

**COURSE SELECTION  
GUIDE  
2011 - 2012**



**Franklin Delano Roosevelt High School**

Hyde Park Central School District

# HYDE PARK CENTRAL SCHOOL DISTRICT

P.O. Box 2033, Hyde Park, N. Y. 12538-8033

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District Offices: 11 Boice Road, Hyde Park, NY 12538

[www.hydeparkschools.org](http://www.hydeparkschools.org)

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F. D. Roosevelt High School	Barbara Marrine
Assistant Principal	Chris Fiorentino
Assistant Principal	Mark Plescia
Assistant Principal	Eric Shaw
Haviland Middle School	Matthew Latvis
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Guidance and At-Risk Services	Marisa Merlino
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Special Education	Cynthia Bishop
CSE Coordinator	Lisa Marie Paolucci
CSE Coordinator	Erin Vredenburgh
Technology	Forrest Addor

**TELEPHONE DIRECTORY**

**FRANKLIN D. ROOSEVELT HIGH SCHOOL  
845-229-4020**

Barbara Marrine.....Principal  
Mark Plescia.....Assistant Principal  
Eric Shaw.....Assistant Principal  
Chris Fiorentino....Assistant Prinicipal

***Counselors:***

Pam Atkins  
Cathy Halley  
Sadiki Kitson  
Alan Lipper  
Marilyn Domenech-Rodriguez

**HAVILAND MIDDLE SCHOOL  
845-229-4030**

Matt Latvis.....Principal  
Paul Fazziola.....Assistant Principal  
Debra Kirkhus.....Assistant Principal

***Counselors:***

Linda Boughton  
Claire Miller  
Jamie Myers

**DISTRICT DIRECTORS**

Forrest Addor, Director of Technology.....229-4000x1025  
Cynthia Bishop, Director of Special Education....229-4000x1047  
Jennifer Criser-Eighmy, Director of Humanities..229-4000x1028  
Kim Knisell, Director of Math & Science.....229-4000x1045  
Amy McCardle, Director of Health,PE & Athletics.229-4020x1232  
Marisa Merlino, Director of Guidance.....229-4025x1223  
Paul Scatenato, Dir. of Fine & Performing Arts....229-4020x1253

**DEPARTMENT SUPERVISOR  
845-229-4020**

Career & Occupational Education (FDR):  
Business.....Chris Fiorentino  
Technology.....Mark Plescia



## TABLE OF CONTENTS

	<u>Page</u>
Graduation Requirements.....	1
Local Diploma Assessments.....	2
Title IX Disclosure.....	4
Graduation Policies.....	5
College Bridge Programs .....	6
Standardized Tests.....	7
Selection of Courses .....	8
Definitions and Explanatory Notes .....	9
Academic Intervention Services (AIS) .....	12
Fine and Performing Arts.....	14
Art .....	15
Music.....	22
Health/Physical Education .....	26
Humanities	
English .....	29
Languages Other Than English (LOTE).....	40
Social Studies.....	46
Mathematics.....	55
Science.....	65
Career and Occupational Education.....	71
Business .....	72
Technology.....	78
Dutchess Technical Center Program.....	85

## Graduation Requirements

Courses	Local and Regents Diploma	Advanced Regents Diploma
English	4 credits	4 credits
Social Studies	4 credits	4 credits
Mathematics	3 credits*	3 credits*
Science	3 credits	3 credits
Languages Other Than English	1 credit**	3 credits***
Health	½ credit	½ credit
Art/Music	1 credit	1 credit****
Physical Education	2 credits	2 credits
Sequence/Electives	3 ½ credits	1 ½ credits
<b>Total Credits</b>	<b>22 credits</b>	<b>22 credits</b>

\* A BOCES prescribed M.S.T. (Math/Science/Technology) course may be used as the 3<sup>rd</sup> unit of credit in Math or Science, **but not both**.

\* A programming course may be used as the 3<sup>rd</sup> unit of credit in Math.

\*\* Normally completed at the Middle School level (LOTE: Languages Other Than English)

\*\*\* Five units in Art/Music/Business or Technology is an option in lieu of LOTE.

\*\*\*\* Design and Drawing for Production or Graphic Communications may be used for art credit.

Regents Diploma Test Requirements	Advanced Regents Diploma Test Requirements
English Regents	English Regents
Global History Regents	Global History Regents
U.S. History Regents	U.S. History Regents
Math Regents	3 -Math Regents
Science Regents	2 -Science Regents
Second Language Proficiency (prior to 2011)	Second Language Regents

### **SPECIAL NOTE REGARDING GRADUATION REQUIREMENTS**

All students who graduate in four years or less must complete every requirement for the class with which they graduate. Students who take more than four years to graduate must complete every requirement for their projected graduation class when they first entered as ninth graders. Projected graduation classes shall be based on a four-year program beginning with grade 9 and ending with grade 12.

**DIPLOMA REQUIREMENTS BASED ON JUNE 2005 BOARD OF REGENTS ACTION TO PHASE IN THE 65 GRADUATION STANDARD ON REQUIRED REGENTS EXAMS**

<i>Entering Freshman Class</i>	<i>Local Diploma Requirements</i>	<i>Regents Diploma Requirements</i>	<i>Regents Diploma with Advanced Designation Requirements</i>
<b>2006</b>	Score 65 or above on 3 required Regents exams and score 55 or above on 2 required Regents exams.	Score 65 or above on 5 required Regents exams.	Score 65 or above on 8 required Regents exams.
<b>2007</b>	Score 65 or above on 4 required Regents exams and score 55 or above on 1 required Regents exam.	Score 65 or above on 5 required Regents exams.	Score 65 or above on 8 required Regents exams.
<b>2008 2009 2010 2011</b>		Score 65 or above on 5 required Regents exams.	Score 65 or above on 8 required Regents exams.

**Note:** The Regents Competency Test safety net for students with disabilities will continue to be available for students. Students using this safety net will receive a local diploma. The low-pass option of scoring between 55-64 on the required Regents exams to earn a local diploma will continue to be available for students with disabilities.

## REGENTS DIPLOMA "HONORS" ENDORSEMENT

The words "with honor" may be added to a Regents diploma if the grades a student received on each of the following exams average to 90% or higher:

1. The Regents examination in Comprehensive English.
2. The Regents examination in Global Studies.
3. The Regents examination in United States History and Government.
4. The Regents examination(s) that must be passed to complete the major sequence requirements.

### Minimum Acceptable Scores for Approved Alternatives to Regents Exams

Requirement	Test	Minimum Acceptable Score
English Regents	AP Literature & Composition	3
Mathematics Regents	AP Calculus AB or BC or SAT II – Math Level IC	3 470
	or SAT II – Math Level IIC	510
Living Environment	SAT II Biology or	520
	AP Biology	3
Global History & Geography	AP Global History	3
US History & Government.	AP U.S. History or	3
	SAT II – U.S. History	560

## TITLE IX DISCLOSURE

In compliance with the Title IX, Educational Amendments of 1972, the Hyde Park Central School District does not discriminate on the basis of sex, race, color, national origin, or disability. This policy includes the following areas: Counseling services for students; access by students to educational programs, course offerings, and student activities.

The Title IX Coordinator for the District is the Assistant Superintendent for Instruction, HPCSD Administration Offices, PO Box 2033, Hyde Park, NY 12538; phone 845-229-4008. This official will provide information, including complaint procedures, to any student who feels that his/her rights under Title IX may have been violated by the district or its officials.

## SECTION 504 OFFICER

Section 504 of the Rehabilitation Act of 1973 is the nation's first law to protect the civil rights of people with disabilities and provides that:

*"No otherwise qualified individual...shall solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program activity receiving Federal financial assistance."*

Section 504 includes specific prohibitions against discrimination based on disability in areas related to program accessibility as well as student programs, activities and services.

In the event that an individual with a disability believes that there has been a violation of this Policy, 504 or the regulations (34CFR 104) affecting his/her rights, such grievance may be placed in writing and investigated by the Assistant Superintendent for Pupil Services, who shall report his/her findings within twenty (20) days to the grievant, referencing a personal interview where appropriate. In the event of a finding of one or more violations, the report will be forwarded to the Board for its consideration and action.

The Section 504 Coordinator for the district is the Assistant Superintendent for Pupil Services, HPCSD, Administration Offices, PO Box 2033, Hyde Park, NY 12538. Please call 845-229-4000 for information on rights and procedures under Section 504.

## **GRADUATION POLICY**

All students will be listed on the Commencement Program and be invited to participate in the graduation exercises in June following their completion of requirements. Diplomas will be issued at the completion of all graduation requirements (August, January, etc.), with the actual date of graduation indicated. June Commencement Exercises will include only those students who have successfully completed all graduation requirements.

## **ALTERNATE GRADUATION POLICY**

### **Early Graduation**

All applications for Early Graduation must be submitted to the Guidance Office for approval by the High School Principal by May 1st of the year preceding your planned graduation. No applications will be processed after that date unless approval is given by the Principal.

Students planning Early Graduation must meet with a Counselor, fill out an application form, submit a letter of request from a parent or guardian, and secure final approval from the High School Principal before being officially scheduled. Furthermore, no application will be considered unless a student has completed at least 14 academic units of credit and 1 unit of Physical Education by the end of the 10<sup>th</sup> grade year.

To satisfy English and Social Studies requirements:

1. Juniors may take English 11 and English 12 concurrently.
2. Juniors may take an equivalent credit bearing College English or Social Studies course during the school year to meet the requirements; example, English 101 and English 102 at Dutchess Community College giving 6 hours college credit and 1 unit high school credit. Non-credit courses do not qualify.
3. Students must complete all other requirements for graduation listed above.

### **Early College Admissions**

To receive a Franklin D. Roosevelt High School diploma, a student may choose to enter college although he/she has not accumulated enough credits for graduation.

1. Students who wish to enter college early and complete college credits for diploma purposes must meet with a counselor before applying for early admissions.
2. Students applying for Early Admissions in order to begin further schooling will have the balance of the Physical Education requirement fulfilled in the college or technical school to be attended.
3. Students wishing to discuss any other type of Early Admissions program should meet with a Counselor.

**MARIST BRIDGE PROGRAM**

Marist College offers a Bridge program to qualified high school students. The purpose of this program is to provide college experience and credit while completing high school graduation requirements. Students opting for this program will apply through their Guidance Counselor and Marist College will make final determination of acceptance in May. The cost for a maximum of 18 credits is 1/2 of Marist tuition rate. Minimum requirements after acceptance by Marist include two subjects approved by Marist at F.D.R. (usually English and Physical Education) and at least three college courses at Marist. If you are interested in more complete information, please see your Guidance Counselor.

**MARIST COLLEGE/F.D. ROOSEVELT H.S. – COLLEGE PROGRAM**

This program allows high school students to earn college credit while completing high school course work. This year, the following courses qualify for Marist credit - Pre-Calculus (3 credits), AP Calculus (3 credits), Elementary Statistics (3 credits), English 12 AP English Literature (6 credits), and AP European History (3 credits). A \$225.00 fee is charged for each three-credit course.

**MARIST GREYSTONE PROGRAM**

Project Greystone offers high school seniors and juniors the opportunity to take Marist approved online courses for Marist College credit in a comprehensive eLearning environment. Tuition for these courses is \$399 per undergraduate course

**PLEASE NOTE: ALTHOUGH MANY COLLEGES ACCEPT THESE COURSES AS TRANSFER CREDITS, THERE ARE SOME COLLEGES THAT DO NOT RECOGNIZE COLLEGE COURSES TAUGHT AT THE HIGH SCHOOL - ONLY ON-CAMPUS COURSES. PLEASE CHECK WITH THE COLLEGE YOU WISH TO ATTEND.**

**DUTCHESS COMMUNITY COLLEGE**

Dutchess Community College also offers opportunities for qualified high school students to register for college courses. Please see your counselor for more information. Please understand that prior approval is required, and specific courses must be taken. Please also refer to F.D.R. courses qualifying for Dutchess Community College credit as listed on pages 34, 52, & 55 and 61.



## **HIGH SCHOOL EQUIVALENCY DIPLOMA**

The Guidance Department has a listing of several options to obtain a Graduation Equivalency Diploma (G.E.D.). A student is eligible to request an equivalency diploma from the New York State Education Department after successful completion of 24 hours of college credit regardless of high school credits. Of course, we encourage all students to complete a regular high school diploma before this option is explored.

## **STANDARDIZED TESTS**

Throughout a student's high school experience a series of standardized tests is available that helps to determine their aptitude and ability. The Counseling staff endeavors to discuss test interpretation with students and parents.

**PSAT-NMSQT** (One combined test) - October, Grade 10 or 11

The Preliminary Scholastic Aptitude Test is a shortened SAT for practice purposes and also used for National Merit and local scholarship competition - optional, but strongly encouraged.

**SAT** - Spring, Grade 11; Fall, Grade 12

- a. SAT - Scholastic Aptitude Test used for college admission.
- b. SAT II - Academic Achievement Tests used for placement in selective colleges. Please see counselor or teacher for more information. **The SAT and ACT Tests** are separate tests taken by students planning to apply to two or four year colleges. They may be used by early decision applicants, by students visiting colleges in the summer before their senior year or for counseling in the college selection process. Students should check individual admission criteria to see if SAT, SAT II, or ACT tests are required.

**ACT - American College Testing** - Grades 11 & 12 - A test used for admission by some colleges, and is offered five times during the year. In the Northeast, the SAT is normally the preferred admission test.

## SELECTION OF COURSES

### **OPPORTUNITIES CONCERNING CAREER CHOICES**

In addition to the excellent programs that are available to all students in the areas of Art, Business and Technology, the Dutchess Career and Technical Institute (BOCES) offers a full complement of occupational training programs that last for one or two years. A complete listing can be found on pages 85 - 90.

### **STUDENTS WHO PLAN ON COLLEGE**

College admissions officers consider the high school record, special examinations, and an applicant's goals, interests and special abilities when making a decision regarding the acceptance of an applicant. It is generally agreed that the best indicator of probable success is a student's high school record. Selection of appropriate courses, academic achievement, and involvement in extra and/or co-curricular activities each year is also considered important.

Selective colleges in general recommend an ambitious high school program. A student who completes a Regents Diploma selecting four years of English and Social Studies, three to four years of Math and Science and has studied a LOTE is generally prepared to meet these entrance requirements. If as a 9th, 10th, 11th, or 12th grade student you have not decided what you will do when you graduate, the only sure method of keeping a variety of options open at a later date is to pursue as broad a program with as much depth as your ability will allow. Remember, many college programs have specific pre-requisites and it becomes the individual student's responsibility to insure that his/her elective course of study fulfills these requirements.

As the Junior year concludes, the student should be researching the names of schools to which he or she will apply. Early in the Senior year, well before the winter recess, the student should have secured current applications and information regarding the colleges to which he or she will apply. The Guidance Department provides an orientation program on college planning in April for 11th grade students. In the fall of the Senior year all students are invited to attend a planning meeting with their counselor. Parents are encouraged to attend this meeting.

Most colleges require that candidates take one or more standardized examinations as part of the application procedure, either the Scholastic Aptitude Test (SAT) by the College Board or the American College Test (ACT). Again, it is the individual student's responsibility to determine the appropriate test and/or date. Pre-registration is required for each of these tests. Appropriate descriptive materials and registration forms are available online or in the Guidance Office.

## DEFINITIONS & EXPLANATORY NOTES

**ATTENDANCE:** Regular daily attendance to school is considered paramount to insure a most successful and rewarding High School career. Attendance is taken daily in homeroom, and every period throughout the day. Students who are late or absent are expected to provide the Attendance Office with an explanatory note on their arrival or return to school.

**GRADE AVERAGE SYSTEM WITH MID-TERM EXAMS:** Grades will be calculated in the following manner: The four-quarter grades and the final exam will be counted twice and the mid-term will be counted once. This will give you a total of eleven grades. The example shown below illustrates this system.

### GRADE SYSTEM WITH MID-TERM

First Quarter Grade	$73 \times 2 = 146$	$= 18.175\%$ of final grade
Second Quarter Grade	$74 \times 2 = 148$	$= 18.175\%$ of final grade
Third Quarter Grade	$78 \times 2 = 156$	$= 18.175\%$ of final grade
Fourth Quarter Grade	$80 \times 2 = 160$	$= 18.175\%$ of final grade
Mid-term exam	$81 \times 1 = 81$	$= 9.1\%$ of final grade
Final exam	$85 \times 2 = 170$	$= 18.2\%$ of final grade

Total Points	861 divided by 11 = 78.27 or 78 final grade
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**WEIGHTING:** Courses taken at F.D.R. High School are weighted by level of difficulty. This weighting factor is used to determine rank in class. Students are given ranking information in their senior year. The ranking factors for all courses at F.D.R. High School are:

General/ 1.00	Honors/1.04
Regents/ 1.02	Advanced Placement/1.06

**CLASS RANK:** Class rank is calculated using weighted grades. This rank is provided during a student's senior year. **Courses taken at college campuses are not included in reflecting grades 9-11 ranking determination.**

**CREDIT:** Credit, as a general rule, is a value given to a particular subject. One credit is earned for study in a subject held five periods a week for 40 weeks. One-half credit is awarded for subjects that meet for one-half year or 20 weeks.

**DROPPING COURSES:** Careful planning and thorough research of course content and purpose by the student should negate the need for change from selected courses. Should a drop occur after the beginning of the school year or term, the student's record will show he/she was enrolled and his/her standing at the time of withdrawal. No guarantee can be offered that a replacement course will be available to replace the one dropped.

- a. Students registered for a full year course (40 weeks) must drop or change that class before the end of the first semester.
- b. Students registered for a one-semester course (20 weeks) must drop or change that course before the end of the first 10 weeks of the course.

If a change in classes is proposed, processed, and approved, the academic standing (grade) of the student will be indicated on the student's report card, permanent record, and all official transcripts.

Class Withdrawals – Students dropping classes after two weeks from the starting date will receive a drop pass (DP), or drop fail (DF). The DF or DP grade will be indicated on the student's report card, permanent record, and all official transcripts.

