

Hastings High School

Program Of Studies

2009 – 2010

Program of Studies

January, 2009

Dear Students:

We hope you find the “Program of Studies” booklet useful as you begin to think about the courses you would like to take next year. We suggest that you discuss the various course offerings with your parents. Please note some offerings may be subject to change.

Each year, during the early spring, you will select courses with your counselor for the following year. Your selections will be based on graduation requirements and on your own special needs and interests. You should develop a general plan of studies for four years at the High School.

This booklet has been updated to include projected courses and graduation requirements.

We urge you to plan a challenging course of study.

Sincerely,

Ms. Jeanette Kocur, Director of Guidance

Ms. Velva Edwards

Ms. Sharon Quigley

Ms. Randie Shaw

The Hastings-on-Hudson School District does not discriminate on the basis of age, color, religion, creed, disability, national origin, race, or sexual orientation in the educational programs and activities which it operates.

The Hastings-on-Hudson Board of Education and Administration believe that all students should have access to our most difficult Honors and Advanced Placement courses.

Table of Contents

Graduation Requirements.....	4
English	6
Social Studies.....	11
Mathematics	16
Science.....	20
Foreign Language.....	26
Art	30
Hastings Alternative School Program (HASP).....	34
Physical Education	37
Music.....	40
Support Services	42
Occupational Education.....	43
Special Program Opportunities.....	54

Graduation Requirements

A minimum of 22 credits are needed for graduation; the required credits are listed below. Students are also required to take and pass number of different High School Regents exams. These are listed on the next page.

- 4 English Credits
 - English 9
 - English 10
 - English 11 or English 11 Honors
 - 1 credit of English (your choice to be taken senior year)
- 4 Social Studies Credits
 - World History 1
 - World History 2
 - American History, AP American History, SUPA U.S. History
 - .5 Economics
 - .5 Participation in Government
- 3 Math Credits
 - This can be satisfied by completing a number of different math sequences.
 - Speak to your counselor regarding the sequence that is right for you.
- 3 Science Credits
 - Students must complete a minimum of one course in physical science and one course in life science, the third credit can be a physical or life science. Generally students will complete Earth Science, Biology and Chemistry but speak to your counselor regarding the sequence that is right for you.
- 1 Credit of Visual Art, Music and/or Theatre
- .5 Health Credits
- Language other than English Credits (L.O.T.E.)
 - One credit for Regents or Local diploma
 - Three credits for Advanced Regents diploma
 - Students who pass the 8th grade Language Proficiency exam receive one High School credit for L.O.T.E.
- 2 Physical Education Credits
 - This is completed by taking .5 credits of Physical Education every year.
- 1.5 Elective Credits

Students must take a minimum of 6.5 credits per year.

Examination Requirements for the Local, Regents and Advanced Regents Diplomas

Local Diploma*

For students receiving a 55-64% on the following Regents exams:

1. Global History & Geography
2. U.S. History & Government
3. Comprehensive English
4. Math A
5. Science (any)

Students entering grade 9 in 2005 must receive a 65 or better in at least two of the above exams; students entering grade 9 in 2006 must receive a 65 or better in at least three of the above exams; students entering grade 9 in 2007 must receive a 65 or better in at least four of the above exams. *

Regents Diploma

For students receiving a 65% or higher on the following Regents exams:

1. Global History & Geography
2. U.S. History & Government
3. Comprehensive English
4. Math A/Algebra
5. Science (any)

Advanced Regents Diploma

For students receiving a 65% or higher on the following Regents exams:

1. Global History & Geography
2. U.S. History & Government
3. Comprehensive English
4. Math A and Math B
- Or
- Algebra/Geometry and Algebra 2/Trigonometry
6. Physical Science (Earth Science, Chemistry or Physics)
7. Life Science (Living Environment)
8. Language other than English **

* The local diploma will no longer be available to students entering grade 9 in September 2008. However, it will still be available for students with disabilities.

** Students completing a five-unit sequence in career and technical education or the arts (visual arts, music, and theatre) are not required to complete the additional two units of the Language other than English requirement for the Regents diploma with advanced designation, but must still meet the requirements for the total number of units of credit.

English

Facility with language enriches life. It sparks and shapes relationships among people. It enables us to enjoy the arts, the inventions of culture; to participate in them; and even to create our own. It is, most importantly, the rudimentary skill for all learning. Consequently, all required courses in our English program include the essentials for mastery of language: reading, writing, speaking, listening; fundamentals of grammar and usage; and exposure to the literatures of our and other cultures.

To immerse students in language, they must take a full year of English during each of their four years of study. Although the program offers a variety of courses for completing this four-year requirement, all students must take English 9, 10, and 11 (or 11 Honors). They can then choose from a combination of advanced and elective courses to fulfill their fourth year of English. Students who have taken four years of English will also have completed in eleventh grade a research project that is required for graduation.

Summary of Courses

Core Courses

English 9

English 10

English 11: American Literature

Advanced Courses

English 11 Honors: American Literature

English 12 AP

English 12 Honors: Advanced Writing and Literary Theory (SUPA)

Elective Courses

Journalism

Creative Writing

Theater Arts

Poetry & Short Stories

Shakespeare Alive

Tune In, Turn On,

Drop Out; The Music,

Literature, and Culture

of the 1960's

Film Studies I

Film Studies II

Dramatic Arts

Revealing Women

The Detective in Film and Fiction

Facing Ourselves: Reading

Race and Gender

Core Courses

English 9**Full Year-1 Unit**

This required course examines the major literary genres: the novel, the short story, poetry, drama, and non-fiction. There is regular work in the organization of composition and in the techniques of writing, as well as the regular study of vocabulary and spelling. Students also do guided supplementary reading and close analysis of what they read.

English 10**Full Year-1 Unit**

This required course continues the study of the major literary genres and the many strands of language arts with attention to the complexity of language and human experience. Composition and functional grammar are an integral part of the program, as are the study of vocabulary and spelling.

English 11: American Literature**Full Year-1 Unit**

This comprehensive course in American literature is intended to familiarize students with the breadth and variety of the American experience as reflected in its literature.

The course may be taught chronologically, thematically, or by genre, at the discretion of the instructor, but the essential materials remain the same. In addition, the techniques for writing and organizing a long research paper are taught, and a completed, formal research paper is required. The course requires taking the Regents Comprehensive Examination in English.

Advanced Courses

The English Department believes that students should have the opportunity to create a program of studies that brings them the greatest intellectual challenge. In light of this it will not exclude students from its advanced courses.

Because Honors and AP courses are neither workshops nor tutorials, the Department considers certain qualities essential to success in these classes. These are:

1. The motivation to complete extensive reading,
2. The ability to write expository papers,
3. The industry to keep pace with all course requirements, and
4. The completion of summer reading assignments.

Students whose achievement falls below a B average may be asked to consider more appropriate placement.

All advanced classes are full-year courses and may not be taken for half-year credit.

English 11 Honors: American Literature**Full Year-1 Unit**

This course provides both an intensive study of masterpieces of American Literature and a college-level freshman composition course. Readings are plentiful and varied, covering works included in the traditional sense of *American Masterpiece* as well as works outside of this definition. Students will be taught the conventions of advanced literary analysis, and will be expected to use these tools in frequent reading and writing assignments. The composition component covers standard rhetorical modes, personal writing, and some creative writing. Successful completion of summer reading is a prerequisite for starting the class. Students are also required to take the Regents Comprehensive Examination in English and to complete a formal research paper.

English 12 AP (Advanced Placement)**Full Year-1 Unit**

This course is a rigorous inquiry into literature. The focus is British and World Literature. The class offers a college-level reading and writing experience with the study of traditional and modern literature. Required writing for the course is both analytic and

creative. All students are required to sit for the Advanced Placement examination in either English Literature or Language.

English 12 Honors: Advanced Writing and Literary Theory, Syracuse University at Hastings High School **Full Year-1 Unit**

This class is a two-course sequence in writing and reading. Upon successful completion of both courses, students receive six college credits from Syracuse University. Both courses must be successfully completed to receive college credit, and the credit is usually transferable.

To be eligible to enroll in the program, students must be in their 12th year, should have gotten 85% or better on their English Regents examination, and should have the recommendation of their 11th grade English teacher. Students must pay a fee of about \$600 to cover the administrative costs and charges of Syracuse University. Financial aid dependent on need is available.

This class, in effect, allows seniors to complete six credits of college work in English. Because most colleges require students to take a year of introductory courses in writing and literature, it also allows them to fulfill one of the most common and sometimes most difficult of their requirements for their BA. (Note that some colleges do not accept transfers of credit under any conditions.)

Semester 1: Writing Studio is the first course in this sequence. It is designed to nurture writers as part of a community of writers rather than as students in a course presided by a teacher who has experience in writing. Writers are expected to help fellow writers become better in their craft by reading and criticizing each other's work as well as their own.

Semester 2: English Textual Studies is the second course in this sequence. It introduces students to a variety of intellectual discourses current in the study of language and literature. Through close reading of texts and writing about their reading, students develop a basis for understanding postmodernism and the intellectual currents that shape our understanding of literature, language, and culture.

Elective Courses

English electives are open to all students in grades 9-12. Seniors may use these classes to complete their 12th grade English requirement after successfully completing English 9, 10 and 11 (or 11 Honors).

Creative Writing (Grades 9-12) **One Semester-½ Unit; Full Year-1 Unit** Students write their own short stories, plays, and poetry. The course offers ways to develop a creative voice and to experiment in technique. It provides opportunities for writers to share material with others. Professional models and student work comprise the texts. This course can be taken for either a half-year or full-year unit of credit. If taken for a full year, the course includes developing and presenting longer works of fiction and drama.

Poetry and Short Stories (Grades 10-12) **One Semester-½ Unit; Full Year-1 Unit** If you like literature quick and brief, this course is for you. It explores the two genres of short works: poetry and short story. It focuses on reading, emphasizing and exploring the way we read and make meaning out of different forms of literature. Students will refine their reading by working on *close reading* skills that explore the way they make sense out of words. Although writing, both expository and creative, is part of the course, the emphasis throughout is on celebrating the act of reading.

Journalism (Grades 9-12)
Unit

One Semester-½ Unit; Full Year-1

This course gives students an overview of the role of print, broadcast, and photojournalism in a democratic society and introduces them to the principles of responsible journalism. Students put theory into practice by interviewing, writing, editing, and preparing material for publication.

Theater Arts (Grades 9-12)

One Semester-½ Unit

This course prepares students for a more detailed study of theater that they can pursue in Dramatic Arts. Theater Arts introduces them to the fundamental concepts of play production: set building and design, lighting design, play direction, and acting. It is meant to familiarize students with the overall look of a play and theater production. An introduction to acting immerses students in the fundamentals of theatrical interpretation, including group acting, monologues, and an overview of character interpretation from Shakespeare to Stoppard.

Dramatic Arts (Grades 9-12)

One Semester-½ Unit; Full Year-1 Unit

This course takes an in-depth approach to several schools of dramatic interpretation. Different schools are studied and performed to reveal their strengths, weaknesses, and similarities. This course also serves as an on-call repertory company to provide performances of theatrical works being studied in English classes. It can provide a brief scene for a class studying Shakespeare or some other work. Students gain invaluable knowledge of all aspects of theater by designing mini-productions of works that are being read in English classes.

