Knowing (emotion, perception, reason/logic, language, memory, imagination, faith, and intuition) and the 8 Areas of Knowledge (Arts, History, Natural and Human Sciences, Mathematics, Ethics, Religious Knowledge Systems, and Indigenous Knowledge Systems). The course asks the students to think of themselves as 'knowers' in a complex dialogue with the rest of the world. Students gain a greater awareness of their personal ideological assumptions as well as develop an appreciation of the richness of cultural perspectives. The course places an emphasis on critical thinking and student inquiry. Students are assessed through daily classroom discussion, presentation, and writing. This course is required for Diploma candidates but open for all students. It is recommended that you take it in the second semester of Junior year and in the first semester of Senior year.</p>
<p>IB Theatre Yr 1, Higher Level</p>	<p>1</p>	<p>IB Theatre Arts will help students understand the nature of the theatre through performance and study, and understand the form it takes in different cultures. The course will cover Performance Skills, World Theater Studies, Play Analysis, and Theater Production. Students will gain hands-on experience in all aspects of theater: writing, producing, acting, designing, and creating. Students who have not completed previous coursework in Theater Arts will be required to take this course over two years in both the junior and senior year. This is a year-long course.</p>
<p>IB Theatre Yr 2, Higher Level</p>	<p>1</p>	<p>IB Theatre Arts will help students understand the nature of the theatre through performance and study, and understand the form it takes in different cultures. The course will cover Performance Skills, World Theater Studies, Play Analysis, and Theater Production. Students will gain hands-on experience in all aspects of theater: writing, producing, acting, designing, and creating. Students who have not completed previous coursework in Theater Arts will be required to take this course over two years in both the junior and senior year. This is a year-long course.</p>

FAMILY AND CONSUMER SCIENCE

Course Title	Credit(s)	Course Description
Gourmet Cooking	.5	Students will learn the foundations of food preparation. The goal of this course is to expand upon the students' knowledge of basic food preparation skills. The students will learn about food preparation techniques including baking, the importance of food appearance and presentation, and the use of kitchen equipment. Students will also explore careers related to the food industry.
International Foods	.5	Students will be introduced to the world of food by considering how geography, cultural heritage and climate affect eating patterns. Appetizers, main dishes, breads and desserts typical of a region or country will be prepared. This course provides a continuing study of the principles used in planning, preparing and serving appetizing and nutritious meals, as well as building upon knowledge and skills acquired in the previous course, Gourmet Cooking.
Infant-Toddler Development/ Child Development	.5	Students will study the developing child from the prenatal period through toddler years. Focus will be on the importance of the fetal period and birth and early child care as it relates to the physical, social, and emotional growth of the child. Students will explore careers relating to children.

Interior Design	.5	<p>This course explores the principles of housing and design as they are applied to interior environments and will also examine the relationship between architectural design and use of interior space. Different housing styles are investigated. Students learn the fundamentals of drawing floor plans and will incorporate these skills in designing personal environments. Student projects will also emphasize furniture selection and arrangement, color schemes, and accessories in home decorating. This course, coupled with Fashion Design, fulfills one full credit of the New York State fine arts requirement.</p>
Fashion Design	.5	<p>Through this course, students will learn to appreciate the culture, history, and influence of art associated with clothing and textiles. The students will explore the role of fashion in everyday life, develop a sense of personal style, apply the elements and principles of design to the field of fashion and examine careers related to the fashion industry. Students will learn the basic principles of sewing, how to use a sewing machine and complete construction projects including an article of clothing. This course, coupled with Interior Design, fulfills one full credit of the New York State fine arts requirement.</p>
Human Psychology	.5	<p>Students will develop some insight into understanding themselves and others through the study of common life experiences. Role-playing, case studies, and demonstrations emphasize the development of human behavior from theory to reality. Through this course students have a chance to look at themselves. The cultural and social forces that affect the choices and challenges of adolescents, as well as contemporary issues will be explored. Interaction with parents, family and peers are studied with an eye toward achieving independence. Careers in the field of human development and psychology are examined.</p>

MATHEMATICS AND COMPUTER SCIENCE

Course Title	Credit(s)	Course Description
Algebra	1	<p>This course allows students to experience Algebra as a coherent, useful, and logical subject that makes use of problem solving in various situations. The lessons deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and engage students in methods for analyzing, solving, and using quadratic functions. *Students enrolled in this course will be provided a lab period(s) each two-day cycle to best support their academic needs. The Algebra Regents is the final exam for this course.</p>
Algebra R	1	<p>This course allows students to experience Algebra as a coherent, useful, and logical subject that makes use of problem solving in various situations. The lessons deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and engage students in methods for analyzing, solving, and using quadratic functions.</p> <p>The Algebra Regents is the final exam for this course.</p>
Algebra 1B	1	<p>It is recommended that students have completed Algebra 1A as this the second year of a two-year program where students learn essential concepts of Algebra. The Common Core Algebra 1 Regents is the final exam for this course. A graphing calculator is required.</p>

Geometry	1	This is a non-Regents course. Students will study the following: logic, locus, constructions, properties of geometric figures, transformation of objects, circle geometry, coordinate geometry proofs, quadratic formula applications and complex numbers.
Geometry R	1	This course allows students to experience Geometry as a coherent, useful, and logical subject that makes use of problem solving in various situations. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Geometry Regents is the final exam for this course.
Geometry Honors	1	Students will investigate the Geometry R course content and standards at a faster pace with greater depth and will supplement with additional enrichment topics. This rigorous course challenges students in applying processes, problem-solving, and analyzing mathematical concepts that are complex and/or abstract. Students in this course will complete additional honors projects and/or papers. The Geometry Regents is the final exam for this course. A graphing calculator is required.
Algebra 2	1	This is a non-Regents course. Students will study the following: geometric applications, complex numbers, functions, transformations, applications of geometric properties in triangles and polygons, statistics, probability, regressions, logarithmic, exponential and trigonometric functions with applications. A graphing calculator will be used throughout the course.
Algebra 2/Trig	1	This is the first year of a one and a half year Algebra 2 course, including about 75% of the topics from Algebra 2 R. Students will be provided additional time for reinforcement of concepts and skills. The Algebra 2 Regents examination will be taken during the next school year. A graphing calculator will be required.

Algebra 2/Trigonometry/PreCalculus	1	<p>This is the second of a one and a half year Algebra 2/Trigonometry/Pre-Calculus course. The remainder of the Algebra 2 syllabus will be presented during the first semester.</p> <p>Students will sit for the Algebra 2 Regents Examination in January. Selected topics from the Precalculus syllabus will be studied throughout the course. A graphing calculator will be required.</p>
Algebra 2/Trigonometry	1	<p>Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. This course allows students to experience Algebra 2 as a coherent, useful, and logical subject that makes use of problem solving in various situations. The Algebra 2 Regents is the final exam for this course.</p>
Algebra 2/Trigonometry H	1	<p>Students will study the topics from Algebra 2 in greater depth and will be supplemented by units on the solution of more complex absolute value equations and inequalities, conic sections, graphs of logarithmic and exponential functions with translations, and simplifications for complex algebraic forms. A graphing calculator will be required. The Algebra 2 Regents is the final exam for this course. Students will complete a mathematics related project.</p>
Pre-Calculus	1	<p>Students will learn pre-calculus mathematics with real-world applications. Topics include a variety of functions, data analysis, applied trigonometry and introduction to calculus. The emphasis will be placed on applications from business, science and engineering.</p>

Pre-Calculus R	1	This is a formal study of real and complex numbers. Students will explore polynomial, exponential, logarithmic and trigonometric functions as well as conic sections. The idea of limits, continuity and the derivative will also be investigated. Optional topics include matrices, polar coordinates, series and sequences, and the derivatives of products and quotients. A graphing calculator will be required.
Pre-Calculus Honors	1	Students will study the following: the advanced study of various functions (polynomial, exponential, logarithmic, and trigonometric), conic sections, and polar coordinates. Students will also study differential calculus (limits, derivatives). A graphing calculator will be required. Students will complete a mathematics related project.
College Prep Math	1	This course will prepare students for introductory college mathematics with an emphasis on problem-solving. Topics will include a review of signed numbers; linear and quadratic equations and inequalities; systems of equations; and exponential and radical operations and equations with real-life applications. Trigonometry of the right and non right triangles will also be studied. The graphing calculator and computer will be integrated in the course. Students are prepared for the Accuplacer Math Placement college test.
College Calculus Honors	1	Students will be introduced to the basic concepts of differential and integral calculus. The course is intended for students with a strong interest in advanced mathematics to prepare for college level courses. A graphing calculator is required. Optional 4 credits from SUNY Albany are available.
AP Calculus AB	1	Students will study approximately 1.5 semesters of college calculus and will qualify to take the Advanced Placement examination in Mathematics at the AB level. Laboratory sessions using the graphing calculator are a required component of the course. Students must sit for the AP Calculus AB Exam to receive AP weighting.