**FINAL EXAMS:** It is expected that all students will take final exams (local exam, Regents, or R.C.T.) in June.

**HONOR ROLL:** Students with an overall weighted average of 90 or better qualify for the honor roll. Incomplete and drop/fail grades automatically exclude students from the honor roll.

**STUDENT STATUS:** Students at F.D.R. earn their diplomas by acquiring sufficient credits to graduate. A student does not become a senior by spending four years in this building, but rather by earning a specific number of credits. A student who has earned 14 credits will be considered a senior. Juniors must have earned 10 credits and a sophomore must have earned a minimum of 4 credits. During summer vacation, all student records will be reviewed. Students who have earned insufficient credits to move ahead with their classmates will be dropped back a level. The class you will be registered in will depend on credits earned as follows:

Senior	14 credits
Junior	10 credits
Sophomore	4 credits

**DOUBLING OF COURSES:** Doubling of sequentially developed courses will not be permitted, e.g., students may not enroll in English 9 and 10 concurrently. Furthermore, no student will be permitted to be scheduled for more than one physical education class per day.

**SUBJECT CREDIT LOAD FOR STUDENTS:** All students in the 9th, 10th, and 11th grades must take a minimum of five subjects plus physical education throughout the school year.

**COURSES IN ALL DEPARTMENTS WILL ONLY BE SCHEDULED IF THERE IS AVAILABLE STAFF, ROOM, AND SUFFICIENT STUDENT REGISTRATION.**

### **NCAA CLEARINGHOUSE**

If you intend to participate in Division I or II athletics as a college freshman, you must register and be certified by the NCAA Clearinghouse. Registration forms and accompanying brochures are available in the Counseling Center. It is recommended that the registration form be forwarded to the Clearinghouse no later than the beginning of your senior year. Students must also register for SAT exams and submit scores to the Clearinghouse. You can also check out [www.ncaa.org/eligibility/cbsa](http://www.ncaa.org/eligibility/cbsa) for more information.

**REGENTS EXAMS**- are given as a concluding exam in some courses. They are administered to students throughout the state under strong security measures, at the same time and on the same date. **A passing score of 65% is required to achieve Regents credit for a Regents Diploma.** These exams are offered every January, June and August and students may take them as many times as they wish, either to raise their score or to pass. A Regents diploma is awarded to students who have passed all the course requirements and Regents exams that are required by the state for that type of diploma. (Please refer to pages 2 and 3).

**HONORS** - This is not an accelerated course but primarily an enriched one. It is designed not only to cover the regular curriculum, but it is also organized to challenge the student by providing an intensive study of the subject area. Therefore, this course is for students whose past achievement suggests that they are interested in and capable of doing work above the Regents level of difficulty.

Therefore, it will be assumed that students in honors classes:

- a. Have chosen placement in the classes and are therefore motivated students.
- b. Have a reading level that is significantly above their current grade level.
- c. Are able to grasp material presented beyond the literal level.
- d. Expect a nightly workload in excess of that assigned to students in regular classes but not to the extent there would be no time left for work in other academic and extra-curricular areas.
- e. Can be expected to communicate written and verbal assignments on a more sophisticated level than in regular classes.

**ADVANCED PLACEMENT** - Advanced Placement Courses are taught as college level courses in content and style. Upon completing the course, the student is expected to take the appropriate Advanced Placement Examination offered at our high school by the College Board in May for a fee of approximately \$87. The College Board fee-waiver service assists qualified, economically disadvantaged students who plan to take the:

- AP Exams
- SAT Reasoning Test
- SAT Subject Tests
- PSAT/NMSQT

Please see your counselor for more information.

Advanced Placement courses normally offered (pending sufficient registration) at F.D.R. High School are:

AP Psychology	AP Environmental Science	
AP European History	AP Biology	AP Studio Art
AP United States History	AP Chemistry	AP Music Theory
AP Calculus AB	AP Physics B	AP Spanish
AP Computer Science	AP English Literature	AP French

**ACCELERATED COURSES AT HAVILAND MIDDLE SCHOOL** - The following courses are accelerated and students can earn one unit of high school credit by successfully passing the associated regent exam prior to June of the ninth grade year: Regents Integrated Algebra and Regents Earth Science. If any course is repeated at Franklin D. Roosevelt High School, no additional unit of credit will be awarded for the course attended at Haviland Middle School. Successfully passing French 8 or Spanish 8 and the second language proficiency exam (prior to 2011) also earns one (1) High School level credit.

## **ACADEMIC INTERVENTION SERVICES**

Every school district in the State of New York is required to provide Academic Intervention Services for its students. These services include supplemental instruction and/or student support services provided in the general curriculum and designed to assist students in meeting the State Learning Standards. Academic Intervention Services are intended to assist students who are at risk of not achieving the State Learning Standards in English/Language Arts, Math, Social Studies, and Science *and* who are at risk of not gaining the knowledge and skills needed to meet or exceed designated performance levels on State assessments.

## **COMMUNITY SERVICE PROGRAM**

The Community Service Program encourages students to use their free time to benefit the school district and the community. Service learning is grounded in experiential education -- learning by doing. Students participate in practical experiences that capitalize on, or help identify their own interests and talents, while providing much needed assistance to other students, teachers and community organizations.

### **QUALIFICATIONS FOR STUDENT PARTICIPATION:**

1. Must be sophomore, junior or senior by virtue of established credits for grade placement.
2. Must have passed all subjects in previous semester.
3. Must have recommendations by Guidance Counselor and a minimum of two current teachers.
4. Must agree to fulfill 80 clock hours of satisfactory service for 1/2 credit and 160 clock hours for 1 credit as evaluated by the program coordinator.
5. Consistently acceptable behavior and dress.

### **EXCEL-ALTERNATIVE ED. PROGRAM**

The Excel Alternative Program was developed to meet the needs of students unsuccessful in the regular program and lacking credits for age appropriate grade placement. The Excel Program also serves the non-traditional student transferring into F. D. Roosevelt High School at any point throughout the year from Division for Youth facilities, Rehab programs, or possibly disenfranchised from education totally for a period of time. The goal is a regular high school diploma.

## Graduation Requirements

### FINE & PERFORMING ARTS

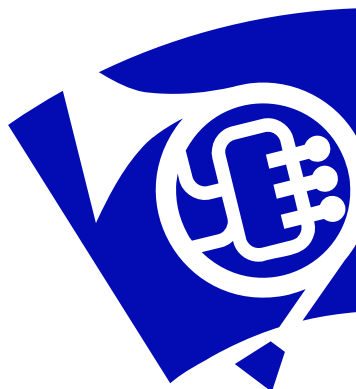
Art and Music

Five unit sequences are available to students in ART, MUSIC, and FINE ARTS. The chart below outlines the typical course of study for each of these areas.

#### 5 UNIT SEQUENCE

<b>ART</b>	<ul style="list-style-type: none"> <li>• 1 unit in <b>Studio in Art (A&amp;B)</b></li> <li>• 4 additional <b>Art</b> units beyond <b>Studio in Art A&amp;B</b></li> </ul> <p>(One unit may be <b>Design and Drawing for Production</b>)</p>
<b>FINE ARTS</b>	<ul style="list-style-type: none"> <li>• 1 unit in <b>Studio in Art (A &amp; B)</b></li> <li>• 1 unit <b>Music Theory</b> or <b>Guitar</b> or <b>Piano</b></li> <li>• 3 units <b>Performing Music</b> or additional Art units beyond <b>Studio in Art A &amp; B</b></li> </ul>
<b>MUSIC</b>	<ul style="list-style-type: none"> <li>• 2 units <b>Music Theory</b></li> <li>• 3 units <b>Performing Music</b></li> </ul>

Those students choosing to complete the minimum **ART/MUSIC** diploma requirement may do so by taking any of the available **Art** or **Music** electives.



## FINE ARTS EDUCATION

Students interested in any of the “specialized” Art areas are required to first take and complete Studio in Art A and B. (Any exceptions must be pre-approved by the specialized art teacher.) By taking Studio in Art first, the students will experience a multitude of projects (drawing, painting, design, sculpture and crafts) that introduces them to the possibilities in our specialized offerings, meet basic knowledge requirements and allow them to make an informed decision if they choose to continue in the arts.

8<sup>th</sup> grade students who anticipate becoming art majors may take accelerated Studio A at Haviland Middle School or go directly into Drawing I & II as freshman if they demonstrate skill mastery in Studio Art via portfolio submission and a “hands on drawing test” administered by the High School Art Department.

<b>Required Sequence for Visual Art Majors</b>
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Grade	Class
9th	Drawing 1&2*
10th	Painting 1&2
11th & 12th	Advanced Art
12th	AP Drawing

\*Students taking Studio in Art in 9<sup>th</sup> grade can begin their sequence with Drawing 1 & 2 in 10<sup>th</sup> grade.

**STUDIO IN ART A & B-** One semester – ½ Unit each – 1.00 factor

**Prerequisite:** None

A class designed to introduce students to the variety of courses our department offers. It will allow the students to determine what art area they have a special interest in and give them a chance to experience that medium. Consequently, A & B will have different hands on projects in clay, metals, sculpture, fibers, design, painting and drawing.

**FASHION DESIGN A** – One semester – ½ Unit– 1.00 factor

**Prerequisite:** Studio A & B

This course will focus on the basics of Fashion Design. Students will learn how to create fashion illustrations using model templates and inspiration boards. Careers in the fashion industry will be investigated and discussed. Each student will create a “Look Book” (fashion sketchbook) that will document their projects. Projects will include designing their own clothing, shoes, handbag and accessory line. Although drawing is the main focus within this class, students that are apprehensive about their drawing skills should not be discouraged from enrolling. The process by which they will learn how to draw fashion illustrations will be very step by step and student friendly.

**FASHION SEWING B** – One semester – ½ Unit – 1.00 factor**Prerequisites:** Studio A & B

This course will focus on the basics of Sewing. Students will learn how to sew by hand and with a sewing machine. Each student will create a "Look Book" (fashion sketchbook) that will document their projects. Projects will include sewing and constructing a stuffed animal, soft sculpture, pajamas and handbag. The fabric for projects will be supplied by the school. However if students choose to purchase fabric for specified projects, they may.

**AP FASHION** – Full Year – 1 Unit – 1.06 factor**Prerequisite:** Fashion A & B, Grade – 12**ADVANCED FASHION (HONORS LEVEL)** – Full Year – 1 Unit – 1.04 factor**Prerequisite:** Fashion A & B, Grades 11 – 12

These courses are open to students that have successfully completed Fashion Design A & Fashion Sewing B and are intending to pursue fashion in college. The first half of the year is dedicated to developing a fashion portfolio for college admissions. Students will create their own fashion illustration model, a line of clothing, 4-5 observational drawings and take a pre-admissions test. The second half of the year is dedicated to sewing and the construction of clothing, fiber art sculptures and an experimental garment. Students who take Advanced Fashion as a junior can take AP Fashion as a Senior - with the commitment to submit an AP in May.

**CREATIVE METALS I** – One semester – ½ Unit – 1.00 factor**Prerequisite:** Studio A & B

A course designed to teach basic metal working techniques using rivets, jump rings, and other methods of COLD CONNECTIONS while doing a variety of projects. Students will learn piercing and sawing, metal forming and polishing. Students will also learn to create art and craft projects using found objects.

**CREATIVE METALS II** – One semester – ½ Unit – 1.00 factor**Prerequisite:** Creative Metals I or Teacher Recommendation.

A course designed to further develop the basic skills learned in Creative Metals I with the introduction of HOT CONNECTIONS using soldering and brazing. Students will explore adding color to their project by enameling copper using a torch and various other patina techniques. This course gives students the opportunity to explore more advanced projects suited to their interest.

**SCULPTURE I** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** Studio A & B and Creative Metals or teacher recommendation.

A hands-on course designed for students interested in working with three dimensional forms. Students will explore a variety of different materials and construction techniques, while creating sculptures. Students will have an opportunity to work with hand crafted and found objects.

**SCULPTURE II** – One semester – ½ Unit– 1.00 factor

**Prerequisite:** Sculpture I or Teacher Recommendation.

This course is a follow-up to Sculpture I. Students will use the basic fundamental skills learned in Sculpture I to work on more advanced projects with emphasis on the students individual interests.

**GLASS** –One semester – ½ Unit– 1.00 factor

**Prerequisite:** Creative Metals I & II or recommendation of teacher. (If coming from another school a portfolio of work must be shown to instructor) Grades 11-12

The focus of this class is to introduce students to the process of working on a variety of different glass materials. Students will learn basic stained glass and fusion techniques while making a variety of projects. Students will learn how to cut, grind, and foil wrap as they solder stained glass projects. Students will also learn how to fuse (melt) different glasses together making jewelry and other projects.

**CERAMICS I** – One semester – ½ Unit– 1.00 factor

**Prerequisite:** Studio Art A & B

This is an introductory course in clay. Hand-building (slab construction) techniques are emphasized but everyone will have the opportunity to experience “throwing” on the potter’s wheel. Student’s work is evaluated on craftsmanship, design. Since the work is sequential in technique, all projects are expected to be satisfactorily completed in order to pass and proceed into Ceramics II.

**CERAMICS II** – One semester – ½ Unit– 1.00 factor

**Prerequisite:** Ceramics I or Ceramics Teacher Recommendation.

This is a natural follow up to Ceramics I since it builds upon and strengthens the basic skills developed earlier. The students become more involved in both hand building and wheel work while creating more sophisticated and difficult vessels. Students are challenged and it is expected that they will become more independent and creative in finding their solutions to the assignments.

**AP 3-D DESIGN IN CLAY** - One Year – One Unit – factor 1.06

**Prerequisite:** Ceramics I & II, recommendation by the ceramics teacher. (If coming from another school a portfolio of work must be shown to ceramics teacher for approval) Grade 12

**ADVANCED 3-D AND STUDIO DESIGN IN CLAY (HONORS LEVEL)**

One Year – One Unit – factor 1.04

**Prerequisite:** Ceramics I & II, recommendation by the ceramics teacher. (If coming from another school a portfolio of work must be shown to ceramics teacher for approval) Grades 11-12

These classes focus on completing the “Quality” section and the “Concentration” section of the AP Portfolio requirements of the College Board for advanced placement credit. Consequently enrolled AP students are expected to complete the portfolio and submit it to the College Board. The “Breadth” part will be completed in Ceramics I, II & Advanced 3-D. Students will select an area of concentration such as, but not limited to teapots, wheel thrown functional forms, baskets, combined forms, non-functional sculptures to vessels with non-ceramics “additions”

The AP students will have a much better understanding of a working clay studio and will experience; loading/unloading of the kiln, glaze preparation, recycling and pugging of clay. They will become familiar with evaluating their forms and understanding important design elements common to successful and “professional looking pottery”. Students who take Advanced 3-D as a junior can take AP 3-D as a Senior - with the commitment to submit an AP in May.

**DESIGN I** – One semester – ½ Unit – 1.00 factor**Prerequisite:** Studio A & B

The projects for Design class range from 2-dimensional designs to 3-dimensional sculpture. The emphasis of the class is about the ideas and composition of the artwork more than it is about drawing skill. Examples of projects include stop motion animation, printmaking, clay, posters, book illustrations, CD covers and abstract sculpture. The basic principles of design will be taught with each project.

**DESIGN II** – One semester – ½ Unit– 1.00 factor**Prerequisite:** Design I

A course to further develop the basic skills taught in Design I.

**VISUAL STORYTELLING** – Fall Semester only– ½ Unit – 1.02 factor

This is a double-period, team-taught English and art course which requires students to analyze the text and artwork contained in classic children's books before creating, designing, and producing original children's stories in a variety of digital media formats. Seniors who enroll in this course will be paired with elementary school students within the district at the start of the course. Activities may include in-district field trips and online video conferences during which the high school and elementary school students will build relationships, share interests, and generate ideas for their original book projects.

In the literature portion of the course, students will analyze many classic children's books for recurring literary elements. They will be required to write reflective literary analysis papers on common trends in children's literature, as well as a close study of a particular children's author's works. In addition, they will write and revise their original children's story compositions.

In the art portion of the course, students will explore a variety of approaches possible through visual storytelling. They will be required to study the design and narrative techniques used by illustrators and animators and to apply these modalities in their own work. The students will also learn the importance of text not only for its informational content but for its visual impact as well. The students will generate sketches for variety of ideas before choosing the imagery, style and typographical applications that will best suit the needs of their story. The use of digital media for these projects will expose the students to the technologies being used in the world of media arts while also showing them the broad range of media currently available to create and share their ideas and creations.

**DRAWING I** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** Studio A & B, or Teacher Recommendation.

This course is designed primarily for those students who wish to further their skills in drawing. Areas of focus will be on developing student's abilities with regard to shading, perspective and line work. Exploration of a variety of processes and materials will be included in the course.

- Prerequisite for students planning on taking Painting and Advanced Art.

\*Prerequisite for students planning on taking Advanced Art, and painting.

**DRAWING II** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** Drawing I

This course will be an extension of Drawing I with more specialization of subject matter, technique and individual skills.

\*Prerequisite for students planning on taking Advanced Art, and painting.

**PAINTING I** – One semester – ½ Unit– 1.00 factor

**Prerequisite:** Drawing I and II or Teacher Recommendation, Grades 10-12

This course is designed primarily for those students who wish to further their skills in painting. Composition, materials and methods will be included in the course with the bulk of time spent on studio work painting mediums (water color, acrylics).

\*prerequisite for students planning on taking Advanced Art.

**PAINTING II** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** Painting I, Grades 10-12

This course is an extension of Painting I with more emphasis on individual technique, skill, and studio work.

\*prerequisite for students planning on taking Advanced Art.

**ADVANCED ART (HONORS LEVEL):** - One year – One Unit – 1.04 factor

**Prerequisite:** One year of Drawing, one year of Painting, and/or teacher recommendation. This course is only open to Visual Art Majors. If a student is transferring in from another school a portfolio must be submitted for review. Grades 11 –12

The objective of this class is for students to create a quality-drawing portfolio for college admissions. Portfolios will be made up of 12-18 observational drawings created through the exploration of various art mediums. Students will maintain a sketchbook, which will promote positive work habits, organizational and time management skills. Students will also be expected to dedicate at least 4-6 hours into weekly homework assignments, which make up 35% of their final grade.