Film Studies I: Reading Hollywood Movies (Grades 10-12)

One Semester-½ Unit

Students are introduced to the art of film by examining the works of great film directors and by learning how film expresses meaning through image and sound. It examines a variety of theories on the art of film and shows students the difference between seeing a movie and reading one. The course shows how some films lend themselves to careful study, that an aesthetic appreciation of many films can be had by understanding their design and realizing the various ways that film makes meaning. Popcorn is not allowed, but regular writing about film is required.

Film Studies II: Truth and Film (Grades 10-12)

One Semester-½ Unit

From offbeat *cinema vérité* to the troubling fictional *Conversation* by Francis Coppola, students examine the various ways that films record things in the world around them but often miss the truth of the things they are recording. Students study fiction and non-fiction film to learn about the differences between these kinds of film and to learn how films can be manipulative and misleading, sometimes creating fiction instead of recording history. Students write about film as well as storyboard and videotape their own short films.

Shakespeare Alive (Grades 9-12)

One Semester-½ Unit

This semester course has two major components: reading Shakespeare and directing and performing his works. In the first ten weeks, students will read plays for understanding and analysis. The second ten weeks of the course will consist of dramatizing these same plays. Students will have a variety of roles and assignments. A student might design a series of costumes, another student might be responsible for directing several scenes, and of course some students would be actors.

Revealing Women (Grades 10-12)

One Semester - ½ Unit

This course will examine how men and women have constructed female identity. We will read literature by women who challenged the conventions of their time, whose legacy altered history and who ultimately shaped female identity. Students will also examine television and film. Possible authors include: Jane Austin, Helen Fielding, Maxine Hong Kingston, Audre Lorde, Sylvia Plath, Adrienne Rich and Virginia Woolf. Frequent writing, both expository and creative, and a larger independent project are course requirements.

1960's Literature, Music & Culture (Grades 10-12) One Semester-½ Unit

This course examines the extraordinary explosion of creativity that occurred between the monumental events beginning with the assassination of President Kennedy in 1963 and ending with the resignation of Nixon in 1973. Students will look at the powerful relationship between rock n' roll and politics and between the women's movement and the sudden awareness of gender as it relates to equality. We will also consider the civil rights movement as a struggle played out in poetry, theater, and music. Possible authors include: Burrows, Ginsberg, Gitlin, Dylan, Morrison, Hoffman, Cleaver, and Jones, Lennon and McCartney. Frequent expository and creative writing is required.

Facing Ourselves: Reading Race and Gender (Grades 10-12) One Semester-½ Unit

Have you ever wondered what is behind the recent spate of 'buddy' movies, in which one white cop and one black cop team up to fight crime? Or why villains on Saturday morning cartoons almost always have 'foreign' accents? Perhaps, like me, you have stayed awake nights wondering what life would be like if you had been born into a different gender or race. This course will approach the controversial issue of how we "read" race and gender in modern American culture. We will study novels, poetry, film, and television, as well as read a series of critical essays on the topics of race and gender in America. This course, built around a series of complex essential questions, requires an open mind, an interest in complication, and a willingness to look critically at oneself and the world. Students will learn to read and paraphrase challenging essays, apply critics' ideas to their own experiences, and look beyond the obvious in studying texts. Students will be expected to write a series of thinking papers and contribute honestly to class discussions. The course culminates with a student-designed project on a topic of interest, to be presented in a public forum.

The Detective in Film and Fiction (Grades 10-12) One Semester-½ Unit

The course examines the evolution of the detective story from its origins in 19th century up to its current incarnations. The class develops an understanding of the conventions of the genre, compares the ways in which the detective story is presented in film and on the page, and explores the ways in which the detective story has become a fixture in popular American culture. Authors considered in the class include Edgar Allen Poe, Sir Arthur Conan Doyle, Raymond Chandler, Walter Mosely, and Jonathan Lethem. The course studies other media as well—most notably film, but also critical articles, cartoons, music and music videos, and advertisements. Students are expected to discuss their reading of the genre in class and in their writing; an independent final project is also required of students in this class.

Social Studies

Students are required to take four full units of Social Studies in high school. The overall purpose of the Social Studies Program is to prepare students for life by helping them understand the past, the modern tools of social analysis, and the major features of their environment. Within our classes, we stress content and skills and try to formulate class rules and procedures that foster self-respect and respect for others as well as a sense of responsibility.

Social Studies Sequence

All students take World History I and World History II in heterogeneous classes. In grade 11, students may choose different courses, but selecting a particular class in grade 11 does not, in any way, restrict their choices in their senior year. The fourth year requirement entails a semester of Economics and a semester of Participation in Government.

Typical Sequence

Grades 9-10	World History I and World History II, with an option of Contemporary Politics, Trial Law, Women, History and the World or The Two Americas, Anthropology (10 th Only)
Grade 11	US History & Government: Regents OR American History Advanced Placement OR SUPA American History
Grade 12	Economics (1/2 year) AND Participation in Government (1/2 year) OR Economics (1/2 year) AND European History 12AP/Participation in Government

World History I (required for 9th grade)

Full Year–1 Unit

Grade 9 World History is the first year of a two-year course that traces, chronologically, the history of the world from pre-history to the present. Grade 9 covers pre-history to the 1600's and the Italian Renaissance. The course is structured around themes which demonstrate interactions of peoples around the globe and pose questions as to the extent to which distinct cultural groups developed compared to the emergence of a global culture.

World History II (required for 10th grade)

Full Year-1 Unit

World History II is the second year of our survey on World History. We begin with the first Global Age of the 16th century and end with the study of the contemporary world. The first semester concentrates on the 18th and 19th century while the second semester concentrates on the 20th century. The course ends with a Regents examination on both 9th and 10th grade material.

American History Advanced Placement (Grades 11 or 12)

Full Year-1 Unit

This is a college-level survey course in American History covering the period from Colonial America through the post Cold War era.

The approach used will emphasize political, economic and social themes of American history, and will include conflicting historic interpretations of selected issues in the American past.

In addition to the mastery of a college level textbook, students will participate in a number of extensive simulation games and read supplementary primary and secondary sources. The course is open to all who show a willingness to do advanced work in the field of history. This course may be taken in place of or in addition to, the United States History and Government course (Regents). Students must take the Advanced Placement test given in May of each year and are prepared for the U.S. History SAT II exam given in June of each year. Students must pass the Regents in United States History and Government to graduate.

United States History and Government Regents (Gr. 11) Full Year-1 Unit

After a study of the development of the written and unwritten Constitution from the 1780's through the Civil War, the course focuses on the political, economic, social and cultural history of the United States from Reconstruction to the present. The course is centered around student centered instruction. There are four major units that enable students to understand four questions: Who are the Americans and what should our immigration policy be? How does our federal government operate in theory and in reality? What are the significant domestic U.S. History events from 1850 to the present? What should U.S. foreign policy be toward selected current foreign policy issues? Students must pass the Regents exam in United States History and Government to graduate.

Modern European History 12AP/Participation in Government Full Year-1 Unit

Modern European History Advanced Placement is a college-level survey course of European history from 14th century to the present. It requires extensive reading in primary and secondary sources, essays and critical thinking. We deal with politics, economics, diplomacy and intellectual and cultural movements. This course will be limited to those who have shown a willingness to do advanced work in the field of history. All students are required to take the Advanced Placement examination in May. Students should be able to do substantial reading and respond to analytical questions.

Syracuse University Project Advance (SUPA) American History Full Year – 1 Unit

Syracuse University Project Advance (SUPA) American history 102 and 102 is a new course being offered to High Schools and is designed to offer students a thematic approach to American History from early European settlement to today. It is designed to help students make connections between what we “were” to what we “are” and to what we “hope to be.” Focusing on the themes of political democracy, social justice and economic opportunity, students are challenged to garner a better understanding of the American experience and an understanding of how our society came to be what it is today. Another objective of the course is to challenge students to develop critical reading and writing skills. With an emphasis on primary sources and historiography, students will be prompted to think more critically from different historical perspectives. Similar to the current Advanced Placement United States History course offered in the High School, SUPA American History will require students to do college level reading and writing. Unlike AP however, SUPA American does not culminate in an exam and students who successfully complete the course will receive six transferable credits directly from Syracuse University. Unlike AP, SUPA is not a course that follows United States History chronologically and it does not cover the same amount of vast information as the AP. It

will offer students a chance to take a college level course that is focused on a thematic critical approach to American History.

Economics

(12th grade only)

One Semester-½ Unit

This course challenges students to become economically literate. It does this by introducing three broad sub-areas of the discipline: microeconomics, macroeconomics, and political economy. Course reading may include: United States of Walmart and The Worldly Philosophers. The New York Times is used to provide a basis to study contemporary economic issues and to clarify economic concepts developed in the course. Each teacher, who offers this course, may alter the approach within the guidelines of the requirement. You may interview the teachers to determine which approach best suits you.

Participation in Government: Anthropological Perspectives

(Recommended for 10th-12th)

One Semester-½ Unit

Anthropology is the study of humans. This course presents the student with a broad introduction to the study of anthropology, exploring physical and cultural anthropology as well as archeology in pursuit of a central question: What does it mean to be human? Some topics to be covered include: the development of the field of Anthropology, human origins, hunter-gather groups, comparative religion, cultural sub-groups and ethnography. Students are encouraged to pursue their own interests in designing a final course project.

Participation in Government: Sociological Perspectives

(Preference given to 11th & 12th)

One Semester-½ Unit

Sociology is the study of how people behave when they are members of groups. Students will have an opportunity to role-play as a parent in a simulated marriage and to behave as a “faculty member” of the Hastings High School during our Annual Red Tag Day. Social issues such as gerontology, human sexuality, crime and homelessness are investigated.

The aim is always to understand the functions of groups, how groups related to each other – such as high school cliques – how the members effect the group and how the group affects the members. Students will read, do research, conduct interviews, and discuss career possibilities in the field.

In the fall semester, the emphasis will be on the family and societal concerns. In the spring semester, the emphasis will be on deviant behavior and criminal justice.

Criminal Justice in America (Formerly Sociology II)

One Semester-½ Unit

The focus of this course is on deviant behavior and the Criminal Justice system in our country today. Students study all aspects of “the process” beginning with causes of crime and culminating with the death penalty. Special attention is given to criminal procedure, police, the trial process and corrections.

Participation in Government: Arts Perspective

(Preference given to 9th & 10th)

One Semester-½ Unit

Human history is reflected in the creativity of its peoples. This course will explore the artistic expressions of several different societies around the world from an historical point of view. After developing the tools and language for analyzing the culture of a society, we will concentrate on several key civilizations. Class work will consist of analyzing cultural artifacts, music, and theater with attention to understanding the societies that inspired them. In addition to student presentations and course lecture, this course will

also provide students with an opportunity to express themselves artistically and to visit area museums and cultural institutions.

Participation in Government: Contemporary Politics **One Semester-½ Unit**
(Preference is given to 9th-11th)

This course is geared primarily to grades 9-11. We will study the important United States domestic and foreign policy developments. Students will read a variety of news periodicals including national and local newspapers, online journals and blogs. Weekly student seminars allow students to explore the relationship between power, government, and media representation. Students will also develop skills in participating in government and expressing themselves politically. Students may take this course multiple times for ½ credit each semester.