AP Calculus BC	1	Students will study approximately two semesters of college calculus and will qualify to take the Advanced Placement Examination in Mathematics at the BC level. A graphing calculator is required. Laboratory sessions using the graphing calculator are a required component of the course. Students must sit for the AP Calculus BC Exam to receive AP weighting.
College Calculus 3 - Multivariable Calculus	1	Students will learn about advanced topics in multivariate Calculus, including vectors and vector-valued function, partial differentiation, Lagrange multipliers, multiple integrals, and Jacobians; application of the line integral, including Green's Theorem, the Divergence Theorem, and the Stokes' Theorem. Students who successfully complete the requirements of this course can earn college credits. Payment of a registration fee to Marist College is required.
IB Mathematical Applications and Interpretation, Standard Level	1	This course will be designed to meet the new IB standards. There will be a focus on applications and interpretation with an emphasis on statistics, modeling and use of technology. This course will be appropriate for those with an interest in the applications of mathematics and how technology can support this. This course is appropriate for students who, before this course existed, would have taken IB Math Studies and then College Calculus or AP Calculus. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, medicine, statistics, business, some economics courses, psychology, and design. The graphing calculator is used throughout the course and is required. Students must sit for the IB Exam to receive IB weighting.
IB Mathematical Applications and Interpretation, Higher Level	1	This course will be designed to meet the new IB standards. There will be a focus on applications and interpretation with an emphasis on statistics, modeling and use of technology. This course will be appropriate for those with an interest in the applications of mathematics and how technology can

		<p>support this. This course is appropriate for students who, before this course existed, would have taken IB Math Studies and then College Calculus or AP Calculus. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, medicine, statistics, business, some economics courses, psychology, and design. The graphing calculator is used throughout the course and is required.</p> <p>Students must sit for the IB Exam to receive IB weighting.</p>
AP Statistics	1	<p>AP statistics will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students will explore data, plan a study, and anticipate patterns and statistical influence. College majors requiring statistics include business, economics, biology, psychology, and many of the other liberal arts. This course can be taken concurrently with pre-calculus or calculus. A graphing calculator will be required for the course. Students must sit for the AP Statistics Exam to receive AP weighting.</p>
College Computer Programming Honors	1	<p>This course is an introductory course for students interested in pursuing a four-year degree in computer science, engineering, or business. Students will learn to write code using Microsoft Visual Basic and C++. Students will learn concepts, such as Conditional Statements, Looping Algorithms, Functions/Subroutines, and Arrays. Optional college credit (4 credits) is available from SUNY Albany.</p>
AP Computer Science Principles	1	<p>AP Computer Science Principles introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world. The course introduces students to the central ideas of computer science and computational thinking. This rigorous course promotes deep learning of computational content while inviting students to be creative and</p>

		<p>imaginative. The course focuses on using technology and programming to solve computational problems and create a personally relevant programming artifact, a video of the running program, and written responses to questions about the program, which are part of the requirements of the AP exam. Students must sit for the AP Computer Science Principles Exam to receive AP weighting.</p>
AP Computer Science	1	<p>Students will learn computer science using the JAVA programming language. Students will learn concepts such as Objects, Classes, Inheritance, Searching, and Sorting Algorithms, and Recursion. Students must sit for the AP Computer Science A exam to receive AP weighting.</p>

MUSIC

Course Title	Credit(s)	Course Description
Chorus	.5 or 1	<p>All students interested in singing are encouraged to enroll in this class. Learning is aligned with the 2017 NY State Standards for the Arts: Creating, Performing, Responding and Connecting at the HS1 Level. Chorus gives students the opportunity to master music skills needed to perform traditional and modern vocal ensemble repertoire. Chorus members will perform at both the Winter and Spring Concerts. Chorus fulfills one credit of the Music/Art NY State Regents requirement for graduation. Solo vocal participation in the Spring NYSSMA Festival will earn students Honors Credit for the full year in Chorus.</p>

Orchestra	.5 or 1	<p>Orchestra offers student musicians the chance to study and perform outstanding Symphony and String Orchestra repertoire in a supportive atmosphere. Learning is aligned with the 2017 NY State Standards for the Arts: Creating, Performing, Responding and Connecting at the HS1 Level. Students master the major components of music making, including playing techniques, tone production, vibrato, bowing, positions, shifting and harmonics, while working on such varied topics as: How to practice, ornamentation, history and evolution of instruments, concert etiquette and traditions. The Orchestra performs at the Winter and Spring Concerts. Solo string participation in the Spring NYSSMA Festival will earn students Honors Credit for the full year in Orchestra. This course fulfills one credit of the Music/Art NY State Regents requirement for graduation.</p>
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Band	.5 or 1	<p>All instrumental students interested in ensemble playing are encouraged to enroll in this class. Learning is aligned with the 2017 NY State Standards for the Arts: Creating, Performing, Responding and Connecting at the HS1 Level. Band teaches skills needed to perform traditional and modern concert repertoire at NYSSMA levels. Emphasis is placed on developing musicality and stronger technical skills. Band members perform in both the Winter and Spring concerts, and members are highly encouraged to participate in the Marching Band and Jazz Band. Solo instrumental participation in the Spring NYSSMA Festival will earn students Honors Credit for the full year in Band. This course fulfills one credit of the Music/Art NY State Regents requirement for graduation.</p>
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Guitar	.5 or 1	<p>This course is designed for students who may have never taken a high school music class, played guitar, or for those who would like to improve their guitar playing. Learning is aligned with the 2017 NY State Standards for the Arts: Creating, Performing, Responding and Connecting at the HS1 Level. Guitar basics including note-reading, tablature, chord reading, and fingering are covered. Students will also play as an ensemble. Students will have a chance to learn the guitar's role in traditional as well as rock and jazz music. All students in grades 9-12 are welcome. Students need to bring their own guitar to school. Solo instrumental participation in the Spring NYSSMA Festival will earn students Honors Credit for the full year in Guitar. This course fulfills one credit of the Music/Art NY State Regents requirement for graduation.</p>
IB Music SL	1	<p>Students in this class will work on creating original music compositions based on approved research. Topics for study include all periods, styles, and genres of music. This class will appeal to self-motivated students who have a strong affinity for music performance. IB Diploma students will need to take this course over two years for 40 weeks total.</p>
AP Music Theory	1	<p>AP Music Theory offers the serious music student the opportunity to study, analyze, and synthesize aspects of music composition. Students will focus on compositional styles and techniques of traditional and modern composers to better understand the issues involved in creating and notating music. This class will help provide student musicians with a strong background in theory, and will prepare for college placement tests.</p>

IB Music Higher Level Year 1	1	Students in this class will work on creating original music compositions based on approved research. Topics for study include all periods, styles and genres of music. This class will appeal to self-motivated students who have a strong affinity for music performance. IB Diploma students will need to take this course over two years for 40 weeks total. Students in the IB Music Program are encouraged to take Music Theory.
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IB Music Higher Level Year 2	1	Students in this class will work on creating original music compositions based on approved research. Topics for study include all periods, styles, and genres of music. This class will appeal to self-motivated students who have a strong affinity for music performance. IB Diploma students will need to take this course over two years for 40 weeks total. Students in the IB Music Program are encouraged to take Music Theory.
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PHYSICAL EDUCATION AND HEALTH

Course Title	Credit(s)	Course Description
Physical Education	.5	<p>A NY State mandated course that meets every other day throughout the entire school year. Students are required to register and pass four Physical Education courses throughout their high school career in order to satisfy graduation requirements. Students will participate in experiences that are relevant to the development of a positive self-concept, the understanding of relationships with other people, and the acceptance of social responsibility. Students will also be provided with opportunities for physical development and conditioning, optimum health, recreation activities, and positive self-analysis. A student's growth and development is guided through quality participation in the psychomotor, cognitive and affective domains of learning. Physical Education provides opportunities for all types of learners to be successful. Instruction is given visually through demonstrations, through verbal instructions, and kinesthetically by allowing the students to experience and practice the movements and activities being taught. This course includes the social emotional aspects of learning. Skills essential for positive group interaction and communication are an integral part of the program. The course provides students with an opportunity to select groupings of activities performed twice each marking quarter throughout the school year. The activities include, but are not limited to: Flag Football, Pickleball, Ultimate Frisbee, Walking and Jogging, Volleyball Tennis, Soccer, Speedball, Indoor Soccer, Ping Pong, Volleyball, Fitness Center, Team Handball, Basketball, Floor Hockey, Cooperative Games, Badminton, Yoga, Softball, Archery, Kickball, Wiffle Ball, Bocce/Shuffleboard, Tennis, Kan Jam, Spikeball and instruction/certification in Cardiopulmonary Resuscitation (Seniors only).</p>

Health	.5	<p>This course presents students with a clear look at the health issues facing humanity today. Students begin by evaluating their own level of health and move into areas of health risks, nutritional needs, exercise, drugs, self-care, environment, and safety. This is a hands-on course where students learn the skills necessary to take charge of their own health. Topics covered include: Fitness, Nutrition, Lifestyle Disorders, Tobacco and Alcohol, Family Life, Human Sexuality, Mental Health, and HIV/AIDS. Quarterly grades are awarded based upon submitted assignments, quizzes, and varying projects with the final Course grade factored into a students overall Grade Point Average.</p>
Sports Medicine 1	.5	<p>Sports Medicine I is completed before Sports Medicine II. Sports Medicine II will continue the curriculum started in the introductory class.</p> <p>Advanced study of topics include:</p> <ul style="list-style-type: none"> ○ injury prevention ○ assessment ○ rehabilitation ○ basic anatomy ○ physiology ○ kinesiology and other related areas <p>These semester classes do not take the place of the physical education requirement.</p>