**AP DRAWING** - One year – One Unit – 1.06 factor

**Prerequisite:** Advanced Art and Teacher Recommendation. If a student is transferring in from another school a portfolio must be submitted for review. Grade 12

The focus of this class is to further develop a quality portfolio for college admissions and submission to the AP Drawing Exam. Every student who enrolls in AP Drawing is required to take the College Board AP Drawing Exam in May (for which a fee is charged) The AP Drawing exam is made up of 3 parts: Quality, Breadth and Concentration. The "Breadth" part of the exam will be made up of but will not be limited to artwork that was created in Advanced Art. The "Concentration" portion of the exam is the main focus of this class. Students will create 12 artworks that visually demonstrate their personal exploration of a theme/topic.

This course is equivalent to a freshman level college course. It is designed to allow students to find their own artistic voice. Students will be expected to work independently from teacher "assignments". Students are required to maintain a sketchbook, submit written assignments, dedicate at least 6-8 hours to homework and take an active participatory role in the completion of a community art project and in the annual Senior Art Show.

## MUSIC EDUCATION

**PIANO 1** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** None

This is an introductory course in piano with emphasis on basic technique and music reading. No previous skills required.

**PIANO 2** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** Piano 1 or Department Chairperson approval

This is a continuation of Piano 1. Basic techniques and music reading are reviewed, including the use of chord symbols, Lead sheets and "Fake" books.

**GUITAR 1** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** None

This is an introductory course stressing basic techniques for fingering and music reading. No previous skills necessary.

**GUITAR 2** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** Guitar 1 or Department Chairperson approval

This is a continuation of Guitar 1. Basic techniques and music reading are reviewed, including the use of chord symbols, Lead sheets and "Fake" books.

**\* Special Note: see page 23**

**+ Note: see page 23**

**ORCHESTRA** - One Year - One Unit – 1.00 factor \* +

**Prerequisite:** Teacher recommendation and/or audition

Orchestra is open to students in grades 9-12. Wind and percussion students (9-12) are selected via audition and/or teacher recommendation. It is recommended that students have a good background on their instrument. Class meets daily with class lessons required weekly on a rotating basis. **REQUIRED ORCHESTRA ACTIVITIES INCLUDE CONCERTS IN AND OUT OF SCHOOL.**

**CHAMBER ORCHESTRA-** One Year- One Unit– 1.00 factor \* +  
**Prerequisite:** Teacher recommendation and/or audition.

Chamber Orchestra is offered to those students in grades 9-12 who have auditioned and demonstrated an advanced level of achievement on their instrument and/or are recommended by their teacher. The chamber orchestra meets daily with instrumental lessons weekly on a rotating basis. **REQUIRED CHAMBER ORCHESTRA ACTIVITIES INCLUDED CONCERTS IN AND OUT OF SCHOOL.**

**SYMPHONIC BAND** - One Year - One Unit– 1.00 factor +  
**Prerequisite:** Teacher recommendation and/or audition

Symphonic Band is open to students in grades 9-12. It is recommended that students be proficient on their major instrument. The band meets daily with instrumental lessons required weekly on a rotating basis. **REQUIRED BAND ACTIVITIES INCLUDE CONCERTS IN AND OUT OF SCHOOL.**

**WIND ENSEMBLE** - One Year - One Unit– 1.00 factor \* +  
**Prerequisite:** Teacher recommendation and/or audition

Wind Ensemble is offered to those students in grades 9-12 who have auditioned and demonstrated an advanced level of achievement on their instrument and/or are recommended by their teacher. The wind ensemble meets daily with instrumental lessons weekly on a rotating basis. **REQUIRED BAND PERFORMANCES INCLUDE CONCERTS IN AND OUT OF SCHOOL.**

\* **SPECIAL NOTE** - Weighted Grade

Those students responsible for preparation of the music for two major organizations within the same class period are to receive a weighted grade factor of 1.04: Example: Trumpet in orchestra and trumpet in band.

+ **NOTE** -

Instrumental students in grades 9-12 who do not wish to audition for Wind Ensemble or Orchestra, or are not successful in an audition for these groups, will be scheduled for Symphonic Band if recommended.

**BEGINNING INSTRUMENT LESSONS - No credit**

Any student desiring to begin study of a band or orchestra instrument may do so by making arrangements for an audition with the department instructors. Upon recommendation of the instructor, the student may be placed in a performance class and receive credit.

**MIXED CHORUS – One Year – One Unit – 1.00 factor**

**Prerequisite:** Teacher recommendation and/or audition

Mixed Chorus is open to students in grades 9-12. This class meets daily with additional vocal lessons on a rotating basis. Prior choral experience and music reading ability are suggested. Literature includes music of all periods and styles, from classical to pops and is performed in concert by full chorus, men's and women's ensembles. **REQUIRED CHORUS ACTIVITIES INCLUDE CONCERTS IN AND OUT OF SCHOOL, DURING THE DAY AND IN THE EVENING.** Exchange concerts are offered. The basics of correct vocal production and sight-singing are studied. (With special permission this course is available for ½ year, first semester only.)

**CONCERT CHOIR – One Year – One Unit– 1.00 factor**

**Prerequisite:** Teacher recommendation; and/or audition

Concert Choir is open to students in grades 9-12, based on teacher recommendation and/or audition. This *select* choir rehearses daily with additional vocal lessons on a rotating basis. Prior choral experience is required; music reading ability is very strongly suggested. Literature includes music of NYSSMA Level 4 and above, with serious attention given to polished performances of all styles of music. **REQUIRED CHORUS ACTIVITIES INCLUDE CONCERTS IN AND OUT OF SCHOOL, DURING THE DAY AND IN THE EVENING.** Exchange concerts, tours, and trips are offered. Concert Choir includes the continuing study of good vocal production and solfege (sight-singing). **This is only offered as a full year, everyday course.**

**MUSIC THEORY I - One Year - One Unit – 1.00 factor**

**Prerequisite:** None

Open to students in grades 9-12. The ability to read music is recommended. **Teacher and department head approval is required for those without a background in a performance group.** Topics covered are music reading, sight-singing, melodic, harmonic and rhythmic dictation, keyboard skills as related to harmony, basics in composition and harmony.

**AP MUSIC THEORY** - One Year - One Unit – 1.06 factor

**Prerequisite:** Music Theory I or permission of Director of Fine and Performing Arts.

Open to students in grades 10 -12. Preparation for the Advanced Placement Exam in May includes study of melodic and harmonic dictation, solfege (sight-singing), harmonic and melodic analysis, melody writing and harmonization, score reading and analysis, four-part writing and counterpoint. **Every student who enrolls in the AP Music Theory class (to receive 1.06 weighting) *MUST* take the Advanced Placement Examination in Music Theory for which a fee is charged.**

**APPLIED MUSIC** - One Year – ½ Unit – Pass/Fail

1. Students must be approved by Director of Music and Director of Ensemble, and submit an application to the Director of Music by September 30.
2. Private instructors must be approved by Director of Music.
3. Student must be a member of **Chorus, Orchestra, Wind Ensemble, or Band** for the entire school year, although they do not have to play or sing as part of the ensemble the instrument on which they are taking private lessons. As an example, a piano student in chorus does not have to play the piano in chorus to be eligible. Students will receive one half credit for the year.
4. Students will perform a solo for the director of their performing organization each marking period. A NYSSMA solo performance (at festival or during an after school recital) will be required for the final marking period.
5. Credit granted **may not** be used as a substitute for the minimum graduation requirement.
6. Credit granted **may not** be used as part of a graduation sequence.

**Some ½ year courses may be offered every other day for the full year for ½ unit due to scheduling conditions.**

## HEALTH AND PHYSICAL EDUCATION

**HEALTH** – One semester – ½ Unit– 1.00 factor

**Prerequisite:** Grade 10

Health Education is a state requirement for graduation. Topics include personality, mental health, human sexuality, drug abuse, alcoholism, nutrition and disease. Considerable stress is placed upon problems associated with smoking, drinking of alcoholic beverages, drugs and narcotics, and sexually transmitted diseases including H.I.V. and A.I.D.S. The course is designed to present materials leading to a better understanding of personal health problems on a mature level. There are a variety of classroom activities, including group discussion and the use of outside speakers. It should be noted that Biology courses do not fulfill the Health requirement.

**CRITICAL ISSUES IN HEALTH** – One semester – ½ Unit– 1.00 factor

**Prerequisite:** Successful completion of Health

This course will focus on real world issues facing students today. With a firm basis in health psychology and the underlying beliefs that guide our behaviors, students will explore current issues such as, emotional wellness, addiction and recovery, death and dying, parenting and human sexuality, environmental issues, and more. All instruction will center on health related careers connected to the issues.



## PHYSICAL EDUCATION COURSE DESCRIPTIONS

**PHYSICAL EDUCATION 9<sup>TH</sup> GRADE** – One year – ½ Unit– 1.00 factor

**Prerequisite:** None

9<sup>th</sup> grade classes will have a major focus on personal health and fitness activities. Students will acquire knowledge of physical fitness concepts, develop an understanding of the significance of lifestyle on one's health and fitness, and develop increased fitness levels. The course incorporates classroom instruction, laboratory activities, and assessment.

**PHYSICAL EDUCATION 10<sup>TH</sup> GRADE** – One year – ½ Unit– 1.00 factor

**Prerequisite:** Successful completion of grade 9 Physical Education

10<sup>th</sup> graders will focus on team sports activities. The sport education model will be utilized to teach the basic skills, rules and strategies involved in game play. Sport education allows the teacher to provide students with highly authentic learning experiences with three main outcomes: to educate students to be competent, literate, and enthusiastic sportspersons. Students will be required to serve in a variety of leadership roles throughout the course.

**PHYSICAL EDUCATION 11<sup>TH</sup> & 12<sup>TH</sup> GRADES** – One Year – ½ Unit– 1.00 factor (per grade)

**Prerequisite:** Successful completion of grade 10/11 Physical Education

11<sup>th</sup> and 12<sup>th</sup> graders will be learning advanced skill and strategies in individual and team sports and activities previously learned in 9<sup>th</sup> and 10<sup>th</sup> grade. Students will gain a broader understanding concerning the value of sport and its potential contribution to the maintenance of a physically active lifestyle. These activities may include:

Archery	Lacrosse	Aerobics & Dance
Badminton	Soccer	Adventures and Games
Basketball	Softball	Jogging & Conditioning
Flag Football	Team Handball	Physical Fitness
Floor Hockey	Tennis	Weight Training
Golf	Volleyball	

**STRENGTH & CONDITIONING** - One semester – ½ Unit – 1.00 factor  
**Prerequisite:** Grade 11 or 12

This is a half year elective physical education course offered to those students in grades 11 and 12. The purpose of this course is to expand student's knowledge and provide experiences with advanced weight training techniques. This is a second level fitness course for those students who have excelled in performance and valued their experience in the 9<sup>th</sup> grade physical education fitness curriculum. The class will be focused on the development of muscular strength and endurance through the application of the FITT training principles specific to the individual's goals. At the conclusion of this course, students will be able to assess, monitor, reflect upon, and adjust their current workout to meet their needs and desires. This course does not replace the required 2 credits of physical education. **(This course is offered pending BOE approval.)**

**ADDITIONAL INFORMATION:**

State Education Law mandates that a student participate in Physical Education on a regular basis each year she/he is enrolled in school. Furthermore, the Hyde Park Central School District requires that each student must accrue two credits in this subject area in order to satisfy the District's graduation requirement. Students must change into appropriate attire in order to participate in class. All students in grades 9 through 12 must attend, participate, and demonstrate levels of mastery in Physical Education activities. Students will receive 1/4 unit of credit for each semester successfully completed. These classes intend to instill an interest in "lifetime" sports and physical fitness as well. Additionally, participation in Physical Education activities fosters life skills such as problem solving in small groups, goal setting, and the development of leadership capabilities among peers.

Students with a medical excuse must have the excuse signed and dated by the physical education teacher and have this document on file with the school nurse. Furthermore, students with physical education medical limitations must report to physical education classes as scheduled. An alternative activity will be assigned by the physical education teacher in keeping with the medical report submitted by the student's doctor. Students with long-term limitations will be offered an adapted program.

## ENGLISH EDUCATION

Students are required to successfully complete a minimum of four credits in English and pass the Comprehensive English Regents Exam during their high school career.

The doubling of sequential courses will not be permitted. Juniors who are designated as "Early Graduates," however, will be permitted to enroll in English 11 and English 12 courses during the same year.

The English department's grade level courses offer a wide range of skill instruction. At each grade and skill level, students are taught literacy skills and strategies based on the New York State English Language Arts Standards and performance indicators. Besides written composition skills, students are taught study, listening, and speaking skills. Literature analysis and reading comprehension activities also form an integral part of all grade level curricula, as does vocabulary development and language arts instruction.

### COURSE LEVELS AND CRITERIA

#### **HONORS GROUPING – 1.04 factor**

1. Attainment of a final average of 90% or above in the Regents English class or 85% in the honors level English class in which the student was enrolled;
2. Recommendation of previous English teacher;
3. Demonstrated writing competency.

#### **REGENTS GROUPING – 1.02 factor**

1. Successful completion of previously required English course.

## ENGLISH COURSE DESCRIPTIONS

### **ESL ELA – Beginner, Intermediate or Advanced, One Year – One Unit**

**Prerequisite:** Score below *Proficient* on the LAB-R or NYSESLAT exam for English language learners.

The purpose of this course is to provide English language learners with the necessary skills to be able to function well in a mainstream English classroom, as well as in the English-speaking world. The focus is on learning strategies and improving skills in speaking, listening, reading and writing English. Also, in accordance with the New York State CR-Part 154 Regulations, the students will be working toward meeting the ESL Standards and developing skills that will enable them to pass the English Regents exam.

### **9<sup>th</sup> GRADE ELA AIS - One Year - No Credit**

**Prerequisite:** Score of 1 or 2 on the Grade 8 ELA exam and/or teacher recommendation.

This course provides supplemental reading and writing instruction to students who have scored a 2 or below on the Grade 8 ELA exam and are teacher recommended. This course meets every other day. In addition to focusing on specific reading strategies, students will have the opportunity to receive feedback and support on written assignments.

### **ENGLISH 9 - One Year - One Unit – 1.02 factor**

**Prerequisite:** Successful Completion of English 8

English 9 is designed to develop the student's skills in the areas of literature analysis and effective communication. In the study of literature, the basic elements of plot, character, theme, and point of view are examined. In the area of writing, single paragraph compositions are reviewed and expanded to provide an introduction to writing the basic multi-paragraph essay. Attention is also given to the skills of public speaking, grammar, and vocabulary development.

### **ENGLISH 9 HONORS - One Year - One Unit – 1.04 factor**

**Prerequisite:** See Honors Grouping

English 9H follows the same outline of study as English 9; however, this course is supplemented with extensive outside readings and greater emphasis upon the multi-paragraph essay and research skills. At the mid-year point, students who have failed to maintain an 80% average will be evaluated in order to determine the suitability of their continuation in the course.

**10<sup>th</sup> GRADE ELA AIS** - One Year - No Credit

**Prerequisite:** Successful completion of English 9. Below grade level reading and/or writing scores and teacher recommendation.

This course meets every other day and is designed to improve the reading and writing skills of students who are performing below grade level goals established by New York State and the Hyde Park Central School District. This course provides intensive, individualized reading and writing instruction.

**ENGLISH 10** - One Year - One Unit – 1.02 factor

**Prerequisite:** Successful completion of English 9

English 10 builds upon the skills developed in English 9 in the areas of literature analysis and composition. The study of literature focuses upon poetry analysis, short story structure, and the concepts of irony, symbol, character analysis, and theme. This is done in thematically centered units and supplemental full length works. In the area of writing, basic multi-paragraph composition is reviewed and expanded to include the extended introduction; research skills are further developed. Attention is also given to the skills of public speaking, grammar, and vocabulary development.

**ENGLISH 10 HONORS** - One Year - One Unit – 1.04 factor

**Prerequisite:** Successful completion of English 9 Honors course with a grade of 85% or above *and* teacher recommendation, or 90% or above in English 9 *and* teacher recommendation.

English 10H follows the same outline of study as English 10; however, this course is supplemented with extensive outside readings, a refinement of multi-paragraph composition skills and further development of the principles of the research paper. At the mid-year point, students who have failed to maintain an 80% average will be evaluated in order to determine the suitability of their continuation in the course.

**11<sup>th</sup> GRADE ELA AIS** - One Year - No Credit

**Prerequisite:** Successful completion of English 10. Below grade level reading and/or writing scores and teacher recommendation.

This course meets every other day and is designed to improve the reading and writing skills of students who are performing below grade level goals established by New York State and the Hyde Park Central School District. This course provides intensive, individualized reading and writing instruction.

**ENGLISH 11 - One Year - One Unit – 1.02 factor**

**Prerequisite:** Successful completion of English 10 or 10H.

English 11 is a thematic study of American literature that builds upon the literature analysis skills covered in English 9 and 10. Emphasis is placed upon continuing work in expository writing, continuing a review of multi-paragraph writing skills with attention given to the conclusion and further enhancement of research skills. Also, attention is devoted to the continuing development of the student's skills in the areas of grammar, usage, spelling, and vocabulary. In June, students will take the Comprehensive English Regents Examination, which is the comprehensive State assessment of proficiency in the NYS English Language Arts learning standards and performance indicators acquired not only in this course, but through all prior literacy experiences. **All students are required to pass this exam for graduation.**

**ENGLISH 11 HONORS - AMERICAN STUDIES SEMINAR WITH A.P. AMERICAN HISTORY - One Year - One Unit – 1.04 factor**

**Prerequisite:** Same as English 11H, but student must also be enrolled in the American History AP component.

This course is an in-depth chronological study of American Literature focusing on the major authors and works of each period. The student is expected to do some independent study and relate his/her findings through oral reports and written projects. As in English 11, emphasis is placed upon the continuing development of student writing and research skills and literary analysis. At the mid-year point, students who have failed to maintain an 80% average will be evaluated in order to determine the suitability of their continuation in the course. In June, students will take the Comprehensive English Regents Examination, an assessment of proficiency in the NYS English Language Arts learning standards and performance indicators acquired not only in this course, but through all prior literacy experiences. All students are required to pass this exam for graduation. This interdisciplinary program seeks to promote a broader understanding of the American culture through extensive readings, film study, and writing. Students will have the opportunity to meet with filmmakers and produce a documentary video.

