

# Brewster High School

## *Course Selection Guide*

*2019-2020*

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## Course Selection Information

This information should be used to understand course selection for the coming school year. Each student's selections will be reviewed by his/her School Counselor before a final schedule is completed.

The philosophy of the school is that all students should be placed at the academic level commensurate with their ability and achievement. Students should be placed in courses which provide an appropriate mix of support and academic challenge.

The faculty uses a combination of factors in determining the instructional level placement. Classroom teacher's recommendation, standardized test scores, student motivation, attitude, attendance patterns, study habits, and past-academic performance, as well as knowledge of the student's educational and vocational goals are all factors used in this process.

The school staff considers the recommendation of instructional level a major professional responsibility. Should a parent or guardian have a question or concern about the placements they may schedule an appointment to review the placement.

### **General Information**

In order for you to become familiar with the material taught in each course a brief course description is enclosed. The department has also listed a suggested sequence for students to follow, which should be helpful in reviewing a student's four year program.

Please be reminded:

1. All students are required to carry 6.5 credits. Students enrolled in several college courses may apply to carry fewer Credits. Seniors must be enrolled in at least 5.5 credits in order to be considered a senior in good standing.
2. All students must take English, social studies, and physical education during each year of high school.
3. Course selections must be given careful consideration. While adjustments in programs can be made due to extenuating circumstances, student initiated changes will be very restricted. **Once a schedule (for the next year) has been finalized prior to the end of the school year, students and parents are expected to honor that commitment.**

## COURSE CHANGES

In the event there is a need for a course change, the following guidelines must be followed:

There will be only four reasons to drop or add a course:

1. Drop and/or add to accommodate the successful completion of a summer school course.
2. Drop and/or add to accommodate a level change that is recommended by the teacher/department and approved by the administration.
3. Drop the next course in a sequence in order to repeat a course that was failed the previous year.
4. Add a course during a study hall period if it does not require another change to the student's schedule.

### Add / Drop Deadline:

The end of the 5<sup>th</sup> school day of the school year, or the 5th school day of the semester for half year courses.

Drops (withdrawals) will not be considered if dropping a course results in a schedule of less than 6.5 credits.

Students who receive approval to drop a course (which they are failing) after the drop deadline will receive a grade of "WF" (Withdrawn Failing) recorded on the transcript.

If you have any questions regarding a teacher recommendation, please contact the teacher by telephone or at his or her email address which may be found at [www.brewsterschools.org](http://www.brewsterschools.org). If you have a general question regarding course selection or graduation, please contact your son's or daughter's counselor.

## **GRADUATION REQUIREMENTS**

(Subject to change based on New York State Board of Regents approval and local BOE policy)

Subject	Regents	Recommended college prep program
English	4	4
Social Studies	4	4
Math	3	3
Science	3	3
Modern Language	1	3*
Art or Music	1	1
PE	2	2
Health	.5	.5
Electives	3.5	1.5

\* 2 additional credits can be replaced with a 5 credit sequence in art, music or tech

Exam	Regents	Regents w/ Adv. Des.**
English	1	1
Math	1	3
Social Studies	1	1
Science	1	2
Pathway assessment	1*	1*

\*Pathway assessments include NYSED approved exams (additional approved Regents exam in math, science, or social studies; approved LOTE, CTE or arts assessment; CDOS pathway; or an approved alternative assessment)

\*\*Students must also pass a comprehensive exam in a modern language after the 3rd year of a single language study.

# **BREWSTER HIGH SCHOOL GRADING AND WEIGHTING SYSTEM**

## **COURSE GRADING**

**Numerical grades are assigned by teachers from one to one hundred.** Since we are an all Regents school, we do not weight Regents courses. For purposes of ranking, Advanced Placement (AP) classes will be weighted with a multiple of 1.08 times the final grade. Advanced, Pre-AP, SUPA, WCC, DCC and any other college credit-bearing course will be weighted with a multiple of 1.04 times the final grade. Weighted grades do not appear on the report card or the transcript. Grades are weighted for ranking purposes only. All students taking AP classes are required to take the AP test at the end of the course to receive the weight points and retain the AP designation on the transcript. Students must successfully complete a course in order to receive the weight points. Successful completion means a passing grade of 65 or higher. Courses taken outside the high school structure (summer enrichment programs, university programs, study abroad) are not calculated in the grading and weighting system.

## **RANKING OF STUDENTS**

Senior students at Brewster High School will be ranked by band with the top 20% ranked by decile and the rest of the class ranked by quintile. Only the top ten students will be ranked by number for BOE recognition. The weighted average will also be used to determine honor roll designations and as a factor in considering membership in the National Honor Society and for BOE recognition.