Sports Medicine 2	.5	<p>Sports Medicine I is completed before Sports Medicine II. Sports Medicine II will continue the curriculum started in the introductory class.</p> <p>Advanced study of topics include:</p> <ul style="list-style-type: none"> ○ injury prevention ○ assessment ○ rehabilitation ○ basic anatomy ○ physiology ○ kinesiology and other related areas <p>These semester classes do not take the place of the physical education requirement.</p>
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SCIENCE

Course Title	Credit(s)	Course Description
Biology R	1	<p>In this course, students will learn the introductory topics of a traditional biology course with selected topics in modern biology. This course is commonly taken in 9th grade. Students must complete the laboratory requirement before the start of the Regents Examination. The laboratory requirement consists of hands-on laboratory activities and written laboratory reports. The Living Environment Regents is the final exam for this course.</p>

Biology Honors	1	Students in this course will survey biology from a molecular and biochemical viewpoint. Additional modern biology topics and extensive laboratory activities will be presented to enrich student experiences. Students must complete the laboratory requirement before the start of the Regents Examination. The laboratory requirement consists of hands-on laboratory activities and written laboratory reports. The Living Environment Regents is the final exam for this course.
AP Biology	1	This is the equivalent of a full-year of College Biology. Students will learn the conceptual framework, gain factual knowledge, and develop analytical skills necessary to deal critically with the rapidly changing science of Biology. The course is presented from the levels of organization, as well as a biochemical and molecular approach, thereby stressing the functioning of life forms and their interdependence with the environment. A substantial laboratory component provides maximum opportunity to learn a variety of skills associated with research. Students must sit for the AP Biology Exam to receive AP weighting.

Chemistry R	1	In this course, students will study the inter-relationships of matter and energy and will be involved in formal laboratory periods. Students must complete the laboratory requirements before the start of the Regents Examination. The laboratory requirement consists of hands-on laboratory activities and written laboratory reports. The Chemistry Regents is the final exam for this course.
Chemistry Honors	1	In this course, students will engage in a heavily quantitative problem-solving approach; strong math skills are recommended.

		<p>This course has the rigor of a pre-AP course. Students must complete the laboratory requirement before the start of the Regents Examination. The laboratory requirement consists of hands-on laboratory activities and written laboratory reports. The Chemistry Regents is the final exam for this course.</p>
AP Chemistry	1	<p>This is a one-year college equivalent course. Students will develop skills in various areas, including stoichiometry, chemical bonding, kinetics, electrochemistry, and net ionic equation writing. The course will be presented through lectures, demonstrations, class discussions, and laboratory experiments. Students must sit for the AP Chemistry Exam to receive AP weighting.</p>
Earth Science R	1	<p>Students in this course will focus on the earth as a member of the universe and discuss changes on the planet in terms of weather and geology. Of primary concern will be the effect of humans on the matter and energy balance of the planet. Students must complete the laboratory requirement before the start of the Regents Examination. The laboratory requirement consists of hands-on laboratory activities and written reports. The Earth Science Regents is the final exam for this course.</p>

Earth Science Honors	1	<p>Earth Science is a broad discipline that includes the study of the materials, processes and evolution of the Earth's global systems (air/atmosphere, water/hydrosphere, rocks and minerals/lithosphere, and life forms/biosphere) and their interactions. Students will develop problem-solving, communication and modeling skills necessary to critically analyze Earth's diverse processes and the ever-increasing impact of human activities on these systems. The course prepares students for advanced studies in geology, meteorology, oceanography, environmental science, and astronomy courses, and gives them more sophisticated experience in implementing scientific methods. The Earth Science Regents is the final exam for this course.</p>
Environmental Impact	1	<p>Students will evaluate the scientific, ethical and socio-political aspects of environmental issues. Students will be able to study this course successfully with no specific previous knowledge of science or geography. As the course aims to foster a local, national, and international perspective, awareness of local and global environmental concerns are emphasized. This course is meant to fulfill a third year science requirement.</p>

<p>IB Environmental Systems and Societies, Standard Level</p>	<p>1</p>	<p>Students will study the interrelationships between environmental systems (climate, ecology, nutrient cycles) and societies (policy, resource use, human population), enabling them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students will evaluate the scientific, ethical and socio-political aspects of current global and local issues. The course aims to foster an international perspective, awareness of local and global environmental concerns, and an understanding of the scientific method and experimental design. The IB philosophy values student-centered, inquiry-based learning. To that end, much of what you learn will be based on your own explorations. To receive IB weight and transcriptional designation, enrolled students are required to sit for the IB Environmental Systems SL Exam.</p>
<p>AP Environmental Science</p>	<p>1</p>	<p>The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. To receive AP weight and transcriptional designation, enrolled students are required to sit for the AP Environmental Science Exam.</p>
<p>Conceptual Physical Science</p>	<p>1</p>	<p>Conceptual Physical Science is the study of the impact of chemistry with our daily lives and the general physical laws of nature. The course of study includes chemistry topics such as matter, the atom, heat, periodic table, acid/base chemistry, and solutions, and physics topics such as forces, laws of motion, gravity, momentum, work/energy, simple machines, and power. Students will be assessed using tests, quizzes, projects, and/or laboratory work. This course is meant to fulfill a third year science requirement.</p>

Physics R	1	<p>Students in this course will be engaged in the study of mechanics, heat, electricity, light and sound as forms of energy that impact on our everyday existence. Students must complete the laboratory requirement before the start of the Regents Examination. The laboratory requirement consists of hands-on laboratory activities and written laboratory reports. The Physics Regents is the final exam for this course. Many specialized schools and engineering colleges require Physics for incoming first year students.</p>
AP Physics C-1: Mechanics	1	<p>AP Physics Level C is a college-equivalent course with a calculus-based approach to the study of physical phenomena. Students will explore concepts such as kinematics; Newton's laws of motion, work, energy, and power; systems of particles and linear momentum; rotation; oscillations; and gravitation. This course is the equivalent of a one-semester college course in Mechanics. Students must sit for the AP Physics C Exam in Mechanics to receive AP weighting.</p>
AP Physics C-2: Electricity and Magnetism	1	<p>AP Physics Level C is a one-year college-equivalent course with a calculus-based approach to explore concepts such as electrostatics, conductors, capacitors and dielectrics, electric circuits, magnetic fields, and electromagnetism. This course is the equivalent of one-semester college course in Electricity/Magnetism. Students must sit for the AP Physics C Exam in Electricity and Magnetism to receive AP weighing.</p>

<p>IB Sports, Exercise, and Health Science, Standard Level (SEHS SL)</p>	<p>1</p>	<p>The IB course in sports, exercise, and health science standard level (SL) involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyze human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context. The IB philosophy values student-centered, inquiry-based learning. To that end, much of what you learn will be based on your own explorations. This rigorous course is suited for students interested in the medical/health services field, and follows roughly the same format as other IB group 4 science courses. Students must sit for the IB SEHS SL Exam to receive IB weighting.</p>
<p>College Astronomy Honors</p>	<p>.5</p>	<p>Students must complete their New York State science graduation requirements through other Regents level course work. Students may use the planetarium and telescopes as a setting for the study of Astronomy at a college level, including historical astronomy, the solar system, astronomical tools, stars, stellar evolution, galaxies and cosmology. Optional St. Thomas Aquinas College, college credits are available.</p>

Forensics	.5	Forensic Science is focused upon the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system. This course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with an emphasis placed upon the techniques used in evaluating physical evidence. Topics include blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass comparisons and fragmentation, fingerprints, soil comparisons and arson investigation among others. Laboratory exercises will include techniques commonly employed in forensic investigations.
Marine Science	1	Students in this course will focus on the characteristics and natural history of major groups of marine organisms, biotic, and biotic factors that affect life in the ocean including nutrient and light levels, and the ecology of selected.
College Marine Science Honors	1	Students in this course will focus on the oceanography (abiotic) and biodiversity (biotic) of selected marine ecosystems. In addition, students will study the effects of human interactions and impacts within these ecosystems. Optional St. Thomas Aquinas College, 3 college credits are available.