## **SENIOR YEAR ENGLISH PROGRAM**

Students who have successfully completed English 9, 10, and 11 have the opportunity to select from a variety of courses to fulfill their English 12 requirement. Some of the courses are one year (one credit) in length, while others are one semester (one-half credit) in length. Courses are factored at 1.00, 1.02, 1.04, and 1.06 weights. All students must meet course-specific prerequisites for each course, and all courses require students to successfully complete with a passing grade the Senior Thesis Project. **Passing the Senior Thesis Project with a 65% or better is a graduation requirement.** All seniors will begin the project at the beginning of the second semester, with completion and passing expected by March 30<sup>th</sup>. Classroom teachers will provide independent support from March until June for those seniors who may require additional opportunities to achieve a 65% on the Senior Thesis Project.

Students are strongly encouraged to discuss their program, in light of anticipated post-graduation plans, with their current English teacher and their guidance counselor before indicating their preferences. Although every effort will be made to accommodate student preferences, due to scheduling and staffing constraints, there is no guarantee a student will be able to enroll in any particular course.

**YEAR-LONG COURSES (ONE UNIT): CHOOSE ONE****AP BRITISH LITERATURE** – One Year – One Unit – 1.06 factor

**Prerequisite:** • Grade of 90% or better in Regents course and teacher recommendation; grade of 85% or better in Honors course *and* teacher recommendation

This course is an in-depth, chronological study of British literature, focusing on the major authors and works of each period. The student is expected to do some independent study and to relate his/her findings through oral reports and interpretative college-level essays. Students enrolled in this course have the option to apply for three college credits per semester through Marist College; this option requires the payment of a tuition fee to Marist College. At the mid-year point, students who have failed to maintain an average of 80% will be evaluated in order to determine the suitability of their continuation in the course. **Students enrolled in this class must take the Advanced Placement exam in May.**

**DCC ENGLISH** – One Year – One Unit – 1.04 factor

**Prerequisite:** In order to enroll in DCC English, students must achieve passing scores, as determined by Dutchess Community College, on the ASSET or COMPASS exams. Testing opportunities will be held at FDR in the spring of the current school year.

DCC English emphasizes the process of writing, especially the stages of pre-writing, drafting, and revising, that contribute to the development of reflective and insightful exposition. Readings in the course, drawn from college-level resources, will be used as models of effective writing. Genre writing in poetry, drama, and fiction will be examined, and techniques for improving students' work in these forms will be practiced. Students will be expected to write a minimum of two pages per week, in a combination of class work and independent work. This program allows students to simultaneously complete NYS requirements for high school seniors and earn Dutchess Community College credit (Eng 101/102). Students who successfully complete the class will earn six college credits from Dutchess Community College without additional cost.

**ENGLISH BC: BUSINESS COMMUNICATIONS** – One Year – One Unit 1.00 factor

**Prerequisite:** Students who are considering Division I scholarship opportunities after graduation may not use this course for English credit.

Developed primarily for students who are interested in becoming entrepreneurs or college business majors, this course provides students with the skills and strategies necessary to communicate successfully in the corporate world. Using case studies, students will analyze information, compose documents, develop and strategize concepts and ideas, and present information to others while utilizing various Microsoft Office Software applications. Using a range of Internet and print resources, students will conduct research on business-related topics. A diverse assortment of communication activities enable students to identify and acquire competencies to effectively communicate on the job. Students will read a minimum of eighty pages of literature, journals, and/or articles per week, write at least two major essays per marking period, speak formally for at least five minutes per semester, and submit and present a final project demonstrating research and application of ideas presented in the thematic units of study. This course may be taken for credit in either English or Business. The NCAA does not accept this course for Division I student athletes.

**SEMESTER-LONG COURSES (CHOOSE TWO)****ENGLISH 12 FL: FUTURE LITERATURE** – One semester – ½ Unit – 1.02 factor

In this class, students will consider the human race's infatuation with, and reliance upon technology; humans' quest for knowledge and the effects of this quest; and the various components of human nature. These universal themes of science fiction will be studied through such texts as Aldous Huxley's *Brave New World*, Nevil Shute's *On the Beach*, and Anthony Burgess' *A Clockwork Orange*. Students will also contrast several feature films with these texts and comment upon the relationship between the concepts in these works and the issues present in today's society. Students will read approximately 65 pages of literature and articles per week and write at least one major essay per marking period. In addition they will speak formally for at least five minutes during at least one group presentation.

**ENGLISH 12 LH : LITERARY HEROISM** – One semester – ½ Unit – 1.02 factor

Using J.R.R. Tolkien's *The Lord of the Rings* (consisting of three separately published novels: *The Fellowship of the Ring*, *The Two Towers*, and *The Return of the King*) as a primary text, students will explore the qualities embodied in the traditional epic hero and discover how the author modifies and even rejects these characteristics to construct a definition of a modern hero. In addition, students will investigate how Tolkien's personal experiences influenced the development of his plots, characters, and setting of Middle-earth. The course also requires students to examine the challenges created in translating literary works into feature films. They will gain experience critiquing several film versions of Tolkien's stories, working with guidelines that Tolkien himself created for the future adaptations of his work. This is a reading intensive course, as students will read approximately 65 pages a week of literature and articles. In addition, they will be expected to write two major essays per marking period and submit and present a final project based upon aspects of Tolkien's epic.

**ENGLISH 12 ML: MEDIA LITERACY** – One semester – ½ Unit – 1.02 factor

In this class, students will develop an understanding of the historical, social, and psychological impact of mass media and will learn to make informed decisions based on this knowledge. Students will examine the techniques corporations and artists use to shape public opinion and behavior. Technological advances in creating media, as well as the media's growing influence as a result of such technologies, will be studied using a primary textbook, *Understanding Mass Media and Communication*. In addition, students will examine how media and propaganda influences classics like George Orwell's *1984* or Shakespeare's *Hamlet*. Students will read approximately 65 pages of literature and articles per week, write at least two major essays per marking period, and speak formally for at least five minutes per semester.

**ENGLISH 12 SD: LITERATURE OF SELF-DISCOVERY** – One semester – ½ Unit – 1.02 factor

Students who select this course will use literature as a vehicle to examine their own identities, values, and goals. Through texts like J.D. Salinger's *Catcher in the Rye* and Khaled Hosseini's *The Kite Runner*, students will explore such timeless themes of freedom, alienation, guilt, grief, sacrifice, and redemption. In doing so, students will make text-to-self connections that allow them to develop a clearer definition of themselves and their roles in the world. Students will read approximately 65 pages of literature and articles per week. They also will write weekly personal responses in addition to at least one major essay per marking period and speak formally during at least one group presentation.

**ENGLISH 12 SR: SOCIETY & RELATIONSHIPS** – One semester – ½ Unit – 1.02 factor

In this course, students will use literature to explore issues of modern society. Through works such as Sylvia Plath's *The Bell Jar*, Albert Camus' *The Stranger*, and Judith Guest's *Ordinary People*, students will consider the nature of relationships between individuals and their surrounding societies. The difficult balance between conformity and individuality described in these texts will allow students to make connections between themselves and literary characters they read about. Students will read approximately 65 pages of literature or articles per week, write at least one major essay per marking period, and speak formally for at least five minutes per semester.

**ENGLISH 12 CA: CONTEMPORARY AMERICAN SHORT STORIES** – One semester – ½ Unit – 1.02 factor

For years, authors, scholars, and students have struggled to grasp and fully explain the short story genre and their attraction to it. Many writers have proclaimed how much they love short stories and how puzzled they are that short story anthologies never become best sellers. Students in this course will examine this paradox while they discover the powerful messages that short stories have to share with them about life in the 21<sup>st</sup> century. In addition, they will focus on identifying elements of successful fiction writing. This course is less reading intensive than some of the other electives; instead students will spend more time forming connections between diverse texts and their own lives, establishing controlling ideas that allow stories written by different authors to take on new, more complex, and richer meanings when their themes, plot developments, and characterization are compared and contrasted. Students will write weekly personal responses in addition to at least one formal essay per marking period.

**CREATIVE WRITING** - One semester – ½ Unit – 1.02 factor

This extensive writing course explores the writing process by offering students a range of strategies to develop as writers and encouraging the students' own resources of memory, observation, and voice. Students will write fiction and memoir pieces, for which literary works will serve as models through analysis, application, and imitation. Additionally, students will read articles about writing and read various short stories and poems to fuel an ongoing understanding and clarification of individual style. Students will engage in partner, small group and large group conferencing and "workshopping" of written pieces with the intention of revising and presenting written work to a professional standard. The semester will culminate in a portfolio for each student as well as a class anthology of writing.

**DRAMATIC ARTS I** - One semester – ½ Unit – 1.02 factor

This challenging introduction to dramatic literature is designed for students who are interested in theater. While learning about the rich history of drama, students will read, analyze, and perform selected works. Students will understand how classic drama has evolved from early Greece to Renaissance Europe to contemporary America. A course text and specific readings in this course are drawn from college-level resources. Students are expected to read, analyze, and memorize dialogue. Additionally, students will perform selected scenes from classic drama. Students will be expected to read 60-80 pages of text per week, write at least three major essays per marking period, and perform dramatic scenes in front of a live audience.

**DRAMATIC ARTS II** - One semester – ½ Unit – 1.02 factor

**Prerequisite:** Minimum of 75% in ELA Dramatic Arts I

This advanced drama course, taught in the spring semester, emphasizes dramatic production. Students will learn practical strategies for creating, performing, and directing dramatic productions. Students will write their own one act plays for performance. Students are expected to read a minimum of 60 pages per week and will write at least one major paper and two essays or one act plays. Public speaking and performance is a central element in this course; therefore, students must be willing to perform in front of a variety of audiences. Students will be responsible for producing their original works as a community performance. This course will provide a solid theater foundation for those planning to pursue further study in dramatic arts.

**VISUAL STORYTELLING** - One Semester – ½ Unit – 1.02 factor

This is a double-period, team-taught English and art course which requires students to analyze the text and artwork contained in classic children's books before creating, designing, and producing original children's stories in a variety of digital media formats (including, but not limited to, books, podcasts, stop-motion animated DVDs, Flash, etc.) Seniors who enroll in this course will be paired with elementary school students within the district at the start of the course. There will be several in-district field trips and online video conferences during which the high school and elementary school students will build relationships, share interests, and generate ideas for their original book projects.

In the literature portion of the course, students will analyze many classic children's books for recurring literary elements. They will be required to write reflective literary analysis papers on common trends in children's literature, as well as a close study of a particular children's author's works. In addition, they will write and revise their original children's story compositions.

In the art portion of the course, students will explore a variety of approaches possible through visual storytelling. They will be required to study the design and narrative techniques used by illustrators and animators and to apply these modalities in their own work. The students will also learn the importance of text not only for its informational content but for its visual impact as well. The students will generate sketches for variety of ideas in both 2-dimensional and 3-dimensional formats before choosing the imagery, style and typographical applications that will best suit the needs of their story. The use of digital media for these projects will expose the students to the technologies being used in the world of media arts while also showing them the broad range of media currently available to create and share their ideas and creations.

## LOTE EDUCATION (Languages Other Than English)

The LOTE Program offers studies in French, Spanish, Latin, and American Sign Language (ASL). Courses offered are:

French I	Spanish I	ASL I	Latin I *
French II	Spanish II	ASL II	
French III	Spanish III	ASL III	
French IV- Honors	Spanish IV- Honors	ASL IV	
French V – AP	Spanish V - AP		

\* pending sufficient enrollment

**FRENCH I** - One Year - One Unit – 1.02 factor

**Prerequisite:** None

This course introduces the student to four basic functions of a language other than English: socializing, obtaining information, expressing personal feelings and getting others to adopt a course of action through communicative skills. The French I course follows the NYS “Checkpoint A” syllabus. This course is designed for students who failed to meet the LOTE requirements at the Middle School or who are taking French for the first time.

**FRENCH II** - One Year - One Unit – 1.02 factor

**Prerequisite:** Successful completion of French I at the high school level or successful completion of French 8 and passing the NYS Second Language Proficiency (SLP) exam at the middle school level.

There will be a review of previously learned material and learning will continue with such topics as leisure activities, cinema, house and home (family life – roles and responsibilities) daily routine, travel (plane, train, and hotel), health and welfare, public services (post office & bank) and holidays/celebrations in French speaking countries. Students will also learn about Paris, the castles in France as well as meal taking (specialty foods). Emphasis in this course will be placed on speaking and listening skills. Students take a local exam at the end of this course.

**FRENCH III - One Year - One Unit – 1.02 factor**

**Prerequisite:** Successful completion of French II.

This course will cover topics such as pastimes, weather, meal taking at home and at restaurants, shopping (for food and other items such as clothing), travel, education (with vocabulary necessary to talk about programs, content, and school events), earning a living (with vocabulary about summer/part-time employment, preparation/training and work roles and responsibilities). Students take the Regents examination in French at the end of this level. The Regents examination also includes a speaking component.

**FRENCH IV HONORS - One Year - One Unit – 1.04 factor**

**Prerequisite:** Successful completion of French III.

This is equivalent to an intermediate college level course. This course leads the student to a greater level of proficiency in French through further developing and refining his/her language skills (listening, speaking, reading, and writing). Students should arrive at a satisfactory degree of communicative competence, while successfully dealing with the rigors of a college course and its largely academic approach. The class is to be conducted primarily in French. The framework of the course will include expansion of functional vocabulary, the study of advanced grammatical structures, an introduction to important French literary works, exposure to aspects of French culture, and promotion of self-expression in French through creative projects. Students may apply for college credit from the "University in the High School Program" through SUNY Albany.

**FRENCH V ADVANCED PLACEMENT - One Year - One Unit – 1.06 factor**

**Prerequisite:** Successful completion of French IV

This course focuses on a high degree of fluency in the four communicative skills. The framework of the course will include an in-depth study of French literary works, review of the form and structure of the French language, expansion of vocabulary and exposure to aspects of French culture. **Students enrolled in this class must take the Advanced Placement Exam in May.** College credit may be earned following the student's satisfactory performance on the advanced placement exam.

**SPANISH I** - One Year - One Unit – 1.02 factor**Prerequisite:** None

This course introduces the student to four basic functions of a language other than English: socializing, obtaining information, expressing personal feelings and getting others to adopt a course of action through communicative skills. The Spanish I course follows the NYS "Checkpoint A" syllabus. This course is designed for students who fail to meet the LOTE requirements at the Middle School or who are taking Spanish for the first time.

**SPANISH II** - One Year - One Unit – 1.02 factor**Prerequisite:** Successful completion of Spanish I at the high school level or successful completion of Spanish 8 and passing the NYS Second Language Proficiency (SLP) exam at the middle school level.

An emphasis will be placed on speaking and listening skills in this class, and there will be a review of the previously learned material. Instruction will continue with topics such as train and air travel; the family (with vocabulary necessary to describe roles and responsibilities of family members) meal-taking (with vocabulary that includes menus); telecommunications (shopping, pastimes, basic health and vocabulary). Students take a local exam at the end of this course.

**SPANISH III** - One Year - One Unit – 1.02 factor**Prerequisite:** Successful completion of Spanish II.

This course will cover topics such as culture of Spanish speaking countries and related vocabulary, leisure, travel: (with vocabulary about itinerary, youth hostels, hotels and pensions, private guest arrangement, destinations, activities); current events, present governments, current political issues, banking, current economic issues, general description of society, special events, institutions/facilities, historical and artistic sites, folklore). Students take the Regents examination in Spanish at the end of this level. Students will be required to participate in the speaking task as part of their Regents exam.

**SPANISH IV HONORS** - One Year - One Unit – 1.04 factor

**Prerequisite:** Successful completion of Spanish III.

This is an intermediate college level course at the Spanish 200 level. F.D.Roosevelt High School participates in the “University in the High School Program” through SUNY Albany. Students may receive college credit if they apply.

The focus of the course is centered on the ability to communicate in the language, so that the student is able to function in Hispanic environments. Students will learn to be creative with the Spanish language by combining and recombining learned elements. Students will be exposed to all aspects of the Spanish language, with emphasis on listening, speaking, reading, and writing. Students will be able to handle everyday situations, simple narrations, descriptions, and expositions.

**Spanish IV Honors will include the following elements:**

- a. grammar
- b. readings of different types
- c. civilization/culture
- d. writing assignments
- e. oral presentations

**SPANISH V ADVANCED PLACEMENT** - One Year - One Unit – 1.06 factor

**Prerequisite:** Successful completion of Spanish IV Honors

This course covers the equivalent of a third-year college course in advanced Spanish composition and conversation. Emphasis is placed equally on the four basic language skills: listening, speaking, reading and writing. In this course the student will get a complete review of grammar and vocabulary as well as new information to help them strengthen their command of the Spanish language in a natural, creative and authentically communicative way.

**This course will:**

- A. Stress the development of oral proficiency through authentic conversations. The stress is on the use of new words and concepts through oral activities.
- B. Accentuate reading skills through the use of actual Spanish material (such as newspaper and magazine articles, as well as modern literature) covering a wide range of topics and vocabulary.
- C. Strengthen their ability to compose expository passages through the acquisition of vocabulary and grasp of structure presented in each lesson.
- D. Improve and sharpen their ability to comprehend formal and informal spoken Spanish through a variety of listening comprehension activities.

**Students enrolled in this class must take the Advanced Placement Exam in May.** College credit may be earned following the student's satisfactory performance on the advanced placement exam.

**AMERICAN SIGN LANGUAGE I – One Year – One Unit – 1.02 factor****Prerequisite:** None

This course concentrates on development of basic conversational fluency in American Sign Language. Students will learn to accurately recognize and produce signs in American Sign Language with appropriate non-manual behaviors and grammatical features. It is required of students to demonstrate correct body movements, mouth movements, facial expressions, and hand movements to accurately communicate in the target language. American Sign Language is a visual language, and is not spoken. Class instruction is mainly taught without the use of voice. Exposure to Deaf Culture and the Deaf Community will occur through projects pertaining to cultural events and activities, current events, and videos. The curriculum is based on the NYS "Checkpoint A" syllabus.