Participation in Government: Peer Leadership **Full Year-1 Unit**
Prerequisite: Selected into the course by faculty

This course was instituted through the Princeton Center for Leadership Training. A wide range of seniors (16-22) will be selected and trained in peer counseling to work once a week with ninth graders. The purpose is, through providing a positive role model, to raise the self-esteem level of students, and to help the ninth graders adjust to the high school. Peer Counselors will have to undergo extensive training.

Participation in Government: Psychology for You **One Semester-½ Unit**
(Preference given to 12th)

Psychologists differ about why we behave as we do. Do we learn to be fearful, trusting, insecure, schizophrenic, or are internal psychological factors responsible for such behavior? Are there other explanations? In addition to dealing with these problems, the course will also look at some of the current popular “treatment” vogues. Methods used will be discussion, experiments, research, surveys and interviews. Students will develop political strategies to deal with such issues as treating the mentally disabled, de-institutionalization, and the homeless.

Trial Law (open 11 -12) **One Semester-½ Unit**

Trial Law helps students gain valuable insight and understanding into the legal mechanisms through which society resolves many of its disputes. While learning the details of the trial process, students will also develop the skills of critical analysis, listening, questioning, oral presentation and extemporaneous speaking. The class will conduct a series of mock trials and the students will participate as lawyers, witness, and judges.

Women, History and the World **One Semester-½ Unit**
(Recommended for 9th & 10th)

This course will address the question “What role have women played in the development and advancement of society?” Through the exploration of women’s experience throughout history and across the globe, we will analyze the roots of the contemporary women’s movement, the impact of that movement on the global status of women, and the various issues women face in the world today. Because the study of women is an active, ongoing subject, course readings will be a mix of historical analysis and contemporary perspectives. Students will also have the opportunity to pursue an independent research project on a women’s studies topic of their choice. The course will be structured as a seminar, allowing for extensive class discussion. Women, History and the World is designed as a complement to the Global 10 and US History courses.

This class will not be offered for the 2009-2010 school year.

The Two Americas**One Semester-½ Unit****(Recommended for 9th & 10th)**

Course Objective: The 9th/10th grade World History class is designed to illustrate to students the ever-present complexity of the relationship between Latin America and the United States. As the title of the course suggests, there are two Americas: one Latin American, the other North American. The Two Americas are constantly in tandem with one another. The class will further explore the continuing U.S. hegemony in Latin America – how the United States has been involved explicitly and implicitly with Latin American political, social, and economic affairs. Hopefully, the class will demonstrate to students the growing global interdependence in our world today.

Course Description: This course will provide students with a multicultural perspective of history – learning about the “other” America as they exercise critical thinking and evaluative skills. The course will also prepare them for the Regents as we continue to explore the common themes of political systems, world beliefs, geography, power struggles, and social class systems in Latin America.

Class time will be utilized with various instructional methods: group work, group/pair presentations, lectures, research, and individual work.

Participation in Government: History of the Modern Middle East**(Recommended for 10th -12th)****One Semester – ½ Unit**

No part of the world has had a more complicated past century than the Middle East. It has been continually at the center of the story of America and the world, yet it is often misunderstood. This course will provide a detailed and nuanced understanding of the Mideast. This course examines the history of the Middle East from 1919 to the present. Its geographical focus will be Egypt, the Fertile Crescent, Iran and Turkey. Topics include: the relationship between Islam and politics in the Middle East since 1919, the impact of western imperialism and the process of decolonization on society and politics in the middle East, the role that Zionism and the creation of Israel had on the political and social landscape of the region, changes as result of the discovery of and the increase in worldwide demand for oil, the extent to which the events in the Middle east since the collapse of the Ottoman Empire in 1919 may have lead to 9/11.

Mathematics

The mathematics program equips students with a quantitative understanding of their environment. The New York State regents curriculum spans three years and includes such topics as algebra, geometry, trigonometry, statistics, and probability. The regents sequence of classes consists of Algebra, Geometry, and Algebra II, replacing the Math A and B courses. The Algebra II course – and exam – will be introduced for the first time in September 2009, which completes the transition from the A and B coursework to the new regents courses and exams.

In general, graduation requirements in mathematics require that students accumulate three units in mathematics and pass at least one regents exam. Since the details depend on the year in which students enrolled as freshman, it is critically important that students plan their mathematics sequence in consultation with their guidance counselor. The advanced regents diploma is available to students who pass all three mathematics exams.

In addition, the Mathematics department offers courses in computer programming; Computer Science and AP Computer Science. Both courses use the Java programming language and make extensive use of our computer labs.

Summary of courses (all courses are one year long and are offered for one math credit). Course with (regents) are associated with a NYS regents exam during the June exam period.

General Mathematics	Algebra II/Trig Honors (regents)
Topics in Geometry	PreCalculus
HASP Mathematics	PreCalculus Honors
Algebra extended, yr 1	Calculus
Algebra extended, yr2 (regents)	AP Calculus AB
Geometry (regents)	AP Statistics
Geometry Honors (regents)	Computer Science
Algebra II/Trig (regents)	AP Computer Science A

General Mathematics

One Year – 1 unit

Students are placed in General Mathematics based on the recommendation of the mathematics department, resource teachers, and the Director of Special Services. This course is designed as an intervention in mathematics to help students reach an age-appropriate level of understanding. This is a non-regents class and enrollment in this course is strictly limited.

Topics in Geometry

One Year-1 unit

Prerequisite: 2 units in mathematics and a passing score on the Algebra regents.

This course is intended as an alternative to the regents curriculum. It is an exploration of geometry and proof through projects and technology. Students are expected to become proficient in Geometer's Sketchpad the TI-84 graphing calculator. Students who wish to continue studying mathematics would return to the regents curriculum at the Geometry level.

HASP Mathematics Full Year-1 Unit***Prerequisite: Two credits of mathematics***

This course is provided through the Hastings Alternative School. The course is similar to Topics in Geometry (see description above).

Algebra I**One year, 1 unit**

This class is only offered through the middle school. Students who pass this class and exam in the middle school are expected to enroll in Geometry as freshman in high school. Students who do not pass this class in middle school should consider enrolling in Algebra extended, year 1 or 2, as described below.

Algebra extended, year 1 and year 2**One year each, 1 unit each**

This is the New York State regents curriculum for algebra, spread over two years. Students develop fluency in both problem-solving and in algebraic procedures. The algebra extended, year 1 class is offered in both the middle- and high-schools. In general, students complete both years of Algebra and sit for the Algebra regents exam (a graduation requirement) at the end of the second year.

Geometry**One year, 1 unit**

Recommended: A grade of 75 or higher on the Algebra exam.

This course is based on the curriculum points from New York State's Geometry strand. Students use visualization and spatial reasoning to analyze the properties and characteristics of geometric shapes, identify and justify geometric relationships, and analyze and describe symmetry. A graphing calculator is required for many of the topics in this class.

Geometry Honors**One year, 1 unit**

Recommended: A grade of 90 or higher in Algebra.

This is the honors level version of the Geometry class described above. It is intended for students who have a keen interest and aptitude in mathematics. Students at the honors level explore additional topics, and at a deeper level. A graphing calculator is required for many of the topics in this class.

Algebra II/Trig**One year, 1 unit**

Recommended: A grade of 75 or higher in Geometry.

This is third and final course in the regents sequence. Students extend their study of mathematics to include functions, trigonometry, modeling, and statistics. A graphing calculator is required for most of the topics in this class. Students completing the regents sequence would normally enroll in Precalculus next year.

Algebra II/Trig Honors**One year, 1 unit**

Recommended: A grade of 75 or higher in Geometry.

This is the Honors level version of the Algebra II/Trig course described above. It is intended for students who have a keen interest and aptitude in mathematics. Students at the honors level explore additional topics, and at a deeper level. A graphing calculator is required for most of the topics in this class. Students would normally enroll in Precalculus Honors next year.

Pre-Calculus**One Year-1 Unit**

This course is a study of functions and associated material. The emphasis is on the interplay between numerical, algebraic, and graphical interpretations of functions. Topics include: sequences, series, conics, polar graphs, binomial expansion, trigonometry, exponential and logarithmic functions. This course is intended for students who have

completed a three-year sequential Regents program and serves as an elective fourth year of study. A local examination is taken at the end of the course. Technology will be used throughout the curriculum.

Pre-Calculus Honors *Prerequisite: Math B*

Full Year-1 Unit

Recommended: Grades of 90 or higher on the Algebra II regents and all previous mathematics coursework.

Algebraic and transcendental functions are studied in the contexts of function theory and analytic geometry. The emphasis is on the interplay between numerical, algebraic, and graphical interpretations of functions. Topics include: sequences, series, conics, polar graphs, binomial expansion, trigonometry, exponential and logarithmic functions. Students need their own graphing calculator throughout the year. This course is intended for students who wish to take Advanced Placement Calculus AB the following year.

Calculus *Prerequisite: Pre-Calculus*

Full Year - 1 Unit

This class is a natural continuation of the study of functions and their behavior from Pre-Calculus. Topics include the study of derivatives, or the rate of change of a function, and integrals, the accumulation of area under a curve. The emphasis is on exploration rather than proof. This class is intended to provide an introduction to the richness of calculus for students who are interested in continuing their study of mathematics without the pressure of the Advanced Placement program. The graphing calculator is required. It is possible to go from Pre-Calculus H to Calculus, but there will be some duplication of ideas in the first quarter.

Advanced Placement Calculus AB

Full Year-1 Unit

Prerequisite: Pre-Calc H with an average of at least 85

This is a college level course in Analytic Geometry and Calculus leading to the Advanced Placement exam in May. Topics include functions, limits, continuity, derivatives and integration of single variable functions, and applications to problem solving, several of which are introduced in Pre-Calculus. All students take the Advanced Placement (Calculus AB) examination. Technology is used extensively throughout the curriculum. A generous grant from the Hastings Foundation allows us to loan students the TI-89, a computer algebraic systems calculator, for the year. In addition, we use a geometry software program to explore ideas such as linearity, tangents, related rates, and solids of revolution. This program is available to students through their student account.

Advanced Placement Statistics

Full Year-1 Unit

Prerequisite: Pre-Calc or Pre-Calc H with an average of at least 85

This is an introductory course in statistics. It culminates in the Advanced Placement exam in Statistics. The course is divided into four major strands, namely, exploratory analysis, planning a study, probability, and statistical inference. All students take the AP examination in May. A local assessment is given at the end of the course. Technology is used extensively throughout the curriculum. A graphing calculator is required for all students.

Computer Science

One Year – 1 (non Math) unit

This course is designed for students who wish to study computer science. A hands-on individual approach is used to introduce students to programming languages, algorithms and software design. Topics include computer architecture, history of computing, binary number system, sequencing, selection, and iteration constructs as applied to problem solving and design of algorithms. Students are expected to complete programming assignments and projects. This course does NOT carry mathematics credit as the approach is strongly computer theoretic.

Advanced Placement Computer Science A One Year – 1 (non Math) unit

Prerequisite: Computer Science

This course provides complete coverage of the topics included in the Advanced Placement Computer Science A course. Students use Java in their study of computer systems, program design and implementation, programming constructs, program analysis, standard data structures, standard algorithms and case studies. This course does NOT carry mathematics credit as the approach is strongly computer theoretic.