<p>Science Research Honors</p>	<p>.5</p>	<p>This three-year program offers students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. In addition to class, formal individual meetings will be held biweekly. Students will select a topic of interest and explore this topic through library research, person-to-person conversations with scientists throughout the country, and telecommunication to research and college libraries. Students will develop sophisticated data collecting skills and lab skills in the development of their research question, complete a literature search, develop a hypothesis, formulate a research question, collect and analyze data, and finally present his/her findings to a bona fide scientific audience (e.g., Regeneron STS, NYS Science symposium, and local/regional science fairs).</p>
<p>Systems and Sustainability</p>	<p>.5</p>	<p>This course will explore various aspects of agriculture as well as awareness and appreciation of our local ecosystems. The focus is on different types of plants and the factors needed to make them survive and thrive in our local environment. A portion of this class will be devoted to fieldwork which involves garden creation including various locations, plant selection, planting, and growing.</p>
<p>Intro to Coding</p>	<p>.5</p>	<p>Students will learn basic coding pathways and structure. Students will learn to format and style a website using HTML and CSS coding. Ruby coding will be used to write basic programs which include loops, variables, methods, arrays, blocks, and if-then statements. Students will also program microcontrollers to control LED lights, displays, speakers, etc. as well as wire components using a breadboard.</p>

Robotics 1 Honors	.5	<p>Students will be introduced to the capabilities and uses of a microcontroller, and participate in a variety of hands-on activities that will integrate programming principles with electronics, mathematics, physics, and general problem solving. These activities will utilize engineering design practices using easy to obtain parts, as well as student-designed and fabricated parts, in the creation of modern mechanisms. Application of learned principles is stressed in this course, and project scope may include writing programs, designing circuits, building robots for movement with sensory feedback to allow for modification of its movements, and attempting FIRST Robotics Competition-style challenges.</p>
Robotics 2 Honors	.5	<p>Students will advance their capabilities and uses of a microcontroller, and participate in a variety of hands-on activities that will integrate programming principles with electronics, mathematics, physics, and general problem solving. These activities will utilize engineering design practices using easy to obtain parts, as well as student-designed and fabricated parts, in the creation of modern mechanisms. Application of learned principles is stressed in this course, and project scope may include writing programs, designing circuits, building robots for movement with sensory feedback to allow for modification of its movements, and attempting FIRST Robotics Competition-style challenges.</p>

SOCIAL STUDIES

Course Title	Credit(s)	Course Description
Global History and Geography 9 R	1	<p>We are constantly reminded that important relationships exist among all parts of the globe on which we live. It is imperative that we understand and appreciate the many and varied cultures which make up our world. Global History and Geography I examines the world chronologically. This course will begin with the Paleolithic Era and the development of the first civilizations, continues with the classical societies, and traces the development of trade networks and their global impact. Students will develop an understanding of cultures and philosophies, as well as the concepts of cultural diffusion, cultural diversity, ethnocentrism, and interdependency. This course will incorporate many examples of these concepts throughout the development of civilization. The course will also focus on reading historical documents and being able to analyze these documents. Course requirements include completing Framework-aligned assessments and projects, and completing at least one major research project.</p>

<p>Advanced Global History and Geography 9H</p>	<p>1</p>	<p>In addition to meeting the requirements of 9R, 9H sections explore issues in Global History and Geography in further depth, emphasizing higher level thinking skills, and pursuing independent projects. Students are expected to complete an in-depth research project (similar to National History Day). Using a supplemental text, students will read and analyze various primary/secondary sources. The reading and analysis of assigned history-based literature is also required. Course requirements include completing Framework aligned assessments. This course aligns with the first half of the AP World curriculum and will develop similar skill sets.</p>
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<p>Global History and Geography 10 R</p>	<p>1</p>	<p>The second year of the Global History and Geography course begins approximately with 1750 C.E. and ends with a unit that covers problems and issues facing the world today. Several concepts are developed throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The course will also focus on reading historical documents and being able to analyze these documents. At the end of the year, students will sit for a Regents examination. Course requirements follow the pattern set by requirements expected for Global History and Geography 9R. The Global History and Geography Regents is the final exam for this course.</p>
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<p>Global History and Geography 10H</p>	<p>1</p>	<p>The second year of the Global History and Geography course begins approximately with 1750 C.E. and ends with a unit that covers problems and issues facing the world today. Parallel chronological developments in both Europe and the remainder of the world will be studied by students. Such developments include industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. Students are expected to complete an in-depth research project. This research will follow the National History Day program/expectations. Using a supplementary text, students will read and analyze various primary and secondary sources. 10H sections explore issues in Global History and Geography in further depth with emphasis on higher level thinking skills. The reading and analysis of assigned history-based literary pieces and novels are required. Course requirements follow the pattern set by requirements expected for Global History and Geography 9H. The Global History and Geography Regents is the final exam for this course.</p>
<p>AP World History: Modern</p>	<p>1</p>	<p>This course is designed to prepare students for the Advanced Placement exam administered by the College Board in May.</p> <p>Through this course, students will develop a greater understanding of the evolution of global processes and examine interaction with different types of human societies. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that set the human stage prior to one thousand C.E. The course will begin in 1200 CE with a study of civilizations in Africa, the Americas, Asia, and Europe that are foundational to the modern era.</p> <p>Students will learn the six specific themes that form the core of world history as a field of study, and provide further organization to the course. Emphasis will be placed on writing skills, knowledge-based analytical</p>

		<p>skills, and the ability to interpret historical documents. Students are required to take the Global History Regents examination in June. Students must sit for the AP Exam to receive AP weighting. The College Board's description can be found here.</p>
US History R	1	<p>This course follows the development of the United States from the colonial era to the present day. Students will develop an understanding of the workings of the American government and the Constitution. A chronological approach to the events that shaped American society and culture will be used. Students will examine the economic, political, and social development of our nation. Students explore the expansion of the federal government, the threat of terrorism and the place of the United States in a globalized world. Course requirements include completing Framework aligned assessments. The course will also focus on reading historical documents and being able to analyze these documents. The U.S. History and Government Regents is the final exam for this course.</p>
College (Syracuse University Project Advance) US History Honors	1	<p>U.S. History 101/102 is a full-year college level United States History course beginning with 1607 (the Jamestown settlement) to current times. Students in this course will be expected to do college level work in terms of both reading of texts/documents/novels and also in terms of written work. Students in this course will be eligible to earn six Syracuse University credits. Students will be required to take the U.S. History and Government Regents at the end of the year.</p>
IB History of the Americas Year 1, Higher Level	1	<p>IB History is a history of the United States and the Americas from a global frame of reference based on a comparative and multi-perspective approach to history. Students will qualify for the IB exam in History of the Americas at the conclusion of the second year of this higher-level course. Students will study historical aspects of North America, Central America, South America, The Caribbean and the island nations and principalities of the Pacific Ocean. Beyond gaining factual knowledge,</p>

		<p>students will learn to think critically about history and develop the ability to understand multiple interpretations of history. The study of U.S. history will be enriched by comparisons to different regions of the world using specific case studies. Students will prepare for the Regents exam in U.S. History at the conclusion of this first year. This course will fulfill the NYS U.S. History requirement in this first year. Students who may have passed the U.S. History Regents will have alternative assignments to prepare for the IB exam in History of the Americas while the class is focusing on Regents exam preparation. Students must sit for the IB Exam to receive IB weighting.</p>
<p>IB History of the Americas Year 2, Higher Level</p>	<p>1</p>	<p>Students will qualify for the I.B. exam in History of the Americas at the conclusion of the second year of this higher-level I.B. course. Students will study 20th century themes concentrating in North America, Central America, South America, and the Caribbean. In addition, students will analyze the rise of authoritarian states and their influence during the Cold War Era. Students will qualify for the I.B. exam in History of the Americas at the conclusion of the second year of this HL course. Students must sit for the IB Exam to receive IB weighting.</p>
<p>AP U.S. History</p>	<p>1</p>	<p>This college-level course fulfills the requirement for New York State standards for the study of U.S. History and Government. It covers the history of the United States from pre-Columbian times up to the present. Extensive use and analysis of documents (primary and secondary sources) will be used by students in document-based essay writing. Students will be required to take the U.S. History and Government Regents at the end of the year. Students may be expected to submit essays for various competitions and have the opportunity to participate in National History Day. Students must sit for the AP Exam to receive AP weighting. The College Board's description can be found here.</p>

AP European History	1	AP European History is a college level course that provides students with an academic experience equivalent to a college level freshman/sophomore survey of western history. Students will be provided with an in-depth study of European history from the 15th century through the present. In addition to course content, the course is specifically designed to enhance student analytical reading and essay writing skills. Students must sit for the AP Exam to receive AP weighting. The College Board's description can be found here.
AP European History Recurring Themes	1	This course is required in conjunction with Recurring Themes-Art History and Recurring Themes – Literature, and is an interdisciplinary elective taught by members of the Social Studies Department, the Art Department, and the English Department. Students will be prepared for Advanced Placement Examinations in Art History, Literature and Composition, and European History. Students will focus on the three interrelated courses of study and on themes that have recurred in various epochs of human development. Students will examine these themes from a variety of perspectives and within the framework of large group instruction, small group instruction, and independent study. Students must sit for the AP Exams to receive AP weighting. The College Board's description can be found here.
College (Syracuse University Project Advance) Sociology Honors	.5	Sociology is a first-year college-level course that examines the interplay of self and society. The central organizing themes of the course include: the ritual nature of society and social interaction, the structure of social inequality (based on race, class, and gender), the mechanisms by which society reproduces itself, social change, and an analysis of social institutions and processes. Students in this course will focus on computer skills necessary for an information age: accessing and utilizing on-line library resources, basic analysis of survey data. Students who successfully