**AMERICAN SIGN LANGUAGE II – One Year – One Unit – 1.02 factor****Prerequisite:** Successful completion of American Sign Language I

This course is a continuation of American Sign Language I, and includes a review of the basic competencies from Level I. Emphasis will be placed on the continued development of receptive skills, expressive skills, and conversational skills. Further study of American Sign Language grammar, including a deep emphasis on the use of classifiers to describe the student's immediate environment will be covered. Deaf Culture will be studied through projects pertaining to technological advancements for the Deaf, videos relating to the family dynamics of the Deaf, and current events. The curriculum is based on the first half of the NYS "Checkpoint B" curriculum.

**AMERICAN SIGN LANGUAGE III – One Year – One Unit – 1.02 factor****Prerequisite:** Successful completion of American Sign Language II

This course is a continuation of American Sign Language II, includes a review of the basic competencies from Levels I and II, and prepares students for the New York State Regents exam in American Sign Language. Emphasis will be placed on the continued development of receptive, expressive, and conversational skills. New functions and complex grammar skills will be introduced relating to classifier usage which will also be accentuated through storytelling skill development. Narrating skills with role shifting and appropriate semantic choices are expanded on and practiced. Deaf Culture will be studied through projects pertaining to achievements, advancements, and influence of Deaf people on society, video relating to social and political debates within the Deaf community, and current events. The curriculum is based on the second half of the NYS "Checkpoint B" curriculum.

**AMERICAN SIGN LANGUAGE IV - One Year - One Unit – 1.04 factor**

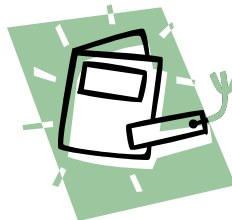
**Prerequisite:** Successful completion of American Sign Language III

This course is a continuation of American Sign Language 3, and includes a review of the basic competencies from Levels I, II, III. Emphasis will be placed on the continued development of receptive, expressive, and conversational skills. Continued and advanced functions and complex grammar skills will be used relating to classifier usage which will also be accentuated through advanced storytelling and conversational techniques. Deaf Culture will be studied by participating in and examining the use of sign language through poetry, hand shape stories, and ABC stories, as well as Deaf theater, performance art, music, and visual art through painting, drawing, and film. The significance to deaf people of cross cultural issues/controversies with the hearing culture will also be discussed. Students will also engage in acquiring skills for use in the real world, such as American Sign Language interpreting, Deaf etiquette, behaviors, morals and norms. A look at federal and local laws and how they help aid deaf people in society will be studied. The curriculum is based on the NYS "Checkpoint C" curriculum.

**LATIN I – One Year – One Unit – 1.02 factor**

**Prerequisite:** None

This full-year elective exposes students to the Latin language and Roman culture. The word study program will better prepare students to take the SAT and ACT. The Latin I curriculum is based on the NYS "Checkpoint A" syllabus.



## **SOCIAL STUDIES EDUCATION COURSE LEVELS AND CRITERIA**

The placement of students into Regents or Honors social studies classes in the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades is designed to provide students with a successful high school experience that combines appropriate levels of challenge and support. Students placed in courses that match their educational skills will have the appropriate balance of rigor and support, leading to a more positive experience, enhancing motivation, curiosity, and student achievement. Because students take two Regents exams in social studies, both of which are required for graduation, it is critical students are appropriately placed.

The following brief descriptions of Regents and Honors classes will identify necessary pre-requisites, expectations for each level, and the ways in which the different groupings meet specific learning needs.

**REGENTS GROUPING:** One Year – One Unit– 1.02 factor  
(Grades 9,10,11)

**Prerequisites:**

- Grade-level reading/writing scores (Grade 9: Level 3 or 4 on the NYS 8<sup>th</sup> grade Social Studies assessment; Grades 10 & 11: 65% or better on the final exam of the prior year) *and* successful completion of the previous social studies course *and* teacher recommendation

In the Regents level class, students will use grade-level skills in reading and writing to study history and its related social science disciplines. Students will examine the past to understand how it shapes the present. Homework will be assigned on a daily basis, and independent textbook reading is expected. An emphasis will be placed on the refinement of social studies skills, such as classifying and interpreting information; reading maps, graphs, and other data sets; and analyzing primary and secondary source documents.

**HONORS GROUPING:** One Year – One Unit (Grades 9,10,11, &12)**Prerequisites:**

- Above grade-level reading/writing scores (Grade 9: Level 4 on the NYS 8<sup>th</sup> grade social studies assessment and teacher recommendation, or 90% final average and teacher recommendation; Grades 10, 11, & 12: 90% final average in Regents, or 85% final average in Honors, *and* teacher recommendation)

In the Honors level classes, students will engage in a critical analysis of the past and its relationship to the present. Daily textbook assignments will be supplemented with additional readings and independent research. Students will be expected to extend and apply their knowledge of social science concepts and past events to develop a sophisticated understanding of historic and contemporary political, economic, social, and intellectual issues.

**AIS:** Students who require remediation as determined by criteria set by New York State and the Hyde Park Central School District may additionally be recommended for Academic Intervention Services (AIS). AIS may not substitute for a grade-level social studies course.

## **SOCIAL STUDIES COURSE DESCRIPTIONS**

### **GLOBAL HISTORY AND GEOGRAPHY - GRADES 9 & 10:**

#### **GRADE 9:**

#### **GLOBAL HISTORY & GEOGRAPHY (9<sup>th</sup> grade) – One Year – One Unit – 1.02 factor**

Global History & Geography provides students with an introduction to global regions and world issues. Topics of study include an analysis of geographic features and their impact of the growth and development of civilizations and regions. Turning points in world history from the Neolithic Age to the present in Asia, Africa, and Latin America, will be analyzed in light of social studies concepts. The interdependence of the modern world will be examined. Global History & Geography is the first-year of a two-part sequence required by NYS for graduation. The Regents exam, traditionally given at the end of tenth grade, includes content from both ninth and tenth grades.

#### **GLOBAL HISTORY & GEOGRAPHY HONORS – One Year – One Unit – 1.04 factor**

**Prerequisite:** See Honors Grouping

The Content of Global History & Geography Honors mimics the Regent's level coursework. However, topics will be covered with greater depth, rigor, and at a faster pace. There are increased expectations for independent reading and writing. Students are required to complete various independent group projects and presentations.

#### **GRADE 10:**

#### **GLOBAL HISTORY & GEOGRAPHY II (10<sup>th</sup> grade) – One Year – One Unit – 1.02 factor**

Global History & Geography II is the continuation of a two-year sequence in world history. The emphasis will be on the study of European and Middle Eastern civilizations and events through the current day. A chronological approach will develop students' historical understanding and skills, and enable students to make connections between the past and the present. A study of forms of government, technology, culture, and social and economic systems provide a variety of perspectives with which to view the past and understand its impact on the present. The two-year Global Studies sequence culminates in the NYS Global Regents at the end of tenth grade.

**GLOBAL HISTORY & GEOGRAPHY II HONORS** – One Year – One Unit – 1.04 factor

**Prerequisite:** See Honors Grouping

The Content of Global History & Geography II Honors mimics the Regent's level coursework. However, topics will be covered with greater depth, rigor, and at a faster pace. There are increased expectations for independent reading and writing. Students are required to complete various independent group projects and presentations.

**GRADE 11:****U.S. HISTORY & GOVERNMENT** - One Year - One Unit – 1.02 factor

**Prerequisite:** Successful completion of Global History & Geography II.

The state syllabus in American History sets forth the framework of the course. Topics include a study of the United States constitution, the constitutional crisis resulting in Civil War, Industrialization the United States, Progressivism, Imperialism, World War I, Prosperity, Depression, World War II, the Postwar World, and domestic developments since World War II. The course traces our transformation from a rural-agricultural to an urban-industrial nation, and the relationship between the events of the past and the problems of today. The course promotes knowledge and understandings that are needed in preparation for life in a democratic society.

**ADVANCED PLACEMENT / U.S. HISTORY & GOVERNMENT** - One Year - One Unit – 1.06 factor

**Prerequisite:** See Honors Grouping information.

This is a full year course that consists of an intensive analysis of the political (both domestic and foreign), economic, social and cultural make-up of the United States. The NYS syllabus will be covered within the context of this Advanced Placement program. Students successfully completing this program will be prepared to take both the AP Exam in American History and the New York State Regents Exam in Social Studies. **Students enrolled in this class must take the Advanced Placement exam in May.** An emphasis will be placed on individual research, presentations, outside readings, and the use of supplementary materials.

**ADVANCED PLACEMENT/AMERICAN STUDIES-WITH AMERICAN LITERATURE** - One Year - One Unit – 1.06 factor

**Prerequisite:** See Honors Grouping Information.

In addition: Review of student writing samples. Students taking this course must also be registered for the English 11 Honors Seminar in American Studies Course.

Students successfully completing this program will be required to take the U.S. History Advanced Placement exam, for which a fee is charged, **and** the New York State Regents Exam. This is a full-year, college level course that consists of an intensive analysis of the political, economic, social, and cultural make-up of the United States. Emphasis is placed on individual student research, presentations, outside readings, and the use of supplementary materials. Interdisciplinary projects and field trips will enable students to more fully integrate the content of American History with that of American Literature. Students will have the opportunity to meet with filmmakers throughout the year and produce their own documentary video. **Students enrolled in this class must take the Advanced Placement exam in May.** College credit may be earned for successful performance on the Advanced Placement examination.

**GRADE 12:**

All students are required to take one credit of Social Studies in their senior year. The two required 1/2-credit courses are *Economics* and *Participation in Government*.

**ECONOMICS** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** Successful completion U. S. History (grade 11 Social Studies).

This one semester required course includes the basic economic concepts and understandings which citizens need to function effectively in the economy of the U.S. and the world. Students will understand how a country controls its money supply and conducts trade with other nations. In addition, the students will learn of the nature and function of the means of measuring economic development including Gross National Product, Consumer Price Index, Inflation/Deflation, etc. Other topics covered include supply and demand, money and banking, and business organization.

**PARTICIPATION IN GOVERNMENT** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** Successful completion of U. S. History (grade 11 Social Studies).

This one semester required course is designed to provide students with insight into the design, practices, and problems of local, state and federal government. Students may be required to select an area of study and present their findings to the class. This area may be a current issue, a constitutional question, or a lobby/public interest group.

Major components of this course are:

- Analysis of Public Policy Issues and Problems
- Making Decisions
- Implementing the Decision (Solving the Problem)
- 

**PARTICIPATION IN GOVERNMENT: AMERICA'S ROLE IN THE WORLD-**

One semester - ½ Unit – 1.0 factor

**Prerequisite:** Successful completion of U. S. History (grade 11 Social Studies).

This course will focus on exploring issues facing the US today and understanding the factors influencing and facing America's foreign policy decision makers. The goal of the course is to engage and inform student/citizens about issues facing their world. The course will begin with a brief history/ introduction to American Foreign Policy and international relations theory. Then the course will focus on 8 topics of interest/ focus to the US and the World and will change each year. The topics will be chosen from the Great Decisions program sponsored by the Foreign Policy Association. The topics for 2010 will be: Special envoys, Kenya and R2P, Global crime, U.S.-China security relations, Global financial crisis, Russia and its neighbors, Persian Gulf, and Peace building and conflict resolution. The culminating activity will be a simulation of a regional summit.

**DCC GOVERNMENT** - One semester – ½ Unit – 1.04 factor**Prerequisite:** 80% average in Grade 11 Social Studies Course

This semester-long course allows students to simultaneously complete NYS requirements for high school seniors and earn Dutchess Community College (Gov 121) credit. In this class, students will go beyond a study of the formal components of our political system in order to analyze political behavior, processes, and policy-making. Connections to relevant current policies, local, state, and federal, will require a familiarity with current events. In addition, the importance of civic participation will be addressed. Students will utilize college level textbooks and supplementary materials. Students who successfully complete the course will earn three college credits from Dutchess Community College without additional cost.

**DCC ECONOMICS** – One semester – ½ Unit – 1.04 factor**Prerequisite:** 80% average in Grade 11 Social Studies Course

This semester-long course allows students to simultaneously complete NYS requirements for high school seniors and earn Dutchess Community College (Eco 105) credit. In this class, students will engage in activities to develop their economic literacy. Students will apply economic reasoning to evaluating national policies. Topics of analysis will vary to reflect current economic issues, and will require some independent reading and research around contemporary issues. Students will utilize college level textbooks and supplementary materials. Students who successfully complete the class will earn three college credits from Dutchess Community College without additional cost.



## **THE ELECTIVE PROGRAM**

The Social Studies Department provides students with the opportunity to elect courses they wish to explore, courses that will aid them in their college studies, and courses that will assist them in the world of work. These courses are reviewed annually in order to meet the needs and interest of students.

### **ADVANCED PLACEMENT EUROPEAN HISTORY - One Year - One Unit**

1.06 factor

**Prerequisite:** See Honors grouping.

This is a full-year, college level class that consists of an analysis of the political, economic, social, and cultural backgrounds of European nations. Primary source materials will supplement the text and form the basis for analytical essays. The European A.P. class provides an opportunity to learn history based on a philosophical approach to ideas and events that have shaped the European experience including the Renaissance, the Commercial Revolution, the Rise of National States, 18th and 19th Century Revolutions, the World at War, the Rise and Fall of Fascism, the Development of Socialism and Communism, the Cold War period, Post Cold War World, and the Rise of the European Union.

Students may use the course as a means of earning three college credits through Marist College with the student responsible for paying the tuition cost. **Students enrolled in this class must take the Advanced Placement exam in May.**

### **SOCIOLOGY – One semester – ½ Unit – 1.00 factor**

**Prerequisite:** Student must have successfully completed Global History 10.

The purpose of this course is to introduce the student to various segments of American society and how they function today. In addition to exploring topics such as mass media, changing American values, the family, adolescent behavior, American ways of eating, etc., students will also be required to undertake an individual research project.

### **INTRODUCTION TO PSYCHOLOGY – One semester – ½ Unit – 1.00 factor**

**Prerequisite:** Students must be current **juniors or seniors**.

The primary emphasis of this course will be to develop a broad intellectual awareness among students of the academic discipline of psychology. This introductory course surveys the essentials of psychology, from physiological facts and classical theories (i.e. Psychoanalysis and Behaviorism) to current trends in the so-called "pop-psychology" or parapsychology fields (i.e., ESP, T.M., Gestalt, etc.)

**TOPICS IN PSYCHOLOGY** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** The student must be a **junior or senior** and have successfully completed the Introduction to Psychology course.

This course will deal with problems of adolescents and their emotional feelings. Its purpose shall not be to improve personal character or to resolve personal dilemmas. The primary emphasis of this course is to teach intellectual skills and to stimulate student reflection about selected current topics in Psychology. In contrast to the introductory psychology course, this elective does not seek to acquaint students with the entire scope and content of psychology, nor will this course expose students to a broad working knowledge of its vocabulary and research methods. Rather, this course will provide students with those concepts and analytic skills necessary to understand specific aspects of human behavior and human development. Topics include Personality Theory, Prejudice and Stereotyping, Death and Dying. Students will meet some of the personalities (e.g.: Freud, Adler, Jung, Skinner, etc.) who have made psychology what it is today. In addition, they will consider human behavior in light of famous research experiments and theories. (e.g.: Milgram and Kubler-Ross.)

**ADVANCED PLACEMENT/PSYCHOLOGY** - One Year – 1.00 Unit - 1.06 factor

**Prerequisite:** **Juniors and seniors** in good academic standing with a serious interest in pursuing a career and educational path that involves psychology.

The purpose of the Advanced Placement course in Psychology is to introduce students to the systematic and scientific study of behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice. **Students enrolled in this class must take the Advanced Placement Psychology exam in May. (This course is offered pending BOE approval.)**

**DCC SOCIAL PROBLEMS IN TODAY'S WORLD** – One semester – ½ Unit  
1.04 factor

**Prerequisite:** Successful completion of U.S. History (grade 11 social studies).

This course is an examination of current social problems that confront the individual, the United States and the international community. Concepts of the behavioral sciences are introduced. The course presents a broad range of social problems, with particular focus on the complex relationships between contemporary issues. Students are presented the current research data that explains both the causes and possible resolutions to important social issues. Students who successfully complete the class will earn three college credits from Dutchess Community College, tuition free.

## **MATHEMATICS EDUCATION**

Students entering ninth grade must complete a minimum of three credits in mathematics. Continuing mathematics through the senior year maintains and strengthens skills needed for collegial courses and/or employment opportunities; it is strongly recommended that students planning to attend college consider taking a semester or full-year math course in their senior year.

Regents Integrated Algebra is offered as the accelerated math course at Haviland Middle School. Successful completion of this accelerated course allows for placement in Regents Integrated Geometry starting in September 2008 at the ninth grade level, however, this will not automatically secure placement in an Honors section of Integrated Geometry.

Several sequences in mathematics are available to students depending upon their objectives and capabilities. Listed below are typical sequences in mathematics that students may consider.

### Sample Sequences

Grade 9	Grade 10	Grade 11	Grade 12
Integrated Algebra**	Integrated Geometry**	Trigonometry/Algebra II	Pre-Calculus <i>or</i> Elective
Integrated Algebra**	Integrated Geometry**	Elective*	Elective*
Integrated Geometry	Trigonometry/Algebra II	Pre-calculus	Calculus <i>or</i> *Elective
Integrated Geometry (honors)	Trigonometry/Algebra II	Pre-calc Honors	AP Calculus <i>or</i> *Elective

\*Electives include Pre-Calculus, Calculus, AP Calculus, Statistics, Intermediate Algebra, DCC College Algebra, Advanced Algebra, and Modern Day Math. Other sequences are possible; please consult with your guidance counselor.

\*\*An associated Study Lab may be assigned in conjunction with this course in order to provide students with needed support services.

**Point of emphasis:**

- Marist College credit is available for the following math courses: Pre-calculus, AP Calculus, and Statistics. Check with the Guidance Department for further information.