SCIENCE

The Science Department provides the full range of science courses as recommended by the New York State Board of Regents and additional courses for elective or advanced study in science. To obtain a Regents diploma, a minimum of 1 Regents exam must be passed with a grade of 65 or higher (in either a physical or life science). To obtain an Advanced Regents diploma, a minimum of 2 Regents exams must be passed with a grade of 65 or higher (1 in physical science and 1 in life science). In addition, 3 years of science must be successfully completed (for additional information, see the table on “Diploma Requirements” in the beginning of this booklet). College preparation is best accomplished by a four year sequence of study of core courses that includes Earth Science, Living Environment, Chemistry, and Physics. This sequence can be completed in one of two ways:

General sequence of study (possibility #1):

Year 1: Earth Science with Laboratory*
Year 2: Living Environment with Laboratory*
Year 3: Chemistry with Laboratory
Year 4: Physics with Laboratory

General sequence of study (possibility #2):

Year 1: Living Environment with Laboratory*
Year 2: Earth Science with Laboratory*
Year 3: Chemistry with Laboratory
Year 4: Physics with Laboratory

**The selection of Living Environment or Earth Science as the first course taken will be chosen randomly.*

If the student’s schedule permits, and if the prerequisites have been met, electives may be taken simultaneously with Earth Science, Living Environment, Chemistry, or Physics.** Advanced Placement Courses may be taken once the student completes Chemistry.

Electives are not available to freshmen students.

Science Honors Program

All sections in Earth Science, Living Environment, Chemistry, and Physics are being taught at an *honors* level. An *honors* curriculum is defined as a course that goes above and beyond the standards required by the New York State Board of Regents. Additional topics are added to enrich the course. Additional work, above and beyond the Regents curriculum, may include: extra projects, additional homework, additional labs, additional topics and/or extended exams. The requirements may vary by course, and/or teacher.

CORE COURSES: Earth science, Living Environment, Chemistry, Physics

The core courses of Earth Science, Living Environment, and Chemistry all end with the New York State Regents examination and will include project work, laboratory exercises, and computer lab work. The New York State Board of Regents requires a minimum of 1200 minutes of laboratory work, and clearly written lab reports, in order for a student to be admitted to the Regents examination. Curriculum Resource Guides can be found at

the New York State Education Department website (www.nysed.gov). Physics will end with a final exam during the AP exam period and a final project in June. Students may opt to take the Regents exam in Physics in June.

Earth Science (with Lab)

Full Year - 1 Unit

This course is a study of the earth's processes and includes a detailed study of the following subjects: geology, astronomy, and meteorology. The curriculum covers the New York State Syllabus, as well as additional enriching topics. Topics covered through the year include:

Density	Minerals	The Rock Cycle	Plate Tectonics
Earthquakes	Volcanoes	The History of the Earth	Weathering and Erosion
Meteorology	Astronomy	Oceanography	

Living Environment (with lab)

Full Year - 1 Unit

This course is designed to provide a broad introduction to the fundamental principles of life science. It is intended that The Living Environment provides an awareness of nature by introducing basic scientific concepts and an understanding of biological processes. It covers the New York State Syllabus, as well as enriching topics. The enriched curriculum covers seven core topics, including:

Unity and diversity among living things	Maintenance in living things	
Human Physiology	Reproduction and Development	Genetics
Evolution	Ecology	Enrichment Topics

Chemistry (with lab)

Full Year - 1 Unit

Prerequisite: Earth Science & Living Environment

This course of study presents a modern view of chemistry. The outline of topics provides the unifying principles of chemistry together with their related facts. It covers the New York State Syllabus, as well as enriching topics. The following principles are basic to the understanding of our environment:

Matter and Energy	Atomic Structure	Bonding
Periodic Table	Mathematics of Chemistry	Kinetics and
Equilibrium		
Acid-base theories	Redox and Electrochemistry	Organic Chemistry
Nuclear Chemistry	Application of Chemical Principles	Enrichment Topics

Physics (with lab) *Prerequisite: Chemistry*

Full Year - 1 Unit

This course presents a modern view of physics with an emphasis placed on the fundamental concepts underlying this science. The New York State-based syllabus is designed to encourage the utilization of such basic concepts as the conservation of energy, conservation of momentum, and charge. This approach promotes an appreciation of the unity of physics.

Electives

****Electives are not available to freshmen students.****

Science Research

Two Years 2 Units

Prerequisite: Earth Science, Living Environment and Chemistry with a grade of 80% or better

This new elective will be a two year class (junior and senior year) with the goal of performing authentic science research in an actual research lab. The class will teach the scientific process including such topics as how to gather information on a topic of interest, how to read a scientific article, and how to write a research paper. Students will be

assisted in finding mentors at a research facility (for example: university, hospital, private business). Students will be expected to work at this facility in an internship over the summer months and write a research paper based on their experience.

Please note: This course requires a two-year commitment.

Biology Advanced Placement (with lab)

Full Year - 1 Unit

Prerequisite: Living Environment and Chemistry with a grade of 80% or better

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. It includes those topics regularly covered in such a course: molecules and cells, genetics and evolution, organisms and populations. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

Chemistry Advanced Placement (with lab)

Full Year - 1 Unit

Prerequisite: One year of Chemistry with a grade of 80% or better

Recommended: One year of Physics with a grade of 80% or better

The Chemistry Advanced Placement course is the equivalent of a college introductory course in Chemistry. Topics covered are extensions of concepts in basic chemistry: Thermochemistry, Gas Laws, Electronic Structure of Atoms, Covalent and Ionic Bonding, Liquids and Solids, Solutions, Kinetics, Equilibrium, Acids and Bases, Redox Reactions, Organic Chemistry, Nuclear Chemistry and Chemical Reaction Writing.

Environmental Science Advanced Placement (with lab)

Full Year 1 Unit

Prerequisite: Living Environment and Chemistry with a grade of 80% or better

The AP Environmental Science course is an Advanced Placement course that enhances student awareness of their living environment. The material covered is the equivalent of an introductory environmental science course taken in college. Some of the important topics covered will be: water and air pollution, overuse of fossil fuels, ozone depletion, deforestation and species extinction. This course will address some of these environmental issues and allow students to formulate opinions and ideas concerning causes, prevention and remediation.

In addition to providing a global perspective, this course will allow students to make a connection between their local community and its environment. Hastings has a history involving various environmental issues including its own waterfront along the vital Hudson River. This course will put students and the community at the forefront of these issues. Students can come to an understanding of environmental science and explore methods of improving the environment in which they live.

Physics B Advanced Placement (with lab)

Full Year - 1 Unit

Prerequisite: One year of Physics with a grade of 80% or better

Advanced Placement Physics B covers the topics of Newtonian Mechanics, Fluid Mechanics, Thermal Physics, Electricity and Magnetism, Waves, and Atomic and Nuclear Physics. The topics are covered in depth with thorough conceptual and mathematical analysis. The curriculum is designed to be the equivalent of an algebra-based Physics Course in the first year of college general studies. Laboratory exercises will be used to extend and apply concepts. Class participants will prepare for the Advanced Placement Examination in Physics administered in May.

Advanced Geology

One Semester (Fall) – ½ Unit

Prerequisite: Earth Science

Recommended: Grade of 80% or higher in Earth Science, can be taken concurrent with Chemistry

This is a **college-level** course that investigates the geologic story of the United States. Advanced Geology **will result in 3 college credits from SUNY Oneonta** in the form of a college transcript. Students may opt to pay for these credits (currently \$125) at the end of the course (although this is not required). Many of the geologic concepts introduced in Earth Science are covered in greater detail. The goal of this course is for students to learn how to interpret the landscape geologically. To do so, we will study:

- The geologic formation of Westchester County and New York City.
- The geologic setting and story of the Western United States and Canada through its national parks.
- The formation of hot spots, including Hawaii and Yellowstone.
- Current topics in geology including: climate change, ice-ages, earthquake prediction, volcanic hazards, and catastrophic changes in geologic history (collisions with comets, asteroids, etc).

Advanced Geology will include several extended field trips to locations within the Hudson Valley, including the Long Island Sound, New York City, and the Shawangunk Mountains in New Paltz. This course may culminate in a summer field trip to a location of geologic significance, such as Hawaii, the national parks of the Western United States, the desert Southwest, Italy, or Iceland. Coursework will involve projects, field trip reports, and exams. ***Please keep in mind that this is a college course with a workload typical of an introductory level course in college.***

Anatomy and Physiology

One Semester - ½ Unit

Prerequisite: Living Environment

Anatomy and Physiology will include an in-depth survey of the major human body systems such as the skeletal, circulatory, digestive, endocrine, nervous and reproductive systems. This course will provide students interested in the medical and health professions an opportunity to learn about the body systems in greater detail than what is covered in the Living Environment to students interested in the medical and health professions. Dissection of a cow's eye, sheep's heart and cat will be performed in class. Although dissection is highly recommended, alternative assessments will be provided for those students who are opposed to dissection.

This course may not be offered during the 2007-2008 school year.

Deep Space Astronomy

One Semester - ½ Unit

Prerequisite: Earth Science

One of the contemporary frontiers of science is the examination of the origin, expansion, and composition of the universe. Topics such as Black Holes, Galactic Clusters, Supernovae, Nebulae, Quasars, Pulsars, and theories of interstellar "Dark Matter" capture our curiosity regarding Deep Space Astronomy. Investigation of these topics using definitive information resources such as textbooks, journals, magazines, and the Internet will help separate fact from fiction. This course will promote individual investigation and teamwork on broad research projects, which will help us answer the question, "where in the world is our world."

Disease and Society

One Semester - ½ Unit

Prerequisite: Living Environment

Whether in time of peace, or time of war, microorganisms have been one of humanity's greatest of enemies. For eons, these single-celled creatures, from the plague to anthrax,

have been manipulating people to be their reproductive hosts who transport them to all inhabited places on the earth. In this course, we will study a wide variety of topics, such as, the history of disease and prevention, attempts at worldwide eradication, bacterial/viral biology, bio-terrorism, and biochemical warfare. There will be experimentation, but do not worry....nothing too dangerous.

Genetics

One Semester - ½ Unit

Prerequisite: Living Environment

Genetics is a one-semester course open to students who have completed one year of Biology. Genetics is the branch of biology that includes inheritance. This one semester, second level course uses a laboratory approach in dealing with inherited traits. It involves the testing of Mendelian Laws by performing laboratory crosses with the *Drosophila melanogaster* (fruit fly). It also explores the biochemical nature of heredity, the role of DNA, and the current applications of genetics in research and medicine. Successful completion of this course involves an oral presentation and a semester exam. The laboratory component of the course requires thorough explanation and analysis of the reactions in a scientific report format. Successful completion of the course will provide students with an advanced understanding of the structure of atoms and the interactions and energy relationships among atoms.