		complete the requirements of this course can earn college credits. Payment of a registration fee to Syracuse University is required.
College (Syracuse University Project Advance) Public Policy Honors	.5	Students will examine the components of public policy issues to learn basic information gathering skills (including survey techniques and the uses of statistical information). During the second half of the course, each student or group will research an individually selected public policy issue and evaluate the possible methods to achieve successful implementation of that policy. This course is open to students who meet the criteria set by the Social Studies Department. Students who successfully complete the requirements of this course can earn college credits. Payment of a registration fee to Syracuse University is required.
College (Syracuse University Project Advance) Economics Honors	.5	Students in this course will address: The Subject and Method of Economics, An Analysis of a Simple Society and the Forces that Give Rise to Complexity, The Neoclassical General Competitive Equilibrium of a Complex Society, General Equilibrium Analysis, Conclusion of the Analysis of the Microeconomics Model, Macroeconomics (Introduction Building and Basic Model, Shocks and Adjustments, Policy) and The State of Neoclassical Theory. Students who successfully complete the requirements of this course can earn college credits. Payment of a registration fee to Syracuse University is required.
Economics	.5	Students will be taught an overview of the American economic system. While the emphasis will be on America's economic conditions, attention will be paid to international economic problems, such as "globalization." Students will examine product and factor markets, economic growth, inflation and employment, economic indicators, distributive justice and trade from each government level. Students will be encouraged to become more active citizens. Current events and economic trends/developments will be examined using the concepts developed early in the course.

<p>AP Microeconomics</p>	<p>.5</p>	<p>Microeconomics will give students a thorough understanding of the principles of economics that apply to individual decision-makers, both consumers and producers, within the larger economic system. It places primary emphasis on the nature and functions of product markets: supply and demand, models of consumer choice, firm production, costs, revenues, product pricing and outputs within different market structures, efficiency and government policy toward imperfect competition; factor markets; efficiency, equity and the role of government. Students must sit for the AP Exam to receive AP weighting. The College Board's description can be found here.</p>
<p>AP United States Government and Politics</p>	<p>.5</p>	<p>This is a course designed to prepare students for the Advanced Placement exam administered by the College Board in May. This course does meet the senior year Government requirement in Social Studies. In this course, students will learn about the U.S. constitutional government based on principles of philosophy, political beliefs and behavior, political parties and interest groups, national institutions and policy processes, and law. Emphasis will be given to the relationship of the citizen to the structure and function of the American constitutional system. This course is designed to enable students to develop a crucial perspective of government and politics in the United States. The nature of the American political system, its development over the past two centuries, and how it works today are examined. The course also focuses on the connection between government and the</p>
<p>Participation in Government: Issues in Society</p>	<p>.5</p>	<p>This course is New York State framework-aligned and follows the development of the United States government from its philosophical foundations to current legal/social issues. Students will examine and analyze the varying aspects of state, local, and national governments. Students will be encouraged to become more active citizens. The role of a citizen will be examined in relationship to political participation, legal obligations, public policy issues, social issues and overall rights</p>

		and responsibilities. Current events and economic trends/developments will be examined using the concepts developed early in the course. A requirement of the course is a minimum of ten hours of community service/involvement.
Human Psychology	.5	Students will develop some insight into understanding themselves and others through the study of common life experiences. Role-playing, case studies, and demonstrations emphasize the development of human behavior from theory to reality. Through this course students have a chance to look at themselves. The cultural and social forces that affect the choices and challenges of adolescents, as well as contemporary issues will be explored. Interaction with parents, family and peers are studied with an eye toward achieving independence. Careers in the field of human development and psychology are examined.
Facing History and Ourselves	.5	Facing History's program is an interdisciplinary model of education that integrates a rigorous investigation of history with critical questions about ethics and civic engagement. Facing History fosters the development of social-emotional competencies with alignment to Common Core State Standards. By studying the historical development of the Holocaust and other examples of genocide, students make the essential connection between history and the moral choices they confront in their own lives.
Personal Origins and Pathways (Multiculturalism)	.5	This elective course is a hybrid of studying American immigration history and individual family histories. The ultimate goal of the course will be for students to gain a solid understanding of the emigration push-factors of many countries across the world and a possible familial link to one or more of these factors. The course is divided into four main categories: Colonial America, the Century of Immigration (1820-1924), Modern Times, and personal family history. In conjunction with the study of immigration patterns to the United States, a student will begin researching his or her own family's history. At the end of the semester, students will be required to present a research based project

		(multimedia and paper component) that will publish a narrative of their family's history.
Social Psychology	.5	In this course, students will learn the ways in which groups of people behave toward and influence one another in normal everyday situations. Students will examine the nature of love, attraction, conformity, power, authority and conflict among others. The subject matter is derived from hundreds of psychology experiments conducted on humans in normal situations.

TECHNOLOGY

Course Title	Credit(s)	Course Description
Design and Drawing for Production	1	This course is the foundation course for the Technology department. Students in this course will focus on the design process from concept to product. Activities will include sketching, research, problem solving, drafting, model making and construction of prototypes, and the possible use of a computer lab for drawing and design purposes. Prototypes will be constructed in the Technology Labs. Follow up will include an analysis and evaluation of product design. This course also meets the Fine Arts (ART/MUSIC) graduation requirements set forth by the New York State Board of Regents. This course is a prerequisite for all upper level Technology electives. This prerequisite may be waived upon teacher and department recommendation.

Principles of Engineering	1	<p>This course is designed for students who are interested in engineering. Students will explore various engineering careers. Students will be given “problem statements” and asked to draw, design and produce their 3-D solutions.. Students will develop engineering problem-solving skills similar to those found in two-year and four-year college engineering programs. Mechanical drawings as well as various engineering and fabricating processes will be explored through case studies and hands-on activities. Strong emphasis is placed on research and development of concepts. It is advised that students come into this course with a working knowledge of technical drawing and an understanding of power tools.</p>
Small Engines	.5	<p>Small Engines is a course that concentrates on the operation, maintenance, and servicing of the engines found in tractors, lawn mowers, go-karts, chainsaws, etc. Students will learn to use both basic small engine service tools, as well as precision measuring tools such as a micrometer and a dial indicator. This course may be offered on an alternate year basis. Please check with your counselor.</p>
Computer Assisted Design (CAD) I	.5	<p>This class will serve as an introduction to Computer Assisted Design. A survey of a range of software, both web-based and industry grade, will be used to expose students to a full range of digital design formats. Computer-Assisted Design and drafting is used extensively in the fields of interior design, architecture, industrial design, automotive design, and engineering. This computer-assisted design course will offer students an opportunity to learn how to produce 2-D and 3-D drawings and animations. The CAD program is recommended for anyone seeking future employment in any field related to technology.</p>

Computer Assisted Design (CAD) II	.5	This class will provide students with opportunities to use Computer Assisted Design software to create and animate virtual worlds and characters. Practical applications of this course include careers in fields such as video game development, movie effects and city planning. The CAD program is recommended for anyone seeking future employment in any of the above related fields.
Modern Technology	.5	Modern Technology engages students in engineering design problems related to modern information systems, computers such as ipad use, robotics, mechanical systems, energy transfer, life sciences, principles of applied physics, structures and materials, and systems engineering. Using 3-D software and 3-D printers, students work in teams utilizing hands-on activities, projects and problems and are exposed to various situations encountered by engineers.
Architecture	.5	Students will study both the historical aspects of architecture and the criteria for designing and planning both residential and commercial structures. Students will be asked to design a residence for a client and develop a set of blueprints. This course may be offered on an alternate year basis.
Make it and Market it	.5	This course will provide students with the opportunity to build a business around t-shirt design and personalizing of apparel. Students will assist in developing designs for t-shirts, shorts, and sweatshirts, and actually personalize the clothing through screen printing. Students will then market their work through the Viking Store, and work with groups around campus. Students will be exposed to the business and marketing side of a small business through organization, marketing and sales, as well as learn the technical side of the screen printing industry, such as the analysis of problems involving plastics, metals, CNC equipment, and laser technology. Fabrication of woodworking, plastics, and metal products may also be completed.

Build-It	.5	This course is intended to introduce the students to the use of hand tools, portable tools and woodworking machines. Students will be involved in project design, material selection, planning, layout and safety in woodworking and CNC (Milling Computer Numerical Control). The focus of the class during the first nine weeks is on developing skills. The remainder of the course will focus on project design and construction.
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TELEVISION AND COMMUNICATIONS MEDIA

Course Title	Credit(s)	Course Description
Digital Filmmaking and Editing 1	.5	This entry-level television course is designed to provide students with the skills necessary to operate in a 21st Century television and video environment. Using a networked digital editing lab, featuring the latest in non-linear editing software, computer graphics, and animation, students will create, produce, and edit original public service announcements, music videos, and short film projects. Upon completion of this course, students will have a basic knowledge of television production and editing. This course is a prerequisite for all future television production courses.