## **ADVANCED PLACEMENT (AP) COURSES**

Advanced Placement classes are among our most rigorous offerings. When students commit to taking these classes they also commit to taking the AP test in May, and to paying the fee for the test prior to the BHS five (5) day course add/drop deadline. Successful completion of an AP course will result in a 1.08 weighting of the final grade.

## **COLLEGE COURSES**

We offer courses for college credit from Syracuse University, Dutchess Community College and Westchester Community College. Students who successfully complete any of these courses will receive a numerical grade and local credit from Brewster High School. Students will also receive a grade and credit from the college or university which sponsors the class should they choose to enroll and pay the requisite fee. These courses are rigorous and students are required to pay the fee for college credit prior to the BHS five (5) day course add/drop deadline. Successful completion of a course will result in a 1.04 weighting of the final grade. The BHS add/drop deadline will apply in all cases.

## **LEVELS OF INSTRUCTION**

### **Regents (R)**

Regents level courses are designed to provide the level of study required by New York State. These courses culminate in either a school exam or a Regents exam. Any student enrolled in a Regents level course that culminates in a Regents examination must take the Regents exam in January or June.

### **Advanced (A), Honors (H), College Level**

Advanced (A), Honors (H) and college-level courses give students the opportunity to study the Regents curriculum in greater depth and to explore additional topics. These courses also infuse many of the skills and habits of mind which are necessary for successful completion of future Advanced Placement courses. Placements are based upon teacher recommendations, Regents examination results and grades in previous level courses. These courses culminate in either a school exam or Regents level exam. College level courses through Dutchess Community College (DCC), Westchester Community College (WCC) and Syracuse University (SUPA) are available to all students. There are fees and/or qualifying examinations associated with all of these courses. Students who choose courses for college credit are required to pay a fee for credit.

### **Advanced Placement (AP)**

Advanced Placement courses are highly-rigorous and designed to be the equivalent of a first-year college course in English, social studies, math, art, computer science and science. AP courses are taught using the prescribed curriculum from the College Board and students are required to take the AP examination in May.

## ART PROGRAM OF STUDY

2019-2020

(\*all course offerings are subject to change)

9	10	11	12
Studio in Art	Drawing & Painting Ceramics & Sculpture Computer Graphics Printmaking	Adv. Art Workshop AP Art Photography Computer Graphics Printmaking	Adv. Art Workshop AP Art Photography Computer Graphics Printmaking
Design & Drawing for Production	Computer Graphics	Architectural Design Computer Graphics II	Architectural Design Computer Graphics II
Media Arts	Digital Video Production Computer Graphics	Digital Video Production Computer Graphics II	Digital Video Production Computer Graphics II
	<i>Half year Electives:</i> Digital Photography Cultures in Clay Mixed Media	<i>Half year Electives:</i> Digital Photography Cultures in Clay Mixed Media	<i>Half year Electives:</i> Digital Photography Cultures in Clay Mixed Media



**ART**  
**2019-2020**

The goal of the Art Department is to facilitate student's creativity and participation in the arts, enhance their knowledge and use of art materials while developing their ability to analyze, respond to and understand the cultural contributions of the arts.

All students are mandated by New York State to successfully complete one unit of art or music during their four years of high school. Studio in Art, Design Drawing for Production and Media Arts are the art courses that satisfy this art mandate. They also are the basic foundation courses for the art electives.

The following three courses are designed to meet these goals:

**532 STUDIO IN ART** R 1 credit  
PREREQUISITE: None  
Satisfies the Mandate for a Regents Diploma

This is a basic foundation course for those students who may be interested in pursuing a fine arts sequence. It is an introduction to the themes and styles of past and present art. Through an understanding of the elements and principles of design, students will develop an appreciation for the various art forms and learn technical skills using a variety of media and be able to critique works of art, including their own work. Students will be required to present a portfolio at the end of this course demonstrating the skills that they have developed.

**533 DESIGN AND DRAWING FOR PRODUCTION** R 1 credit  
PREREQUISITE: None  
Satisfies the Mandate for a Regents Diploma

This course deals with the sequential process of designing, then drawing, and finally production. The elements and principles of design are applied to problems which students solve using TRAD (traditional drawing techniques) and CADD (computer assisted drawing and design). Students learn to communicate their ideas graphically, with clarity and exactness. Students are exposed to career possibilities and technical application of skills.