Geology Society and Warfare **

One Semester (Spring)—1/2 Unit

Prerequisite: Earth Science. Advanced Geology preferred

Geology Society and Warfare is a multidisciplinary approach to understanding how human society has been influenced by geology. To understand this we will first learn how geologic principles are applied to modern world-wide geology. This course will additionally focus on the relationship between the local geology and the growth, development, and maintenance of societies throughout history. Economic geology, including the importance of mining and quarrying, will be discussed. Finally, specific wars and battles, such as the Civil War, the Battle of Normandy, and the current ongoing conflict in the Mid-East, will be connected to the local geologic setting. This will be a unique science course offering in that it will bring in aspects of human history and provide an important cross-disciplinary study of social studies and geology. Students will use geologic, topographic, and satellite maps, and infrared imagery in several of their projects. Field trips will be taken to locations within the Lower Hudson Valley.

** This course will not be offered during the 2008-09 school year.

Introduction to Forensic Science

One Semester - ½ Unit

Prerequisite: Living Environment

Forensic science is an ever-changing field that has spurred much interest in popular culture. Recent advances in scientific methods have had an enormous impact on the entire criminal justice system. This course is designed to introduce students to the basics of forensic science including the many scientific concepts, methods and practices used to analyze physical evidence.

Introduction to Forensic Science will help provide an understanding of the science of crime detection. Laboratory experiments will be done including hair analysis, fingerprint analysis, toxicology comparisons, and various crime scene activities. Students will also view several videos from the many investigation shows on television, allowing for a better understanding of the procedures used in analyzing crime scenes.

Weather and Climate Change **

One Semester - ½ Unit

Prerequisite: Earth Science

Recommendation: Grade of 80% or higher in Earth Science

Throughout geologic history, climate has changed repeatedly, alternating from cold climates where significant portions of the Earth's surface were covered by glaciers to

much warmer periods where glacial ice was nearly non-existent. Currently, we are experiencing a gradual warming period, referred to in the press as “global warming.” Is this a normal pattern? How has this happened in geologic history? What is our role in altering climate? What will the consequences be? Will our change in climate be catastrophic (rapid) or gradual? Is the unusually warm weather that we have been experiencing a result of climate change? These questions and more will be addressed in this class. Clearly understanding how our climate works is one of the most important issues facing society today.

Weather and Climate Change would ideally be a second semester follow-up to Advanced Geology, however, it is possible to take this course on its own.

***This course will be offered for the Spring Semester only.*

Foreign Language

The Foreign Language Department offers courses in French, Spanish and Latin for beginners as well as for those students who are continuing in their foreign language study from the middle school. The programs are designed to develop the four basic skills: speaking, writing, reading, and auditory comprehension. Cultural appreciation is also an integral part of each course.

The program is highly academic in nature and prepares the student for the Comprehensive Regents Examination at the end of level III and for the Advanced Placement examination at the end of level V.

It should be noted that it is important to include a foreign language in your high school program. A significant number of colleges and universities require foreign language credit for admission. Additionally, individuals with a communicative proficiency in a language other than English have increased opportunities when seeking employment.

Sequences of Courses: Regents Program

French I Latin I	A first level course for the beginning student who has had little or no prior instruction in the language.
Spanish I	A first level course for the beginning student who has had little or no prior instruction in the language. This course is also designed for those students who have studied Spanish but need additional reinforcement of concepts and basic skills covered in Level I.
Spanish I A/B	An accelerated first level course designed for those students who have had prior second language experience other than Spanish. This is a quick-paced enriched program providing practice in all aspects of language acquisition.
French II Spanish II Latin II	Prerequisite: completion of French/Spanish I, IA/B, IB, or Latin I. Level II courses are designed to further one's skills in the four aspects of language learning: speaking, listening, reading and writing.
French III Spanish III Latin III	Level III courses provide intensive study in all areas of language skills. The Comprehensive Regents Examination is given in June.
French IVH Spanish IVH	Level IV courses are designed to develop advanced proficiency in all levels of communication and prepare students to take French/Spanish AP.
Advanced Spanish* Conversation and Culture Through Film I	A semester course designed to develop conversational skills and Spanish cultural awareness through the medium of film.

**Advanced Spanish*
Conversation and
Culture through Film II** A semester course designed to develop conversational skills and Latin American cultural awareness through the medium of film

**French V/AP Language
Spanish V/AP
Language** A college level course. The Advanced Placement Examination is given in May.

Foreign Language Course Descriptions

French I **Full Year – 1 Unit**

Prerequisite: A desire to learn a foreign language

This course provides an introduction to the French language and culture. Emphasis is placed on developing audio-lingual skills and building a strong foundation in basic grammatical structures. Reading and writing skills are developed and the cultures of French speaking areas worldwide are explored.

French II **Full Year – 1 Unit**

Prerequisite: French I or French I B

French II is a comprehensive course designed to further one's skills in the four aspects of language learning: speaking, listening, reading and writing. Emphasis is placed on practical conversation and cultural applications. Grammar is studied more in depth and verb study is expanded to include the past, imperfect, future and the present subjunctive.

French III **Full Year – 1 Unit**

Prerequisite: French II

French III is a Regents preparatory course that provides intensive study of grammar, composition, conversation and the development of auditory and reading comprehension skills. Emphasis is placed on the communicative value of these skills and their application to practical and realistic situations. Additionally, the incorporation of various aspects of French culture is an integral part of this course. French III culminates in the New York State Comprehensive Examination in French.

French IV H **Full Year – 1 Unit**

Prerequisite: French III

French IV emphasizes oral proficiency through exposes, debates, production of student made audio/video tapes as well as free conversation. Advanced listening, reading and writing skills are further developed and enhanced with special attention to correct grammatical usage and accuracy of expression. A unit on French film is incorporated into the program and students also study original works of French literature. French culture is carefully interwoven into each unit of study.

French V / Advanced Placement Language **Full Year – 1 Unit**

Prerequisite: French IV H

French V Advanced Placement Language is intended for those students who seek to develop their proficiency and skills at an advanced level. This course emphasizes the use of the language for active communication with a focus on vocabulary enrichment and self-expression. French works of modern literature, newspapers, magazine articles and other non-technical writing will be read and discussed. Students will enhance their ability to express themselves in French, both orally and in writing, with accuracy and facility as

outlined in the New York State syllabus. The Advanced Placement Examination is offered in May.

Latin I

Full Year – 1 Unit

Prerequisite: A desire to learn a classical language

In this introductory course, students will learn basic vocabulary, syntax and inflectional systems orally and in writing. They will also become familiar with classical Roman culture through the study of literature, daily life, myths, architecture, and history. Additionally, they will develop an awareness of Latin roots in English and determine the meanings of words through the study of prefixes, suffixes and specialized vocabulary.

Latin II

Full Year – 1 Unit

Prerequisite: Latin I

Latin II is a continuation of instruction following Latin I. Students will increase their knowledge of vocabulary, syntax and inflectional systems orally and in writing. They will further their ability to read increasingly more difficult texts in Latin and continue their exploration of Roman culture and literature. Additionally, through their knowledge of Latin, they will increase their English vocabulary and understanding of grammar principles

Latin III

Full Year – 1 Unit

Prerequisite: Latin II

This intermediate course is designed to build upon the skills developed in Latin II. Students will be introduced to extended reading in authentic Latin and deepen their knowledge of vocabulary, syntax, and inflectional systems orally and in writing. They will also discover the broader aspects of the Latin-speaking world, especially the characteristically Roman arts of politics, war, and administration. At the conclusion of this course, students will sit for the New York State Regents Examination in Latin.

Spanish I

Full Year – 1 Unit

Prerequisite: A desire to learn a foreign language

Spanish I provides an introduction to the Spanish language and culture. Emphasis is placed on developing audio-lingual skills and building a strong foundation in basic grammatical structures. Reading and writing skills are developed and the cultures of Spanish speaking areas worldwide are explored.

Spanish I A/B

Full Year – 1 Unit

Prerequisite: Prior foreign language experience other than Spanish

Spanish I A/B is a first level course for the beginning student who has had prior second language experience other than Spanish. This course includes intensive preparation in the four language skills of speaking, reading, writing and listening. Culture is interwoven into each unit of study. Spanish I A/B is a quick paced, enriched program which will prepare students to continue their study of Spanish in Level II.

Spanish II

Full Year – 1 Unit

Prerequisite: Spanish I, I A/B or Spanish I B

Spanish II is a comprehensive course designed to further one's skills in the four aspects of language learning: speaking, listening, reading and writing. Emphasis is placed on practical conversation and cultural applications. Grammar is studied more in depth and verb study is expanded to include the preterite, imperfect, future and the present subjunctive.

Spanish III**Full Year – 1 Unit***Prerequisite: Spanish II*

Spanish III is a Regents preparatory course that provides intensive study of grammar, composition, conversation and the development of auditory and reading comprehension skills. Emphasis is placed on the communicative value of these skills and their application to practical and realistic situations. Additionally, the incorporation of various aspects of Hispanic culture is an integral part of this course. Spanish III culminates in the New York State Comprehensive Examination in Spanish.

Spanish IV/H**Full Year – 1 Unit***Prerequisite: Spanish III*

This course emphasizes oral proficiency in Spanish through stories read in class, current news items, Spanish films, as well as free conversation. Advanced listening, reading and writing skills are further developed and enhanced with special attention to correct grammatical usage and accuracy of expression. Students explore original works of Spanish literature and culture is carefully interwoven into each unit of study.

Advanced Spanish Conversation and Culture Through Film I One Semester -1/2 Unit*Prerequisite: Spanish IV, or may be taken simultaneously with Spanish IV*

This course will help students develop cultural awareness and perspective. A variety of historical and contemporary issues will be explored through Spanish language films. Students will be expected to further develop their oral proficiency as well as their writing skills.

Advanced Spanish Conversation and Culture Through Film II One Semester -1/2 Unit*Prerequisite: Spanish IVH, or may be taken simultaneously with Spanish IV*

This course will help students develop cultural awareness and perspective. A variety of historical and contemporary issues concerning Latin America will be explored through Spanish language films. Students will be expected to further develop their oral proficiency as well as their writing skills.

Spanish V / Advanced Placement Language**Full Year – 1 Unit***Prerequisite: Spanish IVH*

Spanish V Advanced Placement Language is intended for those students who seek to develop their proficiency and skills at an advanced level. This course emphasizes the use of the language for active communication with a focus on vocabulary enrichment and self-expression. Spanish works of modern literature, newspapers, magazine articles and other non-technical writing will be read and discussed. Students will enhance their ability to express themselves in Spanish, both orally and in writing, with accuracy and facility as outlined in the New York State syllabus. The Advanced Placement Examination is offered in May.

Art Program

Note that only the foundation courses Studio Art and Media Arts fulfill the 1 credit art requirement for graduation.

Students who seek Art concentrations should take their Foundation course as a 9th grader.

Most electives have a foundation course as a prerequisite.

1. credit means the course meets for both semesters and lasts for a full school year

.5 credit means the course meets for one semester and lasts for ½ school year.

Electives may not be offered every year

Some electives may be offered twice a year

Fine Arts concentration

This thread comprises foundation and elective courses for students who are interested in the studio-based methods and mediums of visual communication. Students learn and explore the concepts and skills they need to express their ideas in drawing, painting, sculpting and mixed media. With particular emphasis on observational skills, students are led to record, reinterpret and re-imagine the world.

Recommended sequence:

Year 1 Studio Art (1. Credit – fulfills art credit for graduation)

Year 2-4 electives

Drawing and Painting (1.)

Photo 1 (.5) and Photo 2 (.5)

Sculpture (.5)

Ceramics (.5)

Animation (.5)

Illustration (.5)

Advanced Art (.5)

AP Art (1.)