Digital Filmmaking and Editing 2	.5	<p>This course builds on concepts learned in Digital Filmmaking and Editing 1. Students will learn editing skills including green screen, audio mixing, special effects, graphics and more... Students will produce, write, direct and edit their very own commercials, music videos and short films. They will explore various genres and styles for feature films, commercials, documentaries, and multimedia platforms.</p> <p>*It is highly recommended that students first complete Digital Television Production I before taking II.</p>
College Digital Filmmaking and Editing (Honors)	1	<p>This full-year course prepares students for their launch into the exciting world of communications media, with specific emphasis on video production. The experiences are represented in the two semester course descriptions above. This course is a prerequisite for all future television production courses. After completion of this full-year course students will receive 3 college credits from St. Thomas Aquinas College.</p>
College Studio TV Honors	1	<p>This course is designed for serious students interested in developing a more in-depth understanding of television studio operations. Students will be introduced to the artistic, technical and theoretical components necessary for multi-camera studio television media construction including videography, screenwriting, sound design, lighting design and editing. Students will gain practical experience operating studio equipment and venturing out into the field. The course will culminate in a student-produced television program and the knowledge needed to create different forms of media such as podcasts and social media content. In cooperation with St. Thomas Aquinas College, students with a desire to study communications in college will have the opportunity to earn three college credits through the completion of this course.</p>

Studio TV 1 Honors	.5	<p>Did you ever wonder what goes on behind the scenes of a live television production? In this course, students will explore the television industry by developing a keen understanding of the foundations of media making. The course takes a studio-based approach, providing students with hands-on experience in creating a live-to-tape studio television program. Students have the opportunity to experience various aspects of production, including scripting, storyboarding, camera operations, audio mixing, special effects, producing, directing, and editing. They also have the opportunity to utilize state-of-the-art editing software. In addition to acquiring marketable career skills, students also gain practical experience in broadcast journalism.</p>
Studio TV 2 Honors	.5	<p>Do you love TV and movies? Have you ever wanted to make your own short film? This class introduces students to both the artistic and technical sides of television studio media construction. Students will have the opportunity to work on and off camera, gaining hands-on experience in directing, producing, writing, editing and performing. Utilizing the latest trends in multimedia storytelling, students will employ key audio SFX and visual techniques in communicating their messages to a broad audience. These skills will form the foundation of a career in related communications fields. Students will also have the opportunity to gain experience with newer forms of media content. The course will culminate in a student-produced television program.</p>

<p>Radio Production and Communications 1</p>	<p>.5</p>	<p>If you aspire to be a radio air personality, sportscaster or producer, this course provides a singular opportunity to create audio content and present it on the air via South’s state-of-the-art streaming radio station, Viking Radio. You’ll learn how to operate professional-grade broadcast equipment, get trained on our station automation and news production systems, learn about music scheduling and curation, radio newsgathering, presentation and performance – and other skills you’ll need to create unique broadcast and podcast content that will be heard across the USA via the internet, like our signature nightly bedtime story program for grade schoolers, “Nighty Night, Clarkstown.” By the end of the course, you and your classmates will create a capstone half-hour talk show that will air on Viking Radio, the local, vocal student voice of South and the Clarkstown Central Schools. The abilities you develop in this course will prepare you for South’s advanced radio and aural communications course.</p>
<p>Radio Production and Communications 2</p>	<p>.5</p>	<p>Students should complete Radio and Communications I before taking this course. This advanced course builds on the introductory skills learned in Radio Communications I, and provides additional creative opportunities for those eager to become radio programmers, presenters and producers. In this course, you’ll take on “management” roles within Viking Radio; develop, produce and present music, spoken-word and special event programming, and work with members of the greater Clarkstown community to create programs and podcasts that address town issues and interests. Students enrolled in this course will learn advanced broadcast skills that will allow them to produce live and recorded programs outside the Viking Radio studios, including play by play coverage of Viking athletics, concerts and theatrical performances.</p>

<p>Broadcast Journalism Honors</p>	<p>1</p>	<p>Have you ever wanted to be on TV? This course is for students who dream of interviewing performers and athletes and prepares them for a future of "red carpet" events and sportscasting. This class exposes students to the fundamentals of broadcast journalism. Students have the opportunity to produce, shoot, direct and edit segments for the "Clarkstown Video Magazine". This weekly news magazine is cablecast to the Clarkstown community, showcasing students' work to a broad audience. This course provides students with a true taste of broadcast deadlines, pressures, and rewards. Students are also in charge of producing our school's Senior Video.</p>
<p>Special Topics in Broadcast Journalism Honors</p>	<p>1</p>	<p>It is recommended that students complete Broadcast Journalism H. Students who have completed Broadcast Journalism will round out their journalistic skills with this course. In this senior-level course, they become student executive producers of the Clarkstown Video Magazine, a weekly news magazine broadcast to the community via cable access. They also engage in community outreach projects, collaborating with other schools in our district and groups in our local community. Students are also in charge of producing our school's Senior Video. Time management, group collaboration and critical thinking skills learned in this class will help students in college and beyond.</p>

WORLD LANGUAGES

Course Title	Credit(s)	Course Description
American Sign Language 1 R	1	In the level one course, students will learn to sign vocabulary related to various categories, such as family, food, and emotions. Students will learn basic grammatical features, address the history of American Sign Language, and demonstrate the four basic building blocks of ASL (handshapes, palm orientation, movement, and location of signs). A final examination will be given in this course.
American Sign Language 2 R	1	In the level two course, students will focus on the continued development of expressive and receptive skills. More emphasis will be placed on grammar, linguistic analysis, and conversational fluency. Students will continue to study areas of deaf culture and historical significance. A final examination will be given in this course.
American Sign Language 3 R	1	Students will focus on communication in this level three course. The majority of classes will be conducted in a sign-only environment (voices off). Students will explore ASL, literature, theatre and storytelling techniques. A more in-depth view of culture, education, and technology will be stressed. A Checkpoint B Local Assessment will be given in June.
French 2 R	1	In this course, students will continue to improve their reading, writing, listening and speaking skills through vocabulary building, grammar exercises, and exposure to authentic aural and printed materials. The students will be encouraged to speak and write about their past experiences using the past tenses. Through the different topics studied, students will be encouraged to investigate and analyze the diversity of the French speaking world. A final exam will be given in this course.

French 3 R	1	<p>French 3R is a course designed for students who have successfully completed French 2. The students will review all major grammatical structures and introduce other necessary grammatical topics. The students will be able to use a broader range of structures and vocabulary to further enhance their writing and oral skills. This class is conducted almost exclusively in French. A “Checkpoint B” local assessment will be the final exam for the course.</p>
French 3 Honors	1	<p>This course is an advanced language course which is designed for students who have demonstrated excellent performance in their first two years of language study and wish to prepare themselves for the AP French course. Students will be required to speak in French in all situations ranging from class discussion, casual conversation, class questioning and answering, and oral presentations and situations. Students will be exposed to authentic readings from literature and current magazines and newspapers surrounding both historical and current events. The class will be conducted exclusively in French. A Checkpoint B Local Assessment will be the final exam for the course.</p>
AP French	1	<p>The AP French Language course is equivalent to a third year college course. This course will emphasize the use of language for active communication and help students develop their ability to understand spoken French in various contexts. Students will be exposed to vocabulary sufficiently ample for reading newspaper and magazine articles, literary texts, and other non-technical writings without dependence on a dictionary. The students will be able to express themselves coherently, resourcefully, and with reasonable fluency and accuracy in both written and spoken French. This course culminates in the AP French Language exam in May. A final project will be assigned for June.</p>

IB French Higher Level Year 1	1	Students who have successfully completed three years or more of French will qualify for this course, which teaches French at the college level. The AP exam in French Language may be taken at the conclusion of the first year of this course. The two years of IB French HL will culminate in the higher level IB exam in French B offered in the second year of IB French HL. A final exam/project will be given. This course culminates in the IB French B Higher Level exam in May of senior year. The students must sit for the IB Exam to receive IB weighting.
IB French Higher Level Year 2	1	Students who have successfully completed three years or more of French will qualify for this course, which teaches French at the college level. The AP exam in French Language may be taken at the conclusion of the first year of this course. The two years of IB French HL will culminate in the higher level IB exam in French B offered in the second year of IB French HL. A final exam/project will be given. This course culminates in the IB French B Higher Level exam in May of senior year. The students must sit for the IB Exam to receive IB weighting.
IB French ab initio Yr 1	1	“Ab Initio” means “from the beginning” in Latin. Students who have completed three years in other world language study will qualify to learn French from the beginning in this two-year course. A student opting to take this course will be eligible to show a college or a university that he or she has learned multiple foreign languages while in high school. This course culminates in the IB French Ab Initio exam at the end of the second year. The students must sit for the IB Exam to receive IB weighting.
IB French ab initio Yr 2	1	“Ab Initio” means “from the beginning” in Latin. Students who have completed three years in other world language study will qualify to learn French from the beginning in this two-year course. A student opting to take this course will be eligible to show a college or a university that he or she has learned

		multiple foreign languages while in high school. This course culminates in the IB French Ab Initio exam at the end of the second year. The students must sit for the IB Exam to receive IB weighting.
IB French Standard Level Year 1 and Year 2	2 (over 2 years)	IB French B Standard Level is an advanced language course intended for students who have successfully completed Level III. This course consists of four ten-week quarters in which students will examine the themes of groups, change, and leisure through the reading of French authors, essay writing, discussion, presentations, and audio-video programs. Students will explore and analyze the culture of French-speaking countries. Students will be expected to communicate clearly and effectively in French in a range of situations. A final exam/project will be given. This course culminates in the IB French B Standard Level exam in May of senior year as this course is taught over two academic years as two full high school credits. IB portfolio work is started in Year 1 with specific deadlines that year. The portfolio work culminates in IB French Standard Level Year 2.
College French 221 Honors	1	This course is a college level course offered in conjunction with SUNY Albany. This course will focus on the development of communicative skills that combine achievement and proficiency. Students will develop their skills in communication across ethnic, cultural, ideological, and national boundaries, and help students develop an understanding of other cultures and patterns of thought. In this course, students will engage in meaningful dialogue with fellow students and the instructor while also participating in relevant writing and reading activities. Throughout this course, students will reflect, analyze, and converse about real world issues surrounding the Francophone world. A final examination will be given in January. Students must register with SUNY Albany to receive college credit.