## **MATHEMATICS COURSE DESCRIPTIONS**

### **MATHEMATICS AIS – One year - no credit**

**Prerequisite:**

- (1) Student has not met the state benchmark for the NYS 8<sup>th</sup> grade assessment, or
- (2) Student is not progressing satisfactorily toward successful completion of the Integrated Algebra Course or Regents Examination based on demonstrated need and recommendation by teacher(s) and guidance counselor.

This offering will target individual student needs and develop the knowledge base and skills required for successful completion of the Integrated Algebra and Integrated Geometry course.

### **ALGEBRA - One Year- One Unit – 1.02 factor**

**Prerequisite:** Successful completion of grade-8 math

This course is designed as an integrated study of number sense and operations, algebra, geometry, measurement, statistics, and probability. This course will involve students with activities addressing the New York State mathematics performance indicators as specified in the NYS Mathematics Core Curriculum:

(<http://www.emsc.nysed.gov/ciai/mst/mathstandards/revised3.htm>)

It is expected that students will identify and justify mathematical relationships. The intent of both the process and content performance indicators is to provide a variety of ways for students to acquire and demonstrate mathematical reasoning ability when solving problems. These mathematics performance indicators ask students to *investigate, explore, discover, conjecture, reason, argue, justify, explain, prove, and apply* mathematical knowledge and skills. **Students in this course will take the regents Integrated Algebra exam in June.**

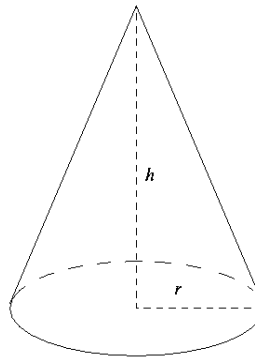
**GEOMETRY** - One Year- One Unit – 1.02 factor

**Prerequisite:** Successful completion of Integrated Algebra course and passing scoring on the Integrated Algebra Regents

This course is meant to employ an integrated approach to the study of geometric relationships. This course will involve students with activities addressing the New York State mathematics Integrated Geometry performance indicators as specified in the NYS Mathematics Core Curriculum:

<http://www.emsc.nysed.gov/ciai/mst/mathstandards/revised3.htm>

Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. **Students in this course will take the regents Integrated Geometry exam in June.**



**GEOMETRY (HONORS) - One Year- One Unit – 1.04 factor**

**Prerequisite:** A final Integrated Algebra average of 90% or higher, a score of 90% or higher on the Integrated Algebra regents exam, NYS Test Program grade level exam results, and teacher recommendation.

This course will involve students with activities addressing the New York State mathematics Integrated Geometry performance indicators as specified in the NYS Mathematics Core Curriculum:

<http://www.emsc.nysed.gov/ciai/mst/mathstandards/revised3.htm>

Honors sections will explore topics in greater depth and often move at a faster pace than non-honors sections of this course. Students can expect a higher standard of academic rigor and anticipate that more complex and challenging work is to be expected of any honors level course.

Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. **Students in this course will take the regents Integrated Geometry exam in June.**

**MATHEMATICS: A MODERN APPROACH - One Year - One Unit – 1.00 factor**

**Prerequisite:** Completion of Integrated Algebra

This innovative course engages students in investigation-based, multi-day lessons organized around big ideas. Important mathematical concepts are developed in contexts that are relevant to students. Students work collaboratively, often using graphing calculators in order to experience hands-on important and broadly useful mathematics. This course comprises a core curriculum that will upgrade the mathematics experience for all students.

**TRIGONOMETRY/ALGEBRA II - One Year- One Unit – 1.02 factor**

**Prerequisite:** Successful completion of Integrated Algebra and Geometry courses and passing score on the Integrated Algebra and Geometry Regents Examinations.

This course is meant to employ an integrated approach to the study of trigonometric relationships. This course will involve students with activities addressing the New York State mathematics Trigonometry/Algebra II performance indicators as specified in the NYS Mathematics Core Curriculum:

<http://www.emsc.nysed.gov/ciai/mst/mathstandards/revised3.htm>

Students in this course will take the regents Trigonometry/Algebra II exam in June.

**TRIGONOMETRY/ALGEBRA II (HONORS) - One Year- One Unit – 1.04 factor**

**Prerequisite:** A final Integrated Geometry average of 92% or higher, a score of 90% or higher on the Integrated Geometry regents final exam, teacher recommendation.

This course will involve students with activities addressing the New York State mathematics Trigonometry/ Algebra II performance indicators as specified in the NYS Mathematics Core Curriculum:

<http://www.emsc.nysed.gov/ciai/mst/mathstandards/revised3.htm>

Honors sections will explore topics in greater depth and often move at a faster pace than non-honors sections of this course. Students can expect a higher standard of academic rigor and anticipate that more complex and challenging work is to be expected of any honors level course.

**Students in this course will take the regents Trigonometry/ Algebra II exam in June.**

**INTERMEDIATE ALGEBRA – One Year – One Unit – 1.00 factor**

**Prerequisite:** Successful completion of Integrated Algebra.

This course will expand on aspects of algebra, such as quadratics. Topics include but are not restricted to the basics of Euclidean and analytic geometry.

**DCC College Algebra – One Year – One Unit – 1.04 factor**

**Prerequisite:** In order to enroll in DCC College Algebra, students must achieve passing scores, as determined by Dutchess Community College, on the COMPASS exam and completion of Intermediate Algebra or Geometry. Testing opportunities will be held at FDR in the spring of the current school year. **(This course is offered pending Board approval.)**

DCC College Algebra topics include applications of linear, reciprocal, exponential, logarithmic, power, and quadratic functions; composition inverses of functions; systems of equations; regression; and piecewise equations and Students will solve equations both algebraically and graphically. Use of the a graphing calculator will be included.

**ELEMENTARY STATISTICS** – One Semester-  $\frac{1}{2}$  unit – 1.04 factor  
(College Credit Available)

**Prerequisite:** Successful completion of the three year Regents sequence or permission from the Director of Math and Science

This course is designed for students as an introduction to statistical analysis and is a college level course. It introduces the basic ideas and techniques of statistics including: descriptions of sample data, simple probability, the binomial and normal distributions, estimation, hypothesis testing, correlation and regression, and the chi-squared distribution.

**ADVANCED ALGEBRA** – One semester –  $\frac{1}{2}$  Unit – 1.02 factor

**Prerequisite:** Successful completion of Algebra II & Trigonometry.

This course is primarily for college-bound students who are not necessarily planning studies in mathematics related fields. It is designed to use data exploration, hands-on activities and the power of graphing calculators and technology to enhance the content of advanced algebra. Algebraic problems are embedded in contextual settings, encouraging students to approach problems from multiple perspectives. The topics covered include: linear and quadratic functions and their graphs, exponents and radicals, exponential and logarithmic functions, rational algebraic expressions and functions, matrices and systems of equations.

**PRE-CALCULUS** - One Year - One Unit – 1.04 factor  
(College Credit Available)

**Prerequisite:** Successful completion of Trigonometry/Algebra II exam and a 75% or above final average in Trigonometry/Algebra II.

This course represents a survey of topics including discrete Mathematics, polynomials, complex numbers, functions, graphs, sequences and series, matrices, combinatorics, curve fitting, limits, series, iteration, and derivatives. This course is intended to be a rigorous preparation for students considering AP Calculus, and thinking of a career associated with Mathematics.

**PRE-CALCULUS (HONORS)** - One Year - One Unit – 1.04 factor  
(College Credit Available)

**Prerequisite:** Final average of 90% or above in Math Course B (honors) or Trigonometry/ Algebra II (honors) OR a final average of 92% or above in Math-B or Trigonometry/ Algebra II.

This course represents a survey of topics including discrete Mathematics, polynomials, complex numbers, functions, graphs, sequences and series, matrices, combinatorics, curve fitting, limits, series, iteration, and derivatives. This course is intended to be a rigorous preparation for students considering AP Calculus, and thinking of a career associated with Mathematics.

**CALCULUS** - One Year - One Unit – 1.04 factor

**Prerequisite:** Successful completion of Pre-calculus

This course is for a student who does not qualify for AP Math but wishes to take a college level math course. The content is similar to the AP/AB course and will include the study of elementary functions, differential calculus and integral calculus. Emphasis will be on applications, as well as theory, of the calculus. Students may take the AP/AB exam, for which there is a fee, if they so desire.

**ADVANCED PLACEMENT CALCULUS AB** - One Year - One Unit – 1.06 factor

**Prerequisite:** - 80% final grade in Pre-Calculus

This is a one-year course in elementary functions and introductory calculus, placing primary emphasis on an intuitive understanding of the concepts of differential and integral calculus and on experience with its basic techniques and applications. This course will prepare the student for advanced placement in college math. **Every student will take the College Entrance Board Advanced Placement Examination in Math.** The course and the AP test require the use and knowledge of the graphing calculator.

**Courses offered for Math Credit through the Business Department:**

**ADVANCED PLACEMENT IN COMPUTER SCIENCE A** - One Year - One Unit 1.06 factor

**Prerequisite:** Successful completion of Creative Programming II. A familiarity with mathematical notation of a second course in algebra, experience in problem solving, and an appreciation of the need to structure and develop a topic in a logical manner or prior programming experience.

AP Computer Science A is not only a college-prep course for potential computer science majors, it is also a discipline that can be used by students planning to study in other technical fields such as engineering or medicine. The course emphasizes programming concepts, methodology, procedural abstraction, and in-depth study of algorithms, data structures and data abstractions, as well as a detailed examination of a large case study program. Instruction includes preparation for the AP Computer Science A Exam. **Each student who completes the curriculum will be required to take the Advanced Placement examination for which a fee is charged.**

\* This course meets the requirement for one unit of Math.

**CREATIVE PROGRAMMING I** – One semester – ½ Unit – 1.02 factor

**Prerequisite:** None

This course provides an opportunity for students to learn and utilize elementary programming techniques through projects using Visual Basic. Students will become familiar with writing, saving, running, editing, and debugging. General programming concepts as well as hardware and network issues will be explored.

**CREATIVE PROGRAMMING II** – One semester – ½ Unit – 1.02 factor

**Prerequisite:** Successful completion of Creative Programming I.

This course is an extension of Creative Programming I. It continues the study of programming concepts and includes work with arrays, movement and data files. The projects are more elaborate and applications oriented. Students are encouraged to explore and develop programs in their area of interest.

## **SCIENCE EDUCATION**

The Science Department offers a variety of courses to serve the various needs and interests of our students. Courses are available for the serious science student, for the student wanting to complete college entrance requirements, and for the student with a general interest in some specific areas of science.

Students are required to successfully complete a minimum of three credits in science during their high school careers. Please refer to the section on graduation requirements on page 2 for additional information.

All students enrolled in a **Regents lab course** must satisfactorily complete the laboratory portion of the course, including written reports documenting work done in the lab. **A student failing to complete the required amount of laboratory assignments will not be permitted to take the Regents examination.**

### **SCIENCE COURSE DESCRIPTIONS**

#### **FOUNDATIONS IN SCIENCE - One Year- One Unit – 1.00 factor**

**Prerequisite:** None

The focus of this course is building the foundation necessary for success in the study of regents level physical and life science courses. Students will become familiar with basic scientific skills including measurement, data collection, graphing, and laboratory procedures.

#### **PHYSICAL SETTING: EARTH SCIENCE - REGENTS- One Year - One Unit 1.02 factor**

**Prerequisite:** None

This course reflects the New York State Core Curriculum: Physical Setting/Earth Science. It may be used to satisfy the Physical Setting Core Regents Graduation Requirement. This course deals with three areas of study: astronomy, geology, and meteorology. Students will focus on developing and mastering skills in observation, measurement, data collection, and analysis. **Students in this course that meet the laboratory requirements will take the Earth Science Practical in early June. Only those students that sit for the Earth Science Practical are then eligible to take the written Earth Science Regent examination later in June.**

**PALEONTOLOGY-** One semester- ½ Unit – 1.00 factor

**Prerequisite:** Successful completion of Integrated Algebra and two high school science credits, **or** special permission based on a recommendation from a Science Teacher, student Guidance Counselor, and approval from the Director of Math and Science.

This course will focus on the process of finding and identifying fossils, the geologic record, absolute and relative dating, and natural history. The course will end with a field trip to the NYS Museum. Knowledge of the structure of Earth, processes of nature, geology, and living organisms will be explored on an application level.

**LIVING ENVIRONMENT: BIOLOGY-REGENTS** - One Year - One Unit 1.02 factor

**Prerequisite:** None

This course offers a study of the ways all living things carry out the activities we call "life". Some of the topics explored include the life functions of digestion, circulation, and respiration as well as how the energy to carry out these functions is obtained. The ways in which characteristic traits are inherited, how living things have changed over time, reproduction, development in sample plants and animals, and ecology are large areas of biology also included in this course. During the required labs, students learn how to use a microscope, examine plants and animals, classify living things, and study their own life functions and heredity. The scientific method is emphasized as a component of laboratory activity. Other topics usually included in lab activities include dissecting plants and animals, breeding fruit flies, and observing the development of chicken eggs. **Students in this course that meet the laboratory requirements will take the Regents Living Environment exam in June.**

**ECOLOGY FIELD STUDY** – One semester - ½ Unit – 1.00 factor

**Prerequisite:** Successful completion of Integrated Algebra and two high school science credits, **or** special permission based on a recommendation from a Science Teacher, student Guidance Counselor, and approval from the Director of Math and Science

This course will be a hands-on exploration of Hudson River ecology and include topics such as water analysis, stream survey, botany of the local area, bird adaptations, soil conservation, environmental issues, and biodiversity.

**INTRODUCTION TO FORENSICS** – One semester - ½ Unit – 1.00 factor

**Prerequisite:** Successful completion of Integrated Algebra and two high school science credits, **or** special permission based on a recommendation from a Science Teacher, student Guidance Counselor, and approval from the Director of Math and Science

This course will introduce students to crime scene investigation and documentation techniques, fingerprint processing methods, collecting evidence and writing investigative reports. Topics instructed will include but are not limited to the application of science to the criminal justice system, including personal identification, analysis of drugs, forms of trace evidence, identification of biological fluids, forensic pathology, criminal psychiatry, and forensic toxicology.

**ADVANCED PLACEMENT BIOLOGY** - One Year - One Unit – 1.06 factor

**Prerequisite:** Successful completion of at least one high school Regents science course or permission from the instructor and the Director of Math and Science.

The rigor of Advanced Placement Biology will be the equivalent of an introductory college-level biology course. **This course is recommended for all students planning to pursue college level math, science, medicine and/or engineering.** This course will explore cells, organisms, and populations with an emphasis on biochemistry. Many of the same topics covered in Regents Living Environment will be expanded upon as part of this course. **Students in this course are expected to take the College Entrance Examination Board Advanced Placement Examination in Biology during May; for which a fee is charged.** College credit may be earned as a result of performance on this exam. Specifics depend on the exam score achieved and individual college policies.

**TOPICS IN CHEMISTRY** - One Year - One Unit – 1.00 factor

**Prerequisite:** Successful completion of ninth grade math and Regents Living Environment and a passing score on at least one New York State Regents Science Exam

This course will develop an appreciation of physical science and the scientific methods employed in the field. Subject matter for this course includes scientific measurement, how elements combine and react, bio-chemistry, energy and environment, nuclear energy, gases, air and water pollution, and the chemistry of health and drugs. Students enrolled in this course will take a local final exam in June.

**CONSUMER CHEMISTRY**- One semester - ½ Unit – 1.00 factor

**Prerequisite:** Successful completion of Integrated Algebra and two high school science credits, **or** special permission based on a recommendation from a Science Teacher, student Guidance Counselor, and approval from the Director of Math and Science

This course is intended to focus on chemistry topics important to the average consumer in modern society. Specific topics will include; atomic structure, the chemistry of cleaning, the chemistry of beverages, the chemistry of food, the chemistry of over-the-counter medication, and the chemistry of water.

**PHYSICAL SETTING: CHEMISTRY-REGENTS** - One Year - One Unit – 1.02 factor

**Prerequisite:** Successful completion of ninth grade math and Regents Living Environment and a passing score on at least one New York State Regents Science Exam **or** special permission based on a recommendation from a Science Teacher, student Guidance Counselor, and approval from the Director of Math and Science

This course reflects the New York State Core Curriculum: Physical Setting/Chemistry and explores the ways atoms interact as well as explanation for these interactions. Laboratory activities include making compounds such as artificial food flavors and fragrances, salts, acids and aspirins. Students will learn how to use technical glassware and common chemical laboratory equipment. **Students in this course that meet the laboratory requirements will take the Regents Chemistry exam in June.**

**ADVANCED PLACEMENT CHEMISTRY** - One Year - One Unit – 1.06 factor

**Prerequisite:** Successful completion of Integrated Algebra and at least one high school Regents science course or permission from the instructor and the Director of Math and Science.

The rigor of Advanced Placement Chemistry will be the equivalent of an introductory college-level chemistry course. **This course is recommended for all students planning to pursue college level math, science, medicine and/or engineering.** The topics explored in this course include atomic structure, chemical bonding, chemical energy, equilibrium, kinetics, acids and bases, and an introduction to organic chemistry. **Students in this course are expected to take Advanced Placement Examination in Chemistry during May; for which a fee is charged.** College credit may be earned as a result of performance on this exam. Specifics depend on the exam score achieved and individual college policies.

**TOPICS IN PHYSICS I - MECHANICS**- One semester - ½ Unit – 1.00

**Prerequisite:** Successful completion of Integrated Algebra, Regents Living Environment, and a passing score on at least one New York State Regents Science Exam

This course explores the topics of motion, force, energy, and simple machines. Many hands-on activities are incorporated into this course. Students enrolled in this course will take a local end-of-course exam.

**TOPICS IN PHYSICS II - WAVES AND ELECTRICITY**- One semester - ½ Unit – 1.00

**Prerequisite:** Successful completion Integrated Algebra, Regents Living Environment, and a passing score on at least one New York State Regents Science Exam. Note that Topics In Physics I is **NOT** required in order to take Topics In Physics II.

This course explores the topics of wave motion, sound, light, electricity, magnetism, and circuitry. Students enrolled in this course will take a local end-of-course exam.