Media Arts concentration

This thread comprises foundation and elective courses for students who are interested in computer-based software and processes for their artistic expression. The emphasis is on learning software applications and developing strategies for communicating graphically as an artist. All courses involve study of historical and structural background in the area of study, along with specific skills and strategies that enable the young artist to synthesize technique and personal expression. All classes meet in the Apple Media Arts Lab.

Recommended sequence:

Year 1 Media Arts (1. Credit – fulfills art credit for graduation)

Years 2-4 electives

Photo 3: Digital Photography (.5)

Computer Graphics (.5)

Digital Graphic Design (.5)

Media Arts with Photography concentration

This thread with its concentration in photography is intended to provide the student with image-making tools and processes for self-expression. Photo 1 and Photo 2 are film and darkroom based. Digital Imaging serves as a “Photo 3” course that guides the

transition from film to digital capture. This course is recommended for students planning to produce an AP Art photography portfolio.

Year 1	Media Arts (1.)
Year 2	Photo 1 (5.) and Photo 2 (5.)
Year 3/4	Photo 3: Digital Imaging (.5), Computer Graphics (.5) AP Art (1.) <i>prerequisite for Digital Photography is Photo1 and 2</i>

COURSE DESCRIPTIONS: FINE ARTS

Studio Art

Full Year-1 Unit Fulfills art requirement

This foundation course is designed to introduce students to a variety of art methods and materials. Students will have the opportunity to explore two and three dimensional art forms while developing an understanding of art history and design through composition, line, form and color. The course begins with an emphasis on observational drawing which is then built upon through the use of mediums such as- ink (brush and pen), charcoals, pastel, pencil, painting-watercolor, acrylic, print-making, sculpture, ceramics and collage. This course fulfills the 1 unit art requirement and is the prerequisite for all other elective courses in the Fine Arts sequence. Limited to 22 students.

Drawing and Painting

Full Year-1 Unit

Prerequisite: Studio Art

This is a course designed to offer students an opportunity to familiarize themselves with the philosophy, tools, and media of art as personal expression through drawing and painting. Students will explore a wide variety of techniques as well as become acquainted with the history of the mediums through the study of reproductions and museum and gallery visits. Enrollment limited to 22 students.

- Drawing will incorporate pencil, charcoal, conté crayon, pastels, toned papers, pen and ink and wash.
- Painting explores watercolor, gouache and acrylic. Oil painting taught via “fat over lean” process culminates the course. Students will learn to stretch and prepare their own canvases. Drawing and painting from observation is stressed.

Sculpture

One Semester-½ Unit

Prerequisite: Studio art

A half-year course designed to develop the student’s awareness of three-dimensionality with emphasis on positive and negative space, mass, form and aesthetic content. The areas explored will include additive and subtractive sculpture, assemblage and bas-relief techniques. Clay, wood, plaster, plastics, found objects, Styrofoam, and any other appropriate materials will be utilized. Limited to 22 students.

Ceramics

One Semester-½ Unit

Prerequisite: Studio art

A half-year course focusing specifically on Ceramics, which allows students to learn beyond the basics of 3D media and techniques. Students work only with clay while exploring the history of ceramics and clay artwork. This course provides experiences for students to generate functional as well as sculptural works in clay, enhances students’ problem solving skills, and refines students’ abilities to reflect and critique. Limited to 22 students.

Illustration**One Semester-½ Unit***Prerequisite: Studio Art*

This half-year course introduces students to the art of illustration and the advertising design process. With a focus on clear communication through images emphasis will be placed on idea development, the visual revision process, and the image's relationship with text. This course aims to give students experience making images for real-life scenarios and opportunities (posters, book covers, advertisements and children's illustration). This course offers critical opportunities for students to expand creative problem solving skills, critical reflection and skill mastery at multiple levels. Students will work with both traditional and digital materials and methods. Limited to 22 students.

Animation *New Course Proposal for 09-10***One Semester- ½ Unit***Prerequisite: Studio Art or Media Arts*

A half year course introducing students to hands-on animation techniques. Students will explore the history of animation and will develop a digital portfolio of short animations in many of the following techniques; hand drawing, cut-out, sand, claymation, object animation, rotoscoping and pixilation. Students will learn how to orchestrate believable movement, camera and lighting manipulation and how to use iMovie and Adobe Flash to finish their animation on the computer.

Advanced Art**One Semester-½ Unit***Prerequisite: Studio Art or Media Arts*

This challenging class is designed to help students discover and develop personal visual voices by integrating their artistic knowledge and skills with their unique perspectives. Inspiration is sought in nature and art history, and the artistic process is explored through the words of current and historic artists, A thematic approach is emphasized while the focus remains of art making. This class is highly recommended as a prerequisite to AP Studio Art, and will assist students in the creation of exemplary art portfolios.

Advanced Placement Studio Art**Full year- 1 unit***Prerequisite – minimum of 2 Art credits and portfolio review*

In this course a portfolio is created as per the specifications of the College Board. Students create Drawing or 2-D Design portfolios that address the issues of Quality, Concentration and Breadth. These portfolios consist of a variety of high quality two-dimensional images including drawings, paintings, collages and prints. Studio assignments require students to apply design concepts and make conscious decisions about their process and their work. Through this practice and class critiques, students develop mastery in concept, composition and execution. Their work reflects their growth over time in content, technique and process. The portfolios are submitted to the College Board for adjudication at the end of the year; a score of 3 or more may earn students college credit. There is a substantial amount of work required outside of regular class time.

Advanced Placement Photography *New Course Proposal for 09-10* Full year- 1 unit*Prerequisite: Photo 1, 2, Photo 3 – Digital. Pre-requisites can be taken concurrently with AP Photo*

This course follows the same format and seeks the same outcomes as the AP Art class. This class supports students who are creating a 2-D Design portfolio that consists of, film and digital photography and computer graphics. These media require special supervision and techniques that separate them from students working in more traditional studio media (pencil, charcoal, pastel, watercolor, acrylic, etc.) AP-Photo students are not limited to film/digital media in their final portfolios, but this class affords students the

maximum instructional time and access to the necessary facilities. There is a substantial amount of work required outside of regular class time.

COURSE DESCRIPTIONS: MEDIA ARTS

Media Arts

Full Year-1 Unit (Media Arts Lab)

This foundation course fulfills a student's art credit for graduation. Held in the Macintosh Media Arts Lab, students at computer workstations explore the nature of digital information and numerous ways which the digital environment impacts our economy, our society, and our personal creative needs. The class includes foundation level study of computer history, data behavior and storage, vector drawing and image editing with Adobe Illustrator and Photoshop (CS3), and Apple iLife software (iMovie, iDVD, GarageBand). Class size limited to 16

Photography 1

One Semester ½ Unit

Photography 1 will introduce the student to basic black and white photography, concentrating on camera settings and exposure control, film and paper processing and printing all within a series of visual problems of increasing difficulty. Emphasis will be on shooting and darkroom skill mastery. Enrollment is limited to 24 students

Photography 2

One Semester ½ Unit

Prerequisite: Photography 1

Photography 2 will take basic skills and expand on them through further negative and print exploration. Intensive photography assignments will pose a series of visual and interpretive problems for the student, with further emphasis on understanding and utilizing contrast, tone and composition. Enrollment is limited to 24 students

Photo 3: Digital Photography

One Semester- ½ unit (Media Arts Lab)

Prerequisite: Media Arts, Photo 1 and 2

This course is designed for students who want to make the transition from film-based photography to digital capture. The course will make extensive use of Photoshop techniques (Media Arts is a recommended prerequisite for this course, though not required) and is strongly recommended for the students who will be preparing an AP Art photography portfolio. Class size limited to 16- Media Arts Lab

Computer Graphics: Advanced Illustrator / Photoshop

One semester - ½ unit

Prerequisite: Media Arts

This course further explores Adobe Illustrator and PhotoShop, with an emphasis on the image editing, correction and creative capabilities of Photoshop. The curriculum includes exploration of Type as an expressive tool, packaging design, and assignments in creative montage and collage image making. Class size limited to 16- Media Arts Lab

Digital Graphic Design

One semester - ½ unit

Prerequisite: Media Arts

This course involves hands-on experience in the graphic design process. Students will produce projects designed to enhance their understanding of design concepts and develop problem-solving skills, while learning the basic vocabulary and elements of visual communication and literacy. The class will also focus on building design capabilities through effective use of popular publishing tools and software: Microsoft Word, Microsoft PowerPoint, and Adobe InDesign. Through a series of design exercises, projects and discussions, the students will develop skills in visual storytelling, ideation, typography, page layout and plus production techniques.

Hastings Alternative School Program (HASP)

The Hastings Alternative School Program (HASP) is an educational program within the traditional high school. Students apply to be part of the program and it is open to ninth, tenth, eleventh and twelfth graders. The following courses are offered as part of the HASP program:

English 9A

Full Year-1 Unit

Ninth grade English immerses students in various literary experiences: the novel, the short story, poetry, drama and non-fiction. Students will engage in different forms of writing skills and develop organizational skills.

Social Studies 9A: World History I

Full Year-1 Unit

Ninth grade Social Studies is World History I. A chronological approach will be developed. This course is the first of a two-year study of world history. A global study will occur by emphasizing world history developments.

English 10A

Full Year-1 Unit

Tenth grade English investigates concepts of self as expressed by American writers, as well as international, contemporary and classic writers. Frequent writing assignments are aimed at improving essay skills. Some creative writing is also part of the class.

Social Studies 10A : World History II

Full Year-1 Unit

This course will teach the state mandated syllabus (see Social Studies 10 course description.) The students will be part of the HASP structure so teaching methods will stress issues of responsibility and decision making. Students take the Regents examination at the end of the year.

American Literature 11A

Full Year-1 Unit

At HASP we believe that English skills develop through student interest and involvement, concentration, hard work, and extensive writing, reading and discussion.

At HASP, we have two key goals for every student:

1. Read critically
2. Write clearly

Both goals are addressed through literature. We read and write about novels (The Things They Carried and Rule of the Bone), plays (A Streetcar Named Desire and Death of a Salesman), and assorted short stories and poems. In the third quarter all students write a research paper. All students take the Regents examination in January.

American History 11A

Full Year-1 Unit

The major goal of the HASP Social Studies curriculum is to help young people develop skills to examine society, make choices about themselves and the world, and to take power to act. Strategies include critical thinking, simulation games, role playing and note-taking skills. Students take the Regents examination at the end of the year.

English 12A**Full Year-1 Unit**

The goal of HASP English 12 is to send the student out into the world prepared to enjoy individual reading, to evaluate the messages of our society, and to write well in a variety of forms and situations.

The emphasis in this course is upon individual reading and writing. Frequent journal writing, student initiated paper topics, individual reading and book reports form an important part of the curriculum. In addition, readings and topics of particular contemporary relevance are stressed. The works read, as a group, are mostly by contemporary American writers who address the problems of our society. An independent project and a graduation speech presented to the HASP community complete the course.

Social Studies 12A**One Semester-½ Unit
Full Year-1 Unit**

This course, open to HASP seniors, covers all of the state-mandated topics for the required units of study in Economics and Participation in Government. The economics course is offered during the fall semester and the Participation in Government course (Criminal Justice in America) is offered during the spring semester.