<p>College French 222 Honors</p>	<p>1</p>	<p>This course is a college level course offered in conjunction with SUNY Albany. The students will continue to work on the four skills to improve their achievement and proficiency. In this course, students will engage in meaningful dialogue with fellow students and the instructor while also participating in relevant writing and reading activities. Throughout this course, students will reflect, analyze, and converse about real world issues surrounding the Francophone world through literary selections, media presentations, and supplemental materials. A final exam will be administered in June. Students must register with SUNY Albany to receive college credit.</p>
<p>Italian 2 R</p>	<p>1</p>	<p>In Italian 2R students will explore Italian culture while expanding and improving their reading, writing, listening and speaking skills through vocabulary building, grammar exercises, and exposure to authentic aural and printed materials. The students will be encouraged to speak and write about their past experiences and a variety of other topics using the past tenses. Students are expected to speak Italian during conversation and discussion. A final examination will be given in this course.</p>
<p>Italian 3 R</p>	<p>1</p>	<p>This course is an intermediate language course which will review all grammatical structures and introduce other necessary grammatical topics and concepts including the subjunctive mood. The students will be able to use a broader range of structures and vocabulary to further enhance their writing and oral skills. Different themes pertaining to Italian culture will expand the students' thoughts and knowledge about present day social issues as well as past historical events. This class is conducted almost exclusively in Italian. A "Checkpoint B" local assessment will be the final exam for the course.</p>

Italian 3 Honors	1	<p>This course is an advanced language course which is designed for students who have demonstrated excellent performance in their first two years of language study. Students will use complex grammar concepts, including expanded uses of the subjunctive mood. Students will be required to speak in Italian in all situations ranging from class discussion, casual conversation, class questioning and answering, and oral presentations and situations. Students will be exposed to authentic readings from literature and current magazines and newspapers surrounding both historical and current events. The class will be conducted exclusively in Italian. A final exam that exceeds the level of "Checkpoint B" will be given in June.</p>
College Italian 103 Honors	.5	<p>This course is a college level course offered in conjunction with SUNY Albany. This course will focus on the development of communication which combines achievement and proficiency. This course entails more complex learning in all four of the language proficiencies (listening, speaking, reading, writing). In this course, students will engage in meaningful dialogue with fellow students and the instructor while also participating in relevant writing and reading activities. A final examination will be given in January. Students must register with SUNY Albany to receive college credit.</p>
College Italian 104 Honors	.5	<p>This course is a college level course offered in conjunction with SUNY Albany. The students will continue to work on the four skills to improve their achievement and proficiency. This course will focus on the development of communication which combines achievement and proficiency. Students will review the grammatical structures and cultural topics in Italian 103 as well as continue to develop their skills in communication across cultural and ideological boundaries, and will develop an understanding of Italian culture, lifestyles and changing trends in the Italian world. A final examination will be given in June. Students must register with SUNY Albany to receive college credit.</p>

<p>IB Italian Standard Level</p>	<p>1</p>	<p>IB Italian B Standard Level is an advanced language course intended for students who have successfully completed Level III. This course consists of four ten-week quarters in which students will examine the themes of groups, change, and leisure through the reading of Italian authors, essay writing, discussion, presentations, and audio-video programs. Students will explore and analyze Italian culture. Students will be expected to communicate clearly and effectively in Italian in a range of situations. This course culminates in the IB Italian B Standard Level exam in May.</p>
<p>IB Italian Higher Level Year 1</p>	<p>1</p>	<p>Students who have successfully completed three years or more of Italian will qualify for this course, which teaches Italian at the college level. A final exam/project will be given. This course culminates in the IB Italian B Higher Level exam in May of senior year. Students will develop their language skills based on the communicative principles of listening, speaking, reading, and writing. This course consists of eight ten-week quarters in which the students will examine the themes of groups, change and leisure through reading by Italian authors, essay writing, discussion, presentations, and audio-video programs. Students will explore and analyze the culture of Italian countries. Students will be expected to communicate clearly and effectively in the target language in a range of situations. Successful completion of the coursework readies a student to complete the International Baccalaureate assessment and to sit for the Advanced Placement Italian exam. The students must sit for the IB Exam to receive IB weighting.</p>
<p>IB Italian Higher Level Year 2</p>	<p>1</p>	<p>Students who have successfully completed three years or more of Italian and IB Italian HL Year 1 will qualify for this course, which teaches Italian at the college level. The two years of IB Italian HL will culminate in the higher level IB exam in Italian B offered in the second year of IB Italian HL. A final exam/project will be given. This course culminates in the IB Spanish B Higher Level exam in May of senior year. Students will develop their language skills based on the communicative principles of listening,</p>

		<p>speaking, reading, and writing. This course consists of eight ten-week quarters in which the students will examine the themes of groups, change and leisure through reading by Italian authors, essay writing, discussion, presentations, and audio-video programs. Students will explore and analyze the culture of Italian countries. Students will be expected to communicate clearly and effectively in the target language in a range of situations. Successful completion of the coursework readies a student to complete the International Baccalaureate assessment and to sit for the Advanced Placement Italian exam.</p> <p>The students must sit for the IB Exam to receive IB weighting.</p>
Japanese 2 R	1	<p>Students will continue to develop basic grammar structures and vocabulary related to daily situations. Major emphasis is on development of the ability to speak fluently with accurate pronunciation and intonation, while fostering an appreciation and understanding of the culture. A final examination will be given in this course.</p>
Japanese 3 R	1	<p>Students will continue to build speaking skills, with more emphasis given to the reading and writing strands. Cultural integration is emphasized throughout the curriculum using authentic materials and online resources. A Checkpoint B Local Assessment will be the final exam for Japanese 3R/3H.</p>
Japanese 3 Honors	1	<p>Students will continue to build speaking skills, with more emphasis given to the reading and writing strands. Cultural integration is emphasized throughout the curriculum using authentic materials and online resources. A Checkpoint B Local Assessment will be the final exam for Japanese 3R/3H</p>

Advanced Japanese AP Year 1	1	This course will build vocabulary and strengthen the students' knowledge of Japanese grammar and vocabulary. The class activities and assignments will emphasize the interactive, interpretive and presentational skills of communication. 410 AP Kanji will also be introduced to develop the students' comprehension of authentic materials and to further prepare them for the following year. A final exam or project will be given in June.
AP Japanese Year 2	1	The AP Japanese Language course is equivalent to a third year college course. This course will improve the students' speaking ability, review all complex grammar concepts and structures and introduce new and more complex structures necessary for both oral and written communication. The materials of the course will increase the students' literal and critical reading and writing skills and enhance the students' knowledge of the cultural diversity of the Japanese-speaking world. The students will be required to speak Japanese in different situations ranging from class discussions, debates, and presentations. The students will read authentic articles from newspapers, magazines, short stories, excerpts from novels and other pieces of literature written by Japanese authors. This course culminates in the AP Japanese Language exam in May. A final project will be assigned for June.
IB Japanese Standard Level Yr 1	1	IB Japanese B, Standard Level, is an advanced language course intended for students who have successfully completed Level III. Students will develop skills based on the communicative principles of listening, speaking, reading, and writing. This course consists of four ten-week quarters in which the students will examine the themes of groups, changes and leisure through readings by Japanese authors, essay writing, discussion, presentations, and audio-video programs. Students will explore and analyze the culture of Japan. Students will be expected to communicate clearly and effectively in the target language in a range of situations. A final examination or project will be given in this course.