**PHYSICAL SETTING: PHYSICS-REGENTS** - One Year - One Unit

1.02 factor

**Prerequisite:** Successful completion of Integrated Algebra, Regents Living Environment, and a passing score on at least one New York State Regents Science Exam **or** special permission based on a recommendation from a Science Teacher, student Guidance Counselor, and approval from the Director of Math and Science

This course reflects the New York State Core Curriculum: Physical Setting: Physics. Topics are explored with an emphasis on problem solving and laboratory experience. Areas of study include laws of motion, energy, sound, light, electricity, magnetism, and atomic theory. Optional areas such as astronomy, photography, holography, and computers may be included based on student interest. **Students in this course that meet the laboratory requirements will take the Regents Physics exam in June.**

**ADVANCED PLACEMENT PHYSICS-B** - One Year - One Unit – 1.06 factor

**Prerequisite:** Successful completion of Integrated Algebra and at least one high school Regents science course or permission from the instructor and the Director of Math and Science.

The rigor of Advanced Placement Physics will be the equivalent of an introductory college-level physics course. **This course is recommended for all students planning to pursue college level math, science, medicine and/or engineering.** The topics explored in this course include Mechanics, Relativity, Thermodynamics, Electricity, Sound, Light, Atomic Theory, and Nuclear Theory. **Students in this course are expected to take the Advanced Placement Examination in Physics during May; for which a fee is charged.** College credit may be earned as a result of performance on this exam. Specifics depend on the exam score achieved and individual college policies.

**ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE** – One Year – One Unit – 1.06 factor

**Prerequisite:** Successful completion of at least two high school Regents science courses or permission from the instructor and the Director of Math and Science.

The rigor of Advanced Placement Environmental Science will be the equivalent of an introductory college-level environmental science course. **This course is recommended for all students planning to pursue college level math, science, medicine and/or engineering.** The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. AP Environmental Science is interdisciplinary; it embraces a wide variety of topics from different areas of study.

**Students in this course are expected to take the College Entrance Examination Board Advanced Placement Examination in Biology during May for which a fee is charged.** College credit may be earned as a result of performance on this exam. Specifics depend on the exam score achieved and individual college policies.

## **CAREER AND TECHNICAL EDUCATION BUSINESS AND TECHNOLOGY DEPARTMENTS**

### **CAREER AND TECHNICAL EDUCATION AND YOU**

A Career and Technical Education sequence can give you a broad base of skills that will help prepare you for a variety of careers. Employers today want employees who can think critically and independently. They want people who know how to solve problems and can keep up with the pace of a fast changing, technological society. Courses in business and technology help you develop these skills.

### **BENEFITS OF THE CAREER AND TECHNICAL EDUCATION SEQUENCE**

1. Enrolling in a five-unit Business or Technology sequence will allow you to fulfill the three-unit LOTE requirement for a Regents diploma.
2. Enrollment in *Design and Drawing for Production* and *Graphic Communications* will allow you to fulfill the art/music requirement for graduation.
3. Law for Business and Personal Use meets the requirement for one credit in Social Studies.
4. College Accounting can earn a student up to 8 college credits through Dutchess Community College.
5. Programming courses can be used to meet the requirement for one Math credit.

## **BUSINESS/ INFORMATION SYSTEMS BUSINESS EDUCATION AND YOUR REGENTS DIPLOMA**

The skills, interests, and ability levels of our students are as diverse as our students themselves. The avenues that students travel to reach their career goals are also diverse. Whether through entry into post secondary education or employment, a Business Education sequence can open the door to a variety of opportunities for many students.

### **Enrolling in a five-unit Business sequence will allow you to:**

1. Be exempted from your high school three-unit LOTE requirement.
2. Have an option to fulfill one of your math unit requirements (A programming course in the Business Education sequence can be used to meet one unit of your math requirement).
3. Have an option to earn up to 8 college credits in accounting from Dutchess Community College by taking the College Accounting course.
4. Fulfill all sequence requirements for your Regents diploma.

The following sample shows how you can make a Business sequence part of your complete high school program, preparing you for college and leading to a Regents diploma. The Business Education courses have been highlighted for you. Remember, you can choose from a wide array of Business courses, based on your area of interest.

<u><b>GRADE 9</b></u>		<u><b>GRADE 10</b></u>	
English	1 unit	English	1 unit
Social Studies	1 unit	Social Studies	1 unit
Math	1 unit	Math	1 unit
Science	1 unit	Science	1 unit
<b>Keyboarding</b>	$\frac{1}{2}$ unit	<b>Business Elective</b>	1 unit
<b>Computers for Everyday Use</b>	$\frac{1}{2}$ unit	<b>Business Elective</b>	$\frac{1}{2}$ unit
Elective	1 unit	Elective	1 unit
Physical Education	<u><math>\frac{1}{2}</math> unit</u>	Physical Education	<u><math>\frac{1}{2}</math> unit</u>
	<b>6 <math>\frac{1}{2}</math></b>		<b>6 <math>\frac{1}{2}</math></b>
	<b>units</b>		<b>units</b>
<u><b>GRADE 11</b></u>		<u><b>GRADE 12</b></u>	
English	1 unit	English	1 unit
Social Studies	1 unit	Social Studies	1 unit
Math	1 unit	Elective	1 unit
Science	1 unit	<b>Career and Financial</b>	$\frac{1}{2}$ unit
Health	$\frac{1}{2}$ unit	<b>Management</b>	
<b>Business Elective</b>	1 unit	<b>Business Elective</b>	1 unit
<b>Business Elective</b>	$\frac{1}{2}$ unit	Physical Education	<u><math>\frac{1}{2}</math> unit</u>
Physical Education	<u><math>\frac{1}{2}</math> unit</u>		<b>5 units</b>
	<b>6 <math>\frac{1}{2}</math></b>		
	<b>units</b>		

## BUSINESS COURSE DESCRIPTIONS

### COMPUTER COURSES:

**KEYBOARDING** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** None

Keyboarding is highly recommended for all students who intend to go on to college or enter the business sector. The student will become familiar with business letters, personal business letters, term papers, manuscripts, footnote, bibliographies, tabulations, MLA format etc. It is highly recommended that this course be taken before enrolling in any computer course.

**COMPUTERS FOR EVERYDAY USE** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** Keyboarding recommended

This is an all-encompassing course that introduces the student to Microsoft applications. Students will become familiar with Word, Excel, PowerPoint, Access, and Publisher. In addition students gain experience in using the Internet as a research tool. Instruction is project-based and fun.

**BUSINESS ANALYSIS/BUSINESS COMPUTER APPLICATIONS** – One Year – One Unit – 1.00 factor

**Prerequisite:** Keyboarding Recommended

This course will provide the opportunity to acquire concepts and attitudes essential for understanding and working in the area of business today. Through hands-on experiences with a computer, students develop an understanding and appreciation of how the universal business functions of planning, organizing, staffing, directing, controlling and marketing are integrated with the computer

**CREATIVE PROGRAMMING I** – One semester – ½ Unit – 1.02 factor

**Prerequisite:** None

This course provides an opportunity for students to learn and utilize elementary programming techniques through projects using Visual Basic. Students will become familiar with writing, saving, running, editing, and debugging. General programming concepts as well as hardware and network issues will be explored. Students will gain experience in problem solving and an appreciation of the need to structure and develop a topic in a logical manner.

\* This course meets the requirement for 1/2 unit of Math.

**CREATIVE PROGRAMMING II** – One semester – ½ Unit– 1.02 factor

**Prerequisite:** Successful completion of Creative Programming I.

This course is an extension of Creative Programming I. It continues the study of programming concepts and includes work with arrays, movement and data files. The projects are more elaborate and applications oriented. Students are encouraged to explore and develop programs in their area of interest.

\* This course meets the requirement for ½ unit of Math.

**ADVANCED PLACEMENT IN COMPUTER SCIENCE** - One Year - One Unit

1.06 factor

**Prerequisite:** Successful completion of Creative Programming II. A familiarity with mathematical notation of a second course in algebra, experience in problem solving, and an appreciation of the need to structure and develop a topic in a logical manner or prior programming experience.

AP Computer Science A is not only a college-prep course for potential computer science majors. It is also a discipline that can be used by students planning to study in other technical fields such as engineering or medicine. The course emphasizes programming concepts, methodology, procedural abstraction, and in-depth study of algorithms, data structures and data abstractions, as well as a detailed examination of a large case study program. Instruction includes preparation for the AP Computer Science A Exam. Each student who completes the curriculum will be required to take the Advanced Placement examination for which a fee is charged.

\* This course meets the requirement for one unit of Math.

**OTHER BUSINESS COURSES:****ENTREPRENEURIAL ACCOUNTING** - One Year – One Unit – 1.02 factor**Prerequisite:** None

The first year accounting course is designed as an overview of accounting systems with particular emphasis on the entrepreneurial bookkeeping systems. An introduction to the basic concepts of automatic data processing is also covered. For those students who develop a marked degree of interest in the subject, Entrepreneurial Accounting provides an excellent beginning for more advanced work in high school or college. Entrepreneurial Accounting is an especially desirable elective for non-business students who want to become acquainted with a fundamental area of business.

**COLLEGE ACCOUNTING** - One Year - One Unit – 1.04 factor**Prerequisite:** None

This course is recommended for all students who are interested in understanding financial concepts from both a business and a personal perspective. Students will be introduced to the “language of business” and will be taught to interpret and use financial information prepared using accounting techniques and procedures. Secondary/Post Secondary articulation agreements provide for college credit through Dutchess Community College to be granted. It is recommended that students take Entrepreneurial Accounting before taking this course.

**LAW FOR BUSINESS AND PERSONAL USE** - One Year - One Unit – 1.02 factor**Prerequisite:** Recommended for Juniors and Seniors

An understanding of how our legal system works is a must for anyone living and working in our society. The objective of this course is not only to inform students about law that affects their daily lives, but also to develop their ability to reason and argue effectively. Students are taught to take a position and support it with reasoned conclusions from facts. The course covers civil and criminal law, as well as law for business, contracts, work, and other legal concerns. Most of the class time is spent discussing various case situations and current legal developments.

**CAREER AND FINANCIAL MANAGEMENT** – One semester – ½ Unit 1.00 factor

**Prerequisite:** Senior Status Recommended

This course is offered to seniors as an elective course. It will provide students with an opportunity to learn about the world of work and explore different career options. In addition, students will learn about taking care of their personal finances, including banking, investing, saving and budgeting their money. Students will also acquire knowledge about important insurance issues.

**MARKETING** – One Year – One Unit– 1.00 factor

**Prerequisite:** None

This course will introduce students to the entire marketing process: product, price, promotion, and distribution. Students will participate in group activities designed to provide hands-on experience in making sound marketing decisions. A long-term project allows students to create a marketing plan for a new product. Students will also explore various marketing careers. This course stresses the development of critical thinking skills. Any student interested in studying a business major in college should consider enrolling in this course.

**FASHION MARKETING AND RETAILING** – One semester - ½ Unit– 1.00 factor

**Prerequisite:** None

Fashion Marketing and Retailing is an exciting course that introduces the student to the many opportunities in the fashion industry. It examines the basic principles of product, price, promotion and distribution as they apply to fashion. Students learn buying and merchandising practices, conceptualizing, as well as advertising and promotional activities. This course is tailored to blend creative fashion knowledge with a solid understanding of business and marketing through the use of case studies and projects.

**SPORTS AND ENTERTAINMENT MANAGEMENT AND MARKETING** – One semester – ½ Unit – 1.00 factor

**Prerequisite:** None

This course focuses on a variety of business strategies related to the sports and entertainment marketing industry, including advertising and promotion. Students will be able to apply fundamental marketing and promotional concepts to both the sports and entertainment industries. Students will understand sports and entertainment as a product and will learn about key marketing strategies of successful team franchises and entertainment personalities.

**E-COMMERCE** – One semester – ½ Unit– 1.00 factor**Prerequisite:** None

This half-year course will provide students with information about the world of e-commerce. Students will learn about security issues and marketing concerns of e-businesses. The legal and ethical responsibilities of e-businesses will be explored. Applying what they have learned, students will work with local businesses to plan, design and manage a business website.

**BUSINESS COMMUNICATIONS** - One Year - One Unit – 1.00 factor**Prerequisite:** Senior status

Business Communications develops all forms of communication necessary in today's rapidly expanding technological world. Students acquire proficiency in technical reading and writing, public speaking, business graphics communication, interpersonal communication and ethical business communication. In addition, students learn how to integrate the varied forms of communication such as word processing, desktop publishing and tele-communications. By taking Business Communications, a senior has the opportunity to complete a 5-unit sequence in Career and Technical Education and at the same time complete the senior year English requirement.

\* Future student athletes at Division 1 or 2 Colleges cannot take this course in place of English 12 per NCAA Clearinghouse.

**WORK EXPERIENCE** - ¼ Unit Available**Prerequisite:** None

Work experience is available for students participating in the Business Curriculum. This course offers internship opportunities. All job arrangements and final approvals for the course are made by the Work Experience Coordinator.

**Some ½ year courses may be offered every other day for the full year for ½ unit due to scheduling conditions.**

**TECHNOLOGY EDUCATION  
THE BIG PICTURE:  
BUILDING YOUR HIGH SCHOOL PROGRAM  
TECHNOLOGY EDUCATION AND YOUR REGENTS DIPLOMA**

How does a Technology Education sequence relate to your overall high school program?

Enrolling in a five-unit Technology sequence will allow you to:

1. Be exempted from your high school three-unit LOTE requirement.
2. Have an option to fulfill your art/music requirement (Design & Drawing for Production and Graphic Communications courses in the Technology education sequence can be used to meet the art/music requirement).
3. Fulfill all sequence requirements for your Regents diploma.

The following sample shows how you can make a Technology sequence part of your complete high school program, preparing you for college and leading to a Regents diploma. The Technology Education courses have been highlighted for you. Remember, you can choose from a wide array of Technology courses, based on your area of interest.

<u><b>GRADE 9</b></u>		<u><b>GRADE 10</b></u>	
English	1 unit	English	1 unit
Social Studies	1 unit	Social Studies	1 unit
Math	1 unit	Math	1 unit
Science	1 unit	Science	1 unit
<b>Des. &amp; Draw for Production*</b>	1 unit	<b>Graphic Communication</b>	½ unit
Elective	1 unit	<b>Technology Elective</b>	½ unit
Physical Education	<u>½ unit</u>	Elective	1 unit
	<b>6 ½ units</b>	Physical Education	<u>½ unit</u>
			<b>6 ½ units</b>
* satisfies Art requirement			
<u><b>GRADE 11</b></u>		<u><b>GRADE 12</b></u>	
English	1 unit	Business Communication	1 unit
Social Studies	1 unit	Social Studies	1 unit
Math	1 unit	Elective	1 unit
Science	1 unit	<b>Technology Elective</b>	½ unit
Health	½ unit	<b>Technology Elective</b>	1 unit
<b>Technology Elective</b>	½ unit	Physical Education	<u>½ unit</u>
<b>Technology Elective</b>	½ unit		<b>5 units</b>
Career Pathways	½ unit		
Physical Education	<u>½ unit</u>		
	<b>6 ½ units</b>		

## **TECHNOLOGY COURSE DESCRIPTIONS**

### **DIGITAL PHOTOGRAPHY – One semester – ½ Unit – 1.00 factor**

**Prerequisite:** None

This course is designed for students who enjoy taking pictures for fun or as a possible career. Students will complete projects that will explore the technology that allows us to capture still images, manipulate them in various ways, store them and present them.

### **COMMUNICATIONS SYSTEMS - One year – ½ Unit– (meeting every other day) - 1.00 factor**

**Prerequisite:** None

This class explores multiple modes of modern and historical communication systems. Students work on computers and projects to explore communication devices. Required projects involve digital editing for printed graphics as well as editing video clips and sound tracks, involving computer animation, narration, live audio and sound effects.

### **GRAPHIC COMMUNICATIONS –One semester – ½ Unit – 1.00 factor**

**Prerequisite:** None

Students will use the computer to learn about digital photography, photo manipulation, page layout, scanning, vector illustrations, and typography. Most projects will be designed on the computer then brought to life on t-shirts, calendars, music albums, web pages, etc. This class may be taken by any student to partially satisfy the high school art/music requirement.

### **ADVANCED COMPUTER GRAPHICS – One year – 1 Unit – 1.00 factor**

**Prerequisite:** A final average of 80 percent or above in Graphic Communications or Communication Systems or Instructor's or Director of Technology's approval.

Students successful in a Communications course will continue on to do advanced work in similar topics while also exploring Video Production, Cartoon Animation, and Website Design. The Elements and Principals of Design will serve as a basis for improving basic design skills. This class will help students explore the many career possibilities in computer media and the graphic arts.

**WOOD TECHNOLOGY** – One semester – ½ Unit – 1.00 factor**Prerequisite:** None

Upon completion of the course, students will be able to identify and select appropriate wood species for projects. They will learn to safely operate hand, power and machine tools, turning rough lumber into finished products. Students will engage in hands-on activities, resulting in several take-home projects.

**ADVANCED WOOD TECHNOLOGY** – One semester – ½ Unit– 1.00 factor**Prerequisite:** A final average of 80 or above in Wood Technology or Instructor's or Director of Technology's approval

The course is designed for detail-oriented students who have successfully completed Wood Technologies I and wish to refine their skill set using technical processes. Students will gain the skills necessary to produce high quality pieces, applying advanced joinery and inlay techniques. The resulting take-home projects will focus on forging the next step to tool and materials mastery, where old world craftsmanship meets cutting edge technology.

**PRINCIPLES OF TRANSPORTATION** – One semester – ½ Unit– 1.00 factor**Prerequisite:** None

Students will engage in hands-on activities to investigate how people move over the land, under the sea and through the air. Projects will be designed using engineering principles and applied to terrestrial, aviation and marine systems. Students will gain a greater understanding of proper tool usage and mechanical systems.

**ENERGY** – One semester – ½ Unit – 1.00 factor**Prerequisite:** None

This activity based program explores various limited and renewable sources of energy to be used more efficiently in today's society. It provides a series of projects which enable students to become directly involved in learning alternative means to store and harness energy so that we may improve today's transportation, food production, manufacturing, and housing. Studying wind, solar, bio, thermal and electrical forms of energy in this fun packed program, will enable students to better understand what it means to "GO Green" and protect our environment for future generations.