Work Study**One Semester-½ Unit
Full Year-1 Unit**

If you have a paying job that consists of a minimum of 15 hours per week (at least 10 must be during the school week), you can earn credit. New York State Education law allows HASP to give you up to one credit per year for your job.

HASP Math B**Full Year-1 Unit**

Prerequisite: Two credits of mathematics

This course is open to HASP students. The second of two courses spanning a four-year period. HASP Math B covers many of the same topics as B1/2/3, but at a slower pace. HASP Math B covers topics of symbolic logic, algebra, geometries, trigonometry, probability and statistics are fully expanded. Students who choose to supplement their studies with additional material can prepare for the Mathematics B exam, a benchmark examination required for the New York State Advanced Regents diploma. Technology is used extensively throughout the curriculum.

HASP Science**Full Year-1 Unit**

Prerequisite: Two credits of science

HASP Science is open to students grades 10-12. The course will provide an exposure to chemistry and physics topics, relying heavily upon hands-on lab work covering matter, motion, forces, machines, heat and temperature, electricity and basic electrical circuits. There will be two projects and at least one student presentation.

Independent Study (A)**One Semester-½ Unit
Full Year-1 Unit**

Independent Study is an alternative to classroom instruction that is consistent with a school district's course of study – not an alternative curriculum. It provides optional individualized ways for students to acquire the values, skills and knowledge all students should gain as specified by a written agreement. Independent Study can be part of, separate from, or in addition to, a regular classroom program. Independent Study includes, but is not limited to:

- A. A contractual agreement among the teacher, as the general supervisor, the student, his/her parent/legal guardian, and when appropriate, community resources.
- B. An instructional strategy that is responsive to the individual learning needs of students which includes objectives, activities, personnel, resources and evaluation.

Independent Study is an alternative available to all students in response to their needs, interests and abilities. For this reason, suggested guidelines and curriculum are provided to facilitate proper management.

Community Service

One Semester- $\frac{1}{4}$ Unit

Full Year- $\frac{1}{2}$ Unit

HASP students may decide to engage in community service within our school (i.e., office helper, teacher aide, etc.).

Physical Education

Physical Education is mandated by the New York State Department of Education. Students receive one-half unit of credit per year for four years. Each student's grade is included in his/her GPA.

All physical education classes are co-educational.

Medicals - Students who cannot participate in regular physical education classes due to injury or illness will be required to present a note from a physician to excuse them from class activities. As an alternative educational experience, students will be required to present a paper or project on a related topic. This assignment will be mutually agreeable to both the student and the teacher. Whenever possible, students will engage in an adaptive or modified program of activities under the supervision of a physician.

The Physical Education curriculum is designed to introduce students to the benefits of physical fitness, to increase skill levels in specific sports, to promote teamwork, sportsmanship, and to encourage emotional and physical growth of the individual student.

UNITS: 4 WEEKS

FALL

N.Y.S. Fitness Test/Mile Run
Touch Football
Field Hockey
Soccer
Tennis
Softball
Volleyball
Paddleball/Pickleball
Weight Training

WINTER

Fitness Testing
Basketball
Badminton
Floor Hockey
Speedball
Matball
Team Handball
Weight Training
Ballroom Dancing

SPRING

Archery
Lacrosse
Weight Training
Project Adventure
Ultimate Frisbee
Tennis
Takrow
Hillside Games (Games of low organization)
Fitness Testing/Mile Run (Presidential Fitness Test)

All activities taught are based on class size and class make-up and are geared whenever possible to meet the individual needs of each student.

FITNESS TESTING

- Students are evaluated every marking period
- New York State Physical Fitness Test - twice a year
- Mile run - twice a year
- Eight minute lap run - 2nd and 3rd quarter
- Presidential Challenge - once a year

Each marking period the students will be given a fitness test. A student's scores will be compared to his/her previous scores to see if progress is being made. Students whose scores do not meet the physical fitness standards set by New York State will be assigned a personal exercise program to increase his/her fitness level which will be monitored by the teacher.

DESCRIPTION OF ACTIVITIES

Archery - Students are taught the proper techniques with an emphasis on safety. This three-week unit starts with basic techniques of shooting an arrow and progresses into competitive tournaments.

Badminton - Students are introduced to fundamental skills, scoring, and strategies for singles and doubles play. Tournaments are then set up to use the skills in a game situation.

Basketball - Students are introduced to the fundamental skills in the 9th and 10th grade through half-court games that give students the experience of team play. Students who do not wish to play on a highly competitive level can choose to play several shooting games.

Physical Fitness and Conditioning - This unit includes information on developing and maintaining physical fitness. Exercises to improve cardiovascular levels, flexibility, and increased muscular strength are stressed. Proper lifting, spotting, and breathing techniques are taught in the weight-training program.

Field Hockey - Students are taught rules, individual skills, team skills, offensive and defensive strategies as well as required safety procedures.

Football (Touch) - Students are taught rules, individual skills, team skills, and required safety procedures.

Floor Hockey - Students are taught skills, rules, and game strategies. Instruction includes participation in round-robin tournament play.

Soccer and Speedball - Students learn the history of each game, rules, terminology, team play, team formation, and special game situations.

Softball - Students learn the terminology, rules, basic skills, and strategies for offensive and defensive play.

Team Handball - Students learn the basic skills, rules, and game strategies.

Tennis - Students are taught basic skills in forehand, backhand, serve, and volley. Emphasis is placed on proper grip, body position, and strategies for both singles and doubles play.

Hillside Games - Students participate in low organizational games.

Lacrosse - Students are taught rules, individual skills, team skills, offensive, and defensive strategies as well as required safety procedures.

Pickleball - Students are taught the rules and skills of this paddleball game.

Ping Pong - Ping Pong is available during Project Adventure, badminton, and pickleball units.

Project Adventure - This program is designed to challenge students to go beyond their perceived boundaries, to work with others to solve problems, and to experience success. An atmosphere that is fun, supportive, and challenging characterizes the Project Adventure concept.

Volleyball - Students learn the terminology, rules, basic skills, and strategies for offensive and defensive play.

Health Education (Grades 10-12)

One Semester-½ Unit

Health Education is a required course for graduation. This course introduces to students some of society's health issues by incorporating the following major topics:

- Physical Health
- Alcohol and Drug Abuse
- Emotional Health
- Health for Survival
- Family Life

Family and Consumer Science Department

Nutrition (Grades 9-12)

One Semester-½ Unit

This course will be introducing students to the study of nutrition and wellness. Topics include influences on food choice and how to evaluate the quality of your own diets and dietary needs. Other areas include the relationship of nutrition to health and domestic and international nutrition policies, nutrition and growth, pregnancy, obesity, cancer, diabetes and heart disease, food fads, U.S. domestic nutrition, and problems of developing countries.

By the end of this course, learners will be well-acquainted with the following:

- The basic components of food, their sources and utilization
- The elements of a healthy diet
- The issue of weight gain and weight loss
- Nutrition for all age-groups
- And all you need to know about nutrition

Music

The Music Department desires to make it possible for every pupil to sing, play or listen to music intelligently, to become a more knowledgeable consumer and producer of music according to individual interest and ability, and to make music a pleasurable experience and vital force in the daily lives of our students.

Band

Full Year-1 Unit

Band serves the dual purpose of performing as a symphonic concert band and as a marching band. Band meets two (2) days during the cycle during the school day. The Marching Band plays for home football games, the Memorial Day Parade and occasionally accompanies the Hudsonettes Dance Team. The symphonic band's emphasis is upon literature expressly written for this idiom. The band performs at the winter and spring concerts.

Orchestra

Full Year-1 Unit

The orchestra meets two (2) days during the cycle during the school day. Literature is studied which covers all of the standard classical repertoire, and includes some exploration of other styles of music such as rock, pop, etc. The orchestra performs at the winter and spring concerts.

Chorus

Full Year-1 Unit

Chorus meets two (2) times a cycle during the school day. Membership is open to all students. The literature includes works from many periods, styles, and traditions. The chorus performs at the winter and spring concerts with possible additional performance opportunities.

Music Theory I Unit

Full Year-1

This course provides a fundamental understanding of music by considering the basics of musical construction, with examples drawn from the history of music. A study of musical notation, interval recognition, elements of pitch and rhythm, scale and chord construction, essential concepts in harmony, and basic musical forms. The student will be able to experience these fundamental concepts using piano and guitar in the music lab.

Music Theory II Unit

Full Year-1

This course is designed for students who have taken Music Theory I or students who have a solid background in music theory. The skills and knowledge reaped by the end of this year long course include:

- The ability to analyze music in terms of melody, harmony, counterpoint, texture and form.
- The ability to write music with control of melodic structure, tonality, harmony, texture and form.
- The ability to harmonize melodies in four parts using triads, seventh chords, secondary dominants, borrowed chords, chord inversions and modulation.
- An introduction to polyphonic writing and analysis: two-voice counterpoint and imitation.
- The ability to define and use musical terms given in reading assignments and lectures.
- A heightened perception of the art of music making.

Madrigals/Select Choir**No Credit**

The choir consists of selected singers who successfully audition to become members. The repertoire includes material from a variety of genres, all in 4-part harmony. Both traditional Renaissance madrigals and contemporary Acapella music are studied and performed.

Jazz Band**No Credit**

The high school Jazz Band meets one evening per week. The Jazz Band consists of selected musicians interested in performing contemporary as well as classical jazz. Big band jazz is a primary emphasis. Jazz improvisation is encouraged and all students are given the opportunity to participate in improvisation.

Pep Band**No Credit**

Pep band is open to any band member and meets at least one evening a week during basketball season. The Pep Band plays for home basketball games.

Support Services

LRC

Learning Resource Center is a course attended by IEP designated students at the high school as mandated on their Individualized Education Programs. The goals of this program are to address each student's individual needs, as well as to provide them with the time, skills and support necessary to be academically successful. Class time is used to make progress in the areas of difficulty identified by the student's IEP goals. These goals are achieved, either indirectly, through class assignments, or directly, through skill and strategy development assignments.

A student's LRC teacher is their advocate and coordinates the provision of their testing accommodations and program modifications. The LRC teacher also supports the student by maintaining a high level of communication between parents, teachers and the students themselves. Ultimately, the goal is that students will develop the self-knowledge, strategies and skills that they need to become more independently successful in school and beyond.

Collaborative-Inclusion Program

The two key components of this program are identified by its title; the collaboration of two certified, professional educators in one classroom, and the differentiation of instruction in order to provide opportunities for success for all students and therefore include all in the teaching and learning process.

In the collaborative classroom two teachers apply their skills, knowledge and expertise to create an enriched educational experience for all of the students in their heterogeneous grouping. Students, designated and non-designated, benefit from a lower student-to-teacher ratio, an enhancement of communication between parents, students and educators, and the increased creativity and productivity of planning time conducted by two minds.

The inclusive aspect of the program offers extra support to students with learning issues and challenges. These students are specifically scheduled into these classes and both the general and special educator provide additional support for these students, including but certainly not limited to, the provision of all IEP and 504 designated modifications and accommodations. Access to this learning environment is a requirement for State and Federal law for these students.