		This course culminates in the IB Japanese B Standard Level exam in May of the second year.
IB Japanese Standard Level Yr 2	1	IB Japanese B Standard Level is an advanced language course intended for students who have successfully completed Level 3. This course consists of eight ten-week quarters in which students will examine the themes of groups, change, and leisure through the reading of Japanese authors, essay writing, discussion, presentation, and audio-video programs. Students will explore and analyze Japanese culture. Students will be expected to communicate clearly and effectively in Japanese in a range of situations. This course culminates in the IB Japanese B Standard Level exam in May of the second year.
IB Japanese Higher Level Yr 1	1	Students who have successfully completed three years or more of Japanese will qualify for this course, which teaches Japanese at the college level. The two years of IB Japanese HL will culminate in the higher level IB exam in Japanese B offered in the second year of IB Japanese HL. A final exam/project will be given. This course culminates in the IB Japanese B Higher Level exam in May of senior year. The students must sit for the IB Exam to receive IB weighting.
IB Japanese Higher Level Yr 2	1	Students who have successfully completed three years or more of Japanese will qualify for this course, which teaches Japanese at the college level. The two years of IB Japanese HL will culminate in the higher level IB exam in Japanese B offered in the second year of IB Japanese HL. A final exam/project will be given. This course culminates in the IB Japanese B Higher Level Exam in May of senior year. The students must sit for the IB Exam to receive IB weighting.

Latin I R	1	<p>This is a beginning Latin course that will provide students with the opportunity to study vocabulary words and the history and origins of English words. The students will engage in activities that will expose them to new vocabulary, new topics, and life about the Roman family. They will be able to investigate, analyze, and use grammar and vocabulary in a variety of oral and written situations. A final examination will be given in this course.</p>
Latin Language Roman Classics	.5	<p>It is recommended that students have completed three years of any world language. Students will be exposed to Ancient Roman History, as well as to classical culture; anthropology, art, mythology/religion and architecture. They will conceptualize their own understanding of the ways in which Greco-Roman culture has influenced the Western World. Students will learn or review the basics of Latin grammar and how it relates to English. They will also study individual words (vocabulary) in a language which is the ancestor of ours and their descendants in English, known as derivatives. Students will also learn phrases and mottos in Latin which are still in use today.</p>
Latin Language Greek Classics	.5	<p>It is recommended that students have completed three years of any world language. Students will be exposed to Ancient Greek History, as well as to classical culture; anthropology, art, mythology/religion and architecture. They will conceptualize their own understanding of the ways in which Greco-Roman culture has influenced the Western World. Students will learn or review the basics of Latin grammar and how it relates to English. They will also study individual words (vocabulary) in a language which is the ancestor of ours and their descendants in English, known as derivatives. Students will also learn phrases and mottos in Latin which are still in use today.</p>

Latin 2 R	1	In this course, students will continue to develop the skills learned in Level 1. They will be exposed to new vocabulary and topics about Roman life. The students will study more complex structures enhancing their abilities to read and write using authentic sources from the Roman era. A final examination will be given in this course in June.
Latin 3 R	1	In this course, students will continue their study of the Latin language, while broadening their knowledge of Roman history and culture. The Latin roots of the English language will be examined in greater detail. The students will continue to progress in their ability to read Latin, understanding new structures and acquiring new vocabulary. A final examination will be given in this course in June.
IB Latin Standard Level	1	It is recommended that students have completed Level 3 Latin. Students who have successfully completed three years or more of Latin will qualify for this course, which teaches Latin as a classical language at the college level. IB Latin SL will culminate in the IB exam in Latin offered in May. A final exam/project will be given.
Spanish 1 R	1	In this introductory course, level one students will be exposed to culture, grammar, and conversational techniques in Spanish. Students in this level one course will develop reading, writing, listening and speaking skills. This level is currently being offered to seventh and eighth grade students at the middle school.
Spanish 2 R	1	In Spanish 2R students will continue to improve their reading, writing, listening and speaking skills through vocabulary building, grammar exercises, and exposure to authentic aural and printed materials. Students will have the opportunity to learn more about Hispanic cultures and history and communicate about their past experiences using the preterite and imperfect tenses in the target language. A final exam will be given in this course.

Spanish 3 R	1	<p>This course is an intermediate language course which will review all major grammatical structures and introduce other necessary grammatical topics such as the perfect tenses, the imperative mood, and the subjunctive mood. The students will be able to use a broader range of structures and vocabulary to further enhance their writing and oral skills. Different themes surrounding Hispanic communities will expand the students' thoughts and knowledge about present day social issues within the Spanish speaking world. This class is conducted almost exclusively in Spanish. A "Checkpoint B" local assessment will be the final exam for the course.</p>
Spanish 3 Honors	1	<p>This course is an advanced language course which is designed for students who have demonstrated excellent performance in their first two years of language study and wish to prepare themselves for the AP Spanish course. Students will use complex grammar concepts, including expanded uses of the subjunctive mood. Students will be required to speak in Spanish in all situations ranging from class discussion, casual conversation, class questioning and answering, and oral presentations and situations. Students will be exposed to authentic readings from literature and current magazines and newspapers surrounding both historical and current events. The class will be conducted exclusively in Spanish. A final exam that exceeds the level of "Checkpoint B" will be given in June.</p>
Spanish 4 R	1	<p>This course is an advanced language course designed for students who wish to build upon their Spanish skills and be exposed to a variety of themes surrounding the Spanish speaking world. The students review all grammatical structures as well as use other complex structures and concepts. The students in this course will expand their knowledge and cultural awareness by participating in different interactive activities. Different topics studied include the geography, history, current events, and culture of Latin America, the Caribbean, and Spain. This class</p>

		is conducted exclusively in Spanish. A final exam or project will be given in this course.
College Spanish 200 Honors	.5	This course is an advanced college level course offered in conjunction with SUNY Albany. Students will develop their skills in communication across ethnic, cultural, ideological, and national boundaries, and help students develop an understanding of other cultures and patterns of thought. In this course, students will engage in meaningful dialogue with fellow students and the instructor while also participating in relevant writing and reading activities. Throughout this course, students will reflect, analyze, and converse about real world issues such as 20th century history, human rights, ecology, relationships, music and art. Students will study the culture and language of different Spanish speaking countries. A final examination will be given in January. Students must register with SUNY Albany to receive college credit.
College Spanish 201 Honors	.5	This course is an advanced college level course offered in conjunction with SUNY Albany. The students will continue to work on the four skills to improve their achievement and proficiency. Throughout this course, students will reflect, analyze, and converse about real world issues such as culture, art, history, crisis, employment, and economy. Students will be exposed to a variety of literary selections, media presentations, and supplemental materials in order to engage in authentic interactions. A final examination will be given in June. Students must register with SUNY Albany to receive college credit.
IB Spanish Standard Level	1	IB Spanish B, Standard Level, is an advanced language course intended for students who have successfully completed Level III. Students will develop skills based on the communicative principles of listening, speaking, reading, and writing. This course consists of four ten-week quarters in which the students will examine the themes of groups, changes and leisure through readings by Hispanic authors,

		<p>essay writing, discussion, presentations, and audio-video programs. Students will explore and analyze the culture of Hispanic countries. Students will be expected to communicate clearly and effectively in the target language in a range of situations. A final examination or project will be given in this course.</p> <p>This course also culminates in the IB Spanish B Standard Level exam in May. The students must sit for the IB Exam to receive IB weighting.</p>
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CAREER AND TECHNICAL EDUCATION (CTE) AT ROCKLAND BOCES

Rockland BOCES Career and Technical Education (CTEC) programs provide students with the opportunity to graduate high school with college credits, technical experience, professional skills and industry certifications in high-skill, high-demand fields. All programs follow the Rockland BOCES school calendar.

Classes meet 5 days a week; students choose to attend either morning (8:00 a.m.-10:30 a.m.) or afternoon (11:30 a.m.-2:15 p.m.) sessions depending on program availability. Transportation is provided by the Clarkstown Central School District.

Quick Facts:

- Students in grades 11 and 12 can request to enroll in a CTEC program.
- The New Visions Health Careers Exploration Program is an honors-level program for high school seniors only.
- Curriculum is aligned with Common Core State Standards, Career Development and Occupational Studies (CDOS) Standards, 4+1 Multiple Pathways requirements and industry standards.
- Students participate in SkillsUSA, industry-sponsored competitions, internships and career-oriented community service.
- Training takes place in state-of-the-art workshops with instructors who are industry experts.

Below is a listing of CTEC programs:

Automotive Technology Academy

- NATEF/ASE Certified Automotive Collision Technology I, II
- NATEF/ASE Certified Automotive Technology I, II
- Automotive Technology

Communications Academy

- Digital Design & Marketing I, II
- TV/Video & Multimedia Production I, II

Construction Trades Academy

- Carpentry I, II
- Electrical Trades I, II
- Plumbing I, II
- Welding & Fabrication I, II

Cosmetology

- Cosmetology I, II

Criminal Justice & Fire Science

- Criminal Justice & Fire Science I, II

Culinary Arts

- Culinary Arts I, II

Health Science Academy

- Health Science Fundamentals
- Allied Health Careers
- Certified Nurse Assisting
- Education & Direct Care

New Visions

- Health Careers Exploration

This program is for high-achieving, college-bound seniors looking to further their knowledge of the healthcare industry. Through real world, career-related experiences, including clinical rotations, mentoring and job shadowing, students work alongside doctors, nurses, therapists, administrators and other professionals to gain insight into the expectations and knowledge needed to succeed in this field. * This program requires a separate application.

STEM Academy

- Cyber Technology I, II

Career Services Programs (CSP)

- Automotive Services
- Building & Landscaping Services
- Retail Services

- Hospitality Services

For more information visit: <https://www.rocklandboces.org/career-technical-education/>