**BASIC ELECTRICITY** – One semester – ½ Unit– 1.00 factor**Prerequisite:** None

This class will introduce students to what electricity is and how it can be safely used. Projects and topics will cover the areas of Resistance, Voltage, Current, Printed Circuits, and Common Electrical Components. House wiring techniques will also be explored. This class will help students experience the job of Electricians and Electrical Engineers.

**DIGITAL ELECTRONICS** – One semester – ½ Unit – 1.00 factor**Prerequisite:** None

Understanding the basics of how computers can think is the major focus of this class. Students will be introduced to Digital Circuits and Logic Gates by studying and then making several electronic projects. This class will help students explore the job of Electrical Engineers and Computer Technicians.

**DESIGN AND DRAWING FOR PRODUCTION** - One Year - One Unit 1.00 factor**Prerequisite:** None

This course is an introduction to the graphic language using the skills of mechanical drawing to solve design problems. Students will learn to create solutions for determined needs. This type of drawing is a "real world" way of communicating ideas. This course may be taken by any student to satisfy the high school art/music requirement. It may also be taken for sequence credit in Technology.

**PRE-ENGINEERING** - One Year - One Unit– 1.00 factor**Prerequisite:** Design and Drawing for Production or Instructor's or Director of Technology's approval.

Pre-Engineering uses skills learned in Design and Drawing for Production and develops them using more elaborate and technical drawing methods. Course content will include assembly, sections, sheet metal layout and advanced geometric construction with basic design concepts. Students will use the Computer Drafting system as a drawing tool for many of the design problems. Students will apply drafting skills to help design solutions to given problems and will use production equipment to build a working prototype of their solution. This course may also be taken for a sequence credit Technology.

**PRE-ENGINEERING II** - One Year - One Unit – 1.04 factor

**Prerequisite:** Design and Drawing for Production and Pre-Engineering or Instructor's or Director of Technology's approval.

Pre-Engineering II is the equivalent of a first year college level offering which will prepare students in drafting techniques and methods commonly used in industrial operations. The course content includes the study of drafting techniques and methods of illustration, assembly, and detail drawings of cams, gears, tools and design problem solving concepts. This course uses the Computer Drafting system for all of its work. Heavy emphasis will be placed on team building projects of machines that the students design, build, and perfect. It may also be taken for a sequence credit in Technology.

**ARCHITECTURE** - One Year - One Unit– 1.00 factor

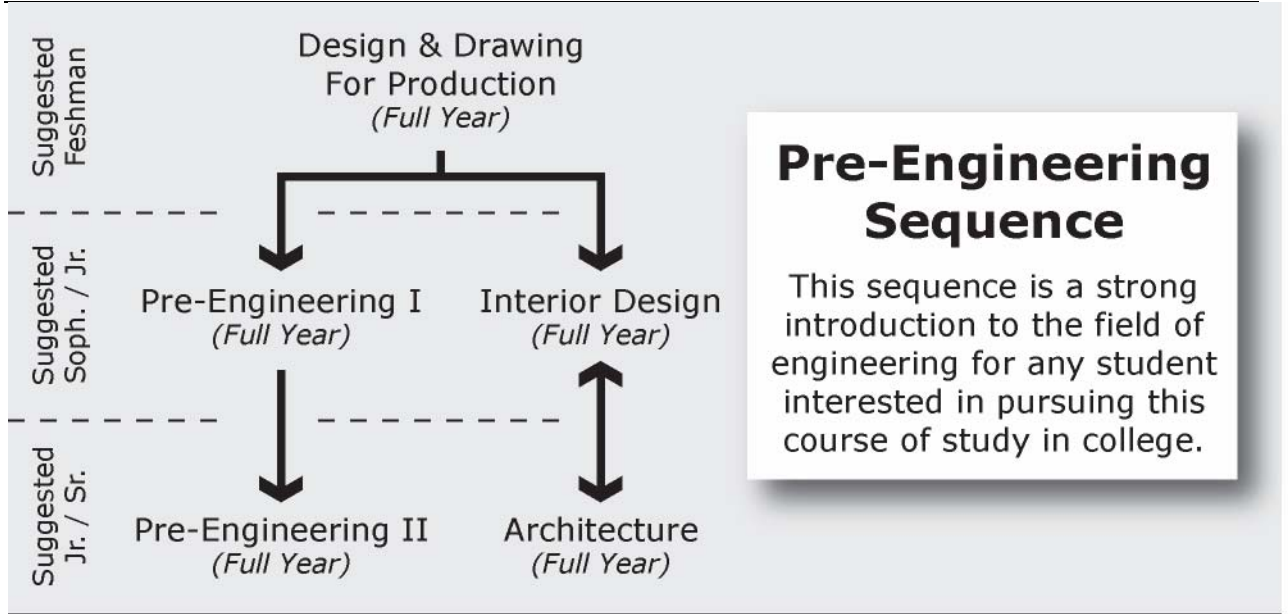
**Prerequisite:** Design and Drawing for Production or Instructor's or Director of Technology's approval.

This course content deals with making architectural sketches and complete working drawings of the student's "dream house." A student will be required to develop his/her own design concepts based on sound architectural standards. Course subject matter will deal with drafting techniques, which include area planning, methods and material studies. Students will also build structural models of their homes to study construction techniques and problem design areas. Students will learn how to detail drawings both by hand, drafting techniques, and plotted by computer.

**INTERIOR DESIGN** – One Year – One Unit – 1.00 factor

**Prerequisite:** Design & Drawing for Production or Instructor's approval.

Interior Design introduces fundamental concepts and methods for planning, organizing, and arranging spaces in the interior environment. Students will examine space in terms of human needs and desires. Utilizing the design process to develop the best use of space. Students will utilize 2D and 3D design programs as a visual aid in design tool. Students will use production equipment to develop prototypes of design solutions created in class.

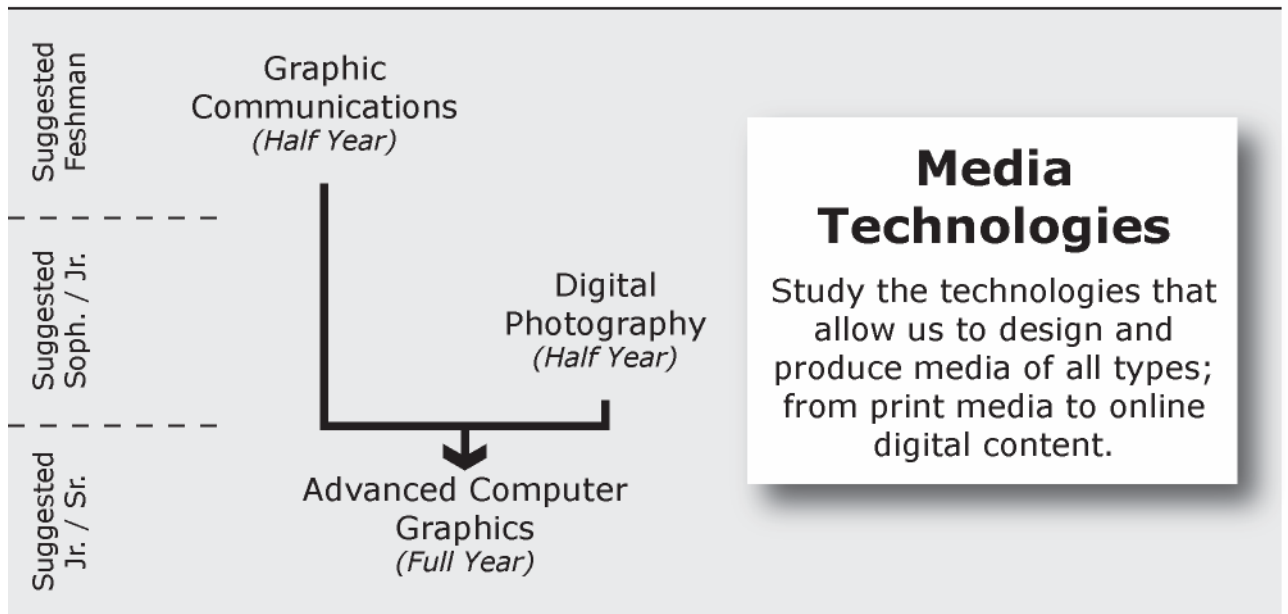


**Applied Tech. Electives**

These courses are designed to expose students to a variety of Technology fields leading to study in college or a career.

- Basic Electricity (Half Year)
- Principles of Transportation (Half Year)
- Energy (Half Year)
- Digital Electronics (Half Year)
- Wood Technology (Half Year)
- Wood Technology II (Half Year)
- Communication Systems (Full Year, Every Other Day)

Recommended During Any Year of High School



**COURSE CREDIT BY EXAMINATION**

A student enrolled in grades 7-12 may earn a maximum of 6 1/2 units of credit for either a Regents or Local diploma without completing units of study for such units of credit if:

1. She/he has earned a cumulative average of 85% or better in that discipline at the time of normal final exam administration (Jan. or June); or in the absence of cumulative grade average records, an equivalent assessment may be made by other means.
2. Students must make written request for consideration to exercise this alternative from the building principal not earlier than fifteen weeks or later than ten weeks prior to the normal final exam test administration (January, June, or August). At the time of said request, the student should be maintaining at least an 85% average in that discipline and be attending school regularly.
3. The building principal or director, as the superintendent's designee, determines whether or not the student will benefit academically by exercising this alternative.
4. On approval of the principal or director, the student must pass an oral examination or successfully complete a special project to demonstrate proficiency consistent with the goals and objectives of that course and/or the course work embraced by multi-unit comprehensive examinations.
5. The student achieves a score of at least 85% or its equivalent on a state developed or state approved examination.
6. For art and/or music, this alternative may be exercised only in exceptional situations that involve pre-approved out-of-school art or music activity. Credit for participation shall be upon recommendation by the student's art or music teacher, shall be approved by the art or music department director, and by the school principal, and shall be consistent with the goals and objectives of the school's art and/or music program.
7. The course credit option does not apply to the required half unit of Health education.

## **DUTCHESS CAREER AND TECHNICAL INSTITUTE - BOCES**

**DUTCHESS CAREER AND TECHNICAL INSTITUTE (BOCES):** The Hyde Park Central School District offers students in grades 11 and 12 an opportunity, through the Board of Cooperative Educational Services, to participate in a variety of Technical Education Programs. Students attend BOCES program at the Dutchess Career and Technical Institute (CTI) for one-half the school day, (morning or afternoon) and spend the remainder of the day at the high school. To apply for this program, students must consult their counselor. Students in grades 9 and 10 will only be considered on a special needs and space availability basis. A detailed course description guide for all vocational programs is available in the Franklin D. Roosevelt High School Guidance office.

A potential BOCES applicant must be of junior status and be able to graduate in two years. A BOCES application must also be filed in the Guidance Office by April 1 for both first year and returning students. Additionally, all applications will be reviewed by an Administrative Committee for determination of BOCES placement based upon a combination of established criteria including school progress, student disciplinary records, attendance, etc. All first year BOCES student progress will be reviewed to determine appropriateness for continuation for the second year of study. A visitation to BOCES CTI is also required for all potential applicants.

The Board of Cooperative Educational Services (BOCES) offers services for which our school board contracts. Courses carry three and four units of credit toward high school graduation. Additionally, CTI offers courses in Auto Service Technician, Food Service Basics and Human Services for the IEP/Local Diploma student.

**PLEASE NOTE:** If any BOCES Courses are started or continued after graduation, the tuition is the responsibility of the student.

## **Career Major Options at Dutchess CTI**

**ALL OF OUR PROGRAMS OFFER STUDENTS THE OPPORTUNITY TO GAIN BASIC ENTRY LEVEL CAREER SKILLS AS WELL AS THE SKILLS NECESSARY TO ENTER A COLLEGE OR TECHNICAL SCHOOL. ARTICULATION AGREEMENTS WITH POST-SECONDARY INSTITUTIONS ARE AVAILABLE FOR MANY OF OUR PROGRAMS.**

### **ARTS/HUMANITIES**

**Communication Technology Academy** – Students will be given the opportunity to explore the exciting world of Graphic Arts, Graphic Design, Multi-Media and Video Production.

### **BUSINESS INFORMATION SYSTEMS**

**Computer Repair/A+ Computer Training** – This one-year program is designed to provide the student with the technical knowledge and skills required for an entry-level position in the information and computer technology career field. Additionally, students will be prepared to take the A + Industry Certification Exam. Prerequisite: Math Course A.

**Computer Networking** – This one-year class is designed to provide the student with the technical knowledge to obtain an entry level job in the field of computer network installation and maintenance. While A+ is not required as a prerequisite, basic knowledge of the workings of computers will make this class more accessible.

### **ENGINEERING TECHNOLOGY**

**Auto Body Collision & Refinishing** – This one year program for juniors or seniors is an entry level course in collision theories and repairs as well as auto refinishing.

**Auto Body Exploration** – This one year program for juniors or seniors is an entry level course in the Auto Body field.

**Automotive Service Bay Technician** – This one-year program is designed to be a hands-on training program that instructs students in the basic entry level skills needed to gain employment in the automotive service industry.

**Exploratory Automotive Trades** – This one-year program for juniors or seniors is a rotation through various segments of the automotive field.

**Advanced Auto Mechanic and Technician Training –** This one year program for juniors or seniors is an entry level course in electricity, electronics, on-board computers, OBD I & II, transmissions, drive line and clutches, and engine service.

**Basic Automotive Trades -** This one-year program for juniors or seniors is a basic level course that covers under car services, tires and wheel alignment, brakes, belts, hoses, fluids and NYS Inspection.

**Residential Construction –** This one-year course for juniors or seniors introduces the tools, methods, and materials used in the residential construction trades. Students who successfully complete both Residential Construction and Finish Carpentry will be eligible for one unit of Math.

**Finish Carpentry –** This one-year course for juniors or seniors will introduce students to the tools, methods, and skills used in finish carpentry. Students who successfully complete both Residential Construction and Finish Carpentry will be eligible for one unit of Math.

**Construction Electricity –** This one-year program for juniors or seniors is designed for the student to develop entry level skills in residential construction wiring. Students who successfully complete both Residential Construction Wiring and Construction Electricity will be eligible for one unit of Math and/or one unit of Science.

**Residential Construction Wiring –** This one or two year program for juniors or seniors is designed to develop entry skills needed for residential wiring. Prerequisite: Integrated Algebra. Students who successfully complete both Residential Construction Wiring and Finish Carpentry will be eligible for one unit of Math and/or one unit of Science.

**Welding & Fabrication –** This one or two year program for juniors or seniors is designed to develop entry-level skills needed for careers in the welding and steel fabrication industry.

**Plumbing Mechanic & Service Technician –** This one-year program for juniors or seniors is designed to develop the basic skills necessary to gain entry-level employment as a plumbing apprentice.

**HVAC Basics –** This one-year program for juniors or seniors is designed to develop the basic entry-level skills needed to gain employment in the HVAC industry.

**Small Engine Technology** – This one-year program for juniors or seniors is designed to develop the basic entry-level skills in small engine operation, maintenance and repair.

**Turf Equipment & ATV Maintenance** – This one-year program for juniors or seniors is designed to develop the basic entry-level skills in the operation, maintenance and repair of lawn and garden equipment and recreational vehicles.

## **HEALTH SERVICES**

**Introduction to Health Occupations**- Taken during the student's junior year. Includes core competencies specific to the Health Occupations. Students will be given an opportunity to explore various health care fields. Second year options 65% average in order to be recommended to enter Pre-Nursing/Nurse Assistant; 75% average in order to be recommended to take entrance exam for the LPN program.

**Nurse Assistant** – This one-year course for seniors introduces the student to the foundation skills necessary for the study of Nursing. Successful students qualify to take the CNA Exam. Successful completion satisfies health requirement for high school graduation.

**Licensed Practical Nurse I** – Open to seniors who have completed 3 Regents science courses including Living Environment. (Admission test required.) (No academic pullouts for this course.)

## **HUMAN AND PUBLIC SERVICE**

**Culinary Arts & Restaurant Management** – This one or two year program for juniors and/or seniors introduces the student to skills in food preparation, baking and pastry arts, safety and sanitation, and culinary/hospitality. Students successfully completing two years of Culinary Arts and Restaurant Management program will be eligible for one unit of Math.

**Food Service Basics** – This one-year program is for the IEP/Local Diploma student. The course will focus on food safety, sanitation, food preparation and food presentation. Students will be provided opportunities for internships in the community.

**Caregiver Basics** – This one year program is designed to teach the IEP/local diploma student basic entry level skills in child care, adult care and elder care. Students will be exposed to a variety of roles geared toward working in a range of care facilities.

**Early Childhood Education** – This one or two year program provides students with an understanding of the physical, social and mental development of children as applied to Pre – K through early Elementary Education.

**Security & Public Safety** – This one-year program for juniors or seniors introduces the student to the basic concepts of security and public safety, including homeland security, executive protection, and disaster preparedness.

**Law Enforcement & Criminal Justice** – This one-year program for juniors or seniors introduces the student to the theory and practical applications of law enforcement and criminal justice.

**Cosmetology** – This is a two-year program. Students learn the care of hair, nails and skin in preparation for the New York State Licensing Exam. (1000 hours)

**Multi-Occupations** – This one-year program is designed to expose students to a variety of occupational careers. The goal is to assist students in making a career choice based on their abilities and opportunities for success. This program is designed to accommodate 9<sup>th</sup> and 10<sup>th</sup> graders both classified and unclassified. Upon successful completion of this program the students would have the opportunity to choose a career pathway within CTI.

## **NEW VISIONS**

**New Visions in Health Care** – This is a one-year Health Career Exploration program designed for college bound high school seniors planning to enter careers in Health Care. This program is offered on site at area hospitals and health care settings. May receive 12 DCC credits. \*\*

### Related Academics

**CTE English** – All regular programs offer .5 credit per year in high school English.

**MST** – This integrated Math-Science-Technology Program fulfills the requirements for a third unit of Math or Science.

**Social Studies 12** – This program fulfills the requirement for a fourth unit of Social Studies.