It is important to note that the academic curriculum of any Collaborative-Inclusion course is not 'watered-down' as a result of this program. In fact, the heterogeneity of the Collaborative-Inclusion classroom affords greater benefits to the students by offering them the opportunity to learn in a cooperative and diverse setting, thereby allowing them to better develop critical social-emotional and adaptive skills essential in any workplace.

Occupational Education

The Center for Career Services, Southern Westchester BOCES Grades 11-12

The Center for Career Services, located at 65 Grasslands Road, Valhalla, New York, offers a program of occupational education designed to prepare students for gainful employment as skilled technicians. Many students who graduate from these programs continue their education and receive college credit through articulation agreements that have been arranged with several two-year and four-year colleges and technical institutes.

General Information

- High school students from participating school districts in Southern Westchester are eligible to enroll at the Career Center in 11th and 12th grades.
- Secondary Day courses are either one or two-year programs.
- Your home school guidance counselor will help you with the enrollment process.
- Guidance services are available on campus. They are designed to assist you in developing and implementing a career plan.
- You would attend your career education program everyday, during either the a.m. or p.m. session. The session you attend depends on your schedule at your home high school.
- Regents level academic classes in English, Social Studies and Mathematics are available to accommodate scheduling conflicts.
- Students can participate in sports and other after school activities at their home high school.
- All students are eligible to participate in SkillsUSA-VICA (Vocational Industrial Clubs of America), a national educational association that promotes leadership qualities and citizenship necessary for success.
- Bus transportation is provided to and from the Career Center and your home high school.
- All CCS programs carry up to four sequence credits per year towards graduation.
- All students are encouraged to explore non-traditional career clusters.

Program Facts

- Tuition cost to attend courses at The Center for Career Services is paid by the home school district. Some programs do require the purchase of uniforms, materials and/or equipment. Some certification exams require a registration fee.
- All courses meet industry standards, may lead to New York State and/or national certifications and lead to high paying careers.
- Every program consists of theory and hands-on components to prepare students to work in their chosen field.
- Job Placement Counselors assist in placing students with employers in both paid and unpaid work experiences.
- Integrated academics within the program support Regents standards.
- College credits can be earned through the Centers' articulation agreements with various colleges and trade schools.
- Typically, over 90% of the program completers continue their education or enter the workforce in their field of training.
- Typically, 50% of Career Education Center completers continue their education at a four-year college, two-year college, or a trade school.

- New York State Education Department has waived the foreign language requirement for Career Education Center students.
- Every Career Education Center student creates a personal work experience portfolio.

Arts & Humanities

Commercial Art

If you are serious about studying art, then the Commercial Art program is for you. It is a complete graphic design course created for students who want to go to art school after graduation. You will learn to work with various media and tools and develop your own portfolio.

Topics covered in this course include:

- Graphic Design
- Computer Graphics
- Drawing and Illustration
- Art History
- Measurement
- Portfolio Development

Multimedia

If you are creative and enjoy working with computers, then this exciting program is for you. Learn how to create Multimedia presentations using some of the latest technology and equipment. Obtain the computer software skills needed to enter a college program and begin an exciting career. A computer background is helpful but not necessary.

Topics covered in this course include:

- Care and operation of PowerMac Computers and other Multimedia equipment
- Using Multimedia related software in Photography, Illustration, QuickTime movies, Web Pages, Animation and Authoring
- Designing and creating Multimedia Programs

TV/Video Production

This program provides instruction in all aspects of Television and Video Production. Classes are held in a studio containing state of the art equipment. Learn about the industry through interesting projects and activities. It is a great way to begin an exciting career.

Topics covered in this course include:

- Technology and Economics of Television
- Studio Production
- Video Production
- Camera Operator
- Camera, Sound and Lighting
- Post Production
- Editing

Business Information Systems

Computer Information Technology

Most careers today demand some level of computer literacy. Learn how to use the latest in computer software, such as Microsoft Office, Access, Excel, PowerPoint and more. In the Computer Information Technology Program you will learn the computer skills you will need to find employment in today's competitive job market.

Topics covered in this course include:

- Keyboarding
- Word Processing
- Preparing Spreadsheets
- Using Computer Graphics
- Desktop Publishing
- Resume Writing

- Creating a Database

Computer Repair/Networking

The Computer Repair/Networking Program will introduce you to the exciting and profitable computer technology industry. During your two years in the program, you will become familiar with the various components of computer systems. You will be exposed to different systems and their various configurations. These skills will help you work towards obtaining A+ Certification. You will be working towards your CCNA Certification (Cisco Certified Network Associate) in our Cisco Networking Academy. You may also further your training towards MCSE Certification (Microsoft Certified Software Engineer). Your skills will always be in demand in a world where “everyone” has a computer system, but very few people know how to fix them.

Topics covered in this course include:

- Computer Components
- Computer Assembly
- Troubleshooting
- Repairing Computers
- Upgrading Computer Systems
- Networking Computer Systems
- Network Wiring
- Network Hardware
- The Internet
- LAN, WAN, The Intranet, and The Internet

Engineering Technology

Automotive Technology Cluster – Collision Technology

This program provides instruction in the repair and restoration of damaged automobiles. If you are creative, pay attention to detail and enjoy working on cars, this is the program for you. Learn about the tools of the trade and work with high tech equipment. Topics in the field of automotive technology are also covered.

Topics covered in this course include:

- Replacing damaged auto parts
- Removing dents
- Welding metal
- Mixing paints and finishes
- Realigning suspension systems
- Estimating cost of repair (Entrepreneurship)
- Diagnosing and repairing systems

Automotive Technology Cluster – Automotive Technician

Receive hands-on experience, as well as theory, to aid in the diagnosis of foreign and domestic vehicle repair. The Automotive Technology program is ASE (Automotive Service Excellence) and AYES (Automotive Youth Educational Systems) Certified. AYES is a partnership between the school, local automotive dealers and manufacturers like General Motors, Chrysler and Toyota. Some of the benefits of the partnership include college incentives, paid summer internships and a Snap-On tool kit incentive for students who complete the program.

Topics covered in this course include:

- Engine Repair and Performance
- Electrical Systems
- Brake Systems
- Suspension and Steering Systems
- Heating and Air Conditioning Systems
- Diagnostic Techniques

Construction Cluster – A/C / Heating / Refrigeration

This program provides instruction in the installation, service and repair of refrigeration, heating and air conditioning systems. You work at your own pace while learning all the skills necessary to become an ACHR technician. Each student will

plan, build, operate and troubleshoot his or her own refrigeration/air conditioning system. Most of the course work is hands-on and you learn by doing. So, if you enjoy working on electrical and mechanical systems and are willing to learn something new, this course is for you!

Topics covered in this course include:

- Building and maintaining air conditioning, heating and refrigeration units
- Electric wiring and meter reading
- Copper pipefitting and using torches and soldering equipment
- Trouble shooting and other problem solving skills

Construction Cluster – Carpentry

Would you like to learn a trade that is skillful and profitable? If so, then Carpentry is for you. This program will teach you all the techniques, as well as the creative aspects, of Carpentry. Learn everything from making a stepstool to framing a house. You can develop the skills necessary for employment in any area of the industry.

Topics covered in this course include:

- Residential House Framing
- Cabinet and Furniture Joinery
- Reading a Blueprint
- Using Hand and Power Tools
- Measuring and Reading Architect Scales
- Learning Subject Terminology

Construction Cluster – Computer-Aided Drafting

If you are interested in architecture, drawing or designing, then this is the program for you. Everything manufactured is made from drawings! You can learn the Computer-Aided Drafting system (AutoCAD) which is used throughout the construction and engineering industry. Learn to prepare the drawings needed to develop and manufacture a product, anything from eyeglasses to a shopping mall. A computer background is not required.

Topics covered in this course include:

- Computer-Aided Drafting Using the AutoCAD System
- Hand Drafting and Freehand Sketching
- Reading a Blueprint
- Model Making
- Using a Scale Ruler

Construction Cluster – Electrical Construction

The Trade Electricity program uses the National Electrical Code as the basis for all instruction. Curriculum focuses on electrical layout, installation and maintenance of residential and commercial wiring. You will develop skills in the electrical trade using a hands-on educational approach to learning. Additionally, you will learn the safe and proper use, care and handling of various electrical tools, equipment, machines and materials.

Topics covered in this course include:

- Installation and Maintenance of Electrical Equipment
- Installation and Connection of Residential Circuitry
- Cable Installation
- Blueprint Reading
- Related Math and Electrical Theory
- Meter Reading/Circuitry Concepts

Health Services

Certified Nurse Assistant

If you are kind and compassionate, consider a career as a Certified Nurse Assistant. You will be working with nurses and other health care professionals while tending to patients. This one-year program will provide you with the classroom education and clinical experience that you need to be eligible to take the New York State Nurse Assistant Certification Exam.

Topics covered in this course include:

- Basic Patient Care
- Emergency Care
- Anatomy and Physiology
- Nutrition
- Care of the Elderly
- Medical Terminology

Human and Public Services

Cosmetology

Let the Cosmetology Program introduce you to the interesting and exciting beauty industry. This two-year program provides the 1000 hours of instruction that is required to complete the course work and qualify you to take the New York State Cosmetology Board Exam. To be successful in the program you must have good attendance, be willing to work hard and enjoy dealing with people.

Topics covered in this course include:

- Manicures/Pedicures
- Skin Care/Makeup
- Styling Techniques
- Hair Cutting
- Permanent Waving/Chemical Relaxing
- Hair Coloring
- Shop Management

Culinary Arts

Do you enjoy cooking and baking? Are you thinking about a career in the restaurant, hotel or catering business? Then the Culinary Arts program is a great place to begin. Learn the fundamental concepts and techniques of cooking and baking in a classroom equipped with commercial cooking equipment. Enjoy learning while you prepare catered meals for on-campus guests.

Topics covered in this course include:

- Cooking Methods
- Baking
- Butchering
- Nutrition
- Menu Planning
- Catering

Fashion Design / Merchandising

Allow the Fashion Design program to introduce you to the glamorous and exciting fashion industry. This program is the perfect training ground for careers in the fashion and merchandising fields. Create a portfolio to be used to obtain entrance into a post-secondary degree program in Fashion Design/Merchandising or to obtain employment.

Topics covered in this course include:

- Design and Construction of Apparel
- Fabric Studies/Color Theory
- Fabric Design Techniques
- Jewelry/Accessory Design
- How to Coordinate a Fashion Show
- Fashion History
- Fashion Illustration
- Portfolio Development

Natural and Agricultural Sciences

Ornamental Horticulture/Floral Design

This program provides instruction in the design and construction of floral arrangements, as well as the basics of owning and operating a small business. The classroom is run like an actual florist's shop. Everything that is made in the class is available for sale, and they accept special request orders. One day per week students work in the gift shop at the Westchester County Medical Center.

Topics covered in this course include:

- Floral design
- Construction of floral arrangements with real or dried flowers
- Small business operation
- Small business money management
- Coordination of floral arrangements for weddings, proms and banquets
- Gift Baskets and Specialized Holiday Designs

Introduction to Occupations

This course fulfills the New York State Regents mandate starting with the class of 1990 for students pursuing a sequence in Occupational Education that includes Business and Technology.

The purpose of the course is to provide students with the opportunity to explore different occupational subject areas and to acquire some basic, transferable skills related to managing in today's society as a worker handling personal resources.