**545 MEDIA ARTS** R 1 credit  
PREREQUISITE: None  
Satisfies the Mandate for a Regents Diploma

This course is a foundation in the Media Arts. Through an understanding of the elements of art and principles of design, students will explore the various media art forms on the Mac platform, as well as learn about traditional advertising methods. Students will create projects using Adobe CC suite which includes Photoshop, Illustrator, InDesign, Animate, as well as iMovie and Garageband. Students will be required to present a portfolio at the end of this course demonstrating the skills that they have developed.

**Additional art courses:**

**534 DRAWING AND PAINTING** R 1 credit  
PREREQUISITE: Studio in Art, teacher recommendation

In this course, students will work through a series of exploratory experiences and ideas that will enable them to work creatively using a wide variety of media including pencil, pen and ink, pastels, scratch board, watercolors and acrylics. Assignments will be geared to challenge the students' ability. Students will be required to continue developing their portfolios.

**535 CERAMICS AND SCULPTURE** R 1 credit  
PREREQUISITE: Studio in Art, teacher recommendation

Students will have the opportunity to gain both aesthetic and technical experience using a variety of ceramic and sculpture techniques. Projects in ceramics include hand building methods such as coil and slab and techniques acquired on the potter's wheel. Sculpture will include a variety of materials such as clay, paris craft, wire paper mache and soft sculpture.

**540 COMPUTER GRAPHICS** R 1 credit  
PREREQUISITE: Design & Drawing for Production, Studio in Art or Media Arts, teacher recommendation

This course utilizes the Mac platform for producing graphic output. Images are created using a variety of software applications such as Photoshop and Illustrator as a means of exploring the elements and principles of design. Parallels are drawn between the traditional and digital techniques used in the creation of graphic art.

**539 COMPUTER GRAPHICS II** (will be offered in 2019-2020) R 1 credit  
PREREQUISITE: Computer Graphics, teacher recommendation

This course utilizes the Mac platform for producing graphic output. Students are building upon fundamentals that have been taught to them in Computer Graphics. Images are created using a variety of software applications such as Photoshop and Illustrator as a means of exploring the elements and principles of design. Parallel will be drawn between traditional and digital techniques used in creation of graphic art.

**538 PRINTMAKING** R 1 credit  
PREREQUISITE: Studio in Art or Teacher Approval

This course will encourage students to explore and develop skills in a variety of processes for reproducing drawings and designs. The student will explore both traditional and contemporary techniques such as monoprints, collagraphs, relief printing, intaglio, lithography and silkscreen. These printmaking methods will be incorporated into 2 and 3-dimensional works of art with a variety art media. Visual communication will also be explored.

**544 ARCHITECTURAL DESIGN** (will be offered in 2020-2021) R 1 credit  
PREREQUISITE: Design & Drawing for Production, teacher recommendation

This course deals with the study of the history of architecture and the philosophical implications and impact on the architecture of today. Plot plans, foundation plans, construction details, floor plans, elevations, and presentation drawings are produced using both TRAD and CADD skills.

**537 PHOTOGRAPHY** R .5 credit  
PREREQUISITE: Studio in Art, Grades 11 & 12  
A 35 mm SLR manual camera and digital camera with memory card is necessary, teacher recommendation

Photography is both an art and a science. As an art, it expresses a personal vision. As a science, it relies on technology. This course is designed for the student who wants to explore photography as an art form. Creative use of camera-less photography, toy photography, photo-sensitive materials, the camera, the darkroom and digital photography are explored. **Students are required to purchase film, have access to a 35mm SLR film camera and digital camera with memory card for use during class and should anticipate some expense.**

**543 ADVANCED ART WORKSHOP** A 1 credit  
PREREQUISITE: Basic foundation course and two art electives and teacher recommendation

Students will be finalizing a portfolio of quality two-dimensional and three-dimensional art pieces using a variety of materials and techniques. This course is also structured for those students completing a portfolio for college acceptance into a fine arts program of study.

**542 ADVANCED PLACEMENT ART** AP 1 credit  
PREREQUISITE: Basic foundation course and two electives. Art Department approval

This course is geared towards the talented, motivated and self-directed student who may also be interested in pursuing an art program in college. A college level course, AP Art includes an in-depth study of various concepts, media and techniques while following the outline for the AP Art Program. Students have the option to choose an area of concentration through the Drawing Portfolio, 2-D Design Portfolio and 3D Design Portfolio. Each student is required to take the AP exam in May.

**541 DIGITAL VIDEO PRODUCTION** R 1 credit  
PREREQUISITE: Media Arts, Design & Drawing for Production or Computer Graphics and teacher recommendation

Digital Video Production is a project-based course in which students will use, analyze, and create video media. Students will learn about production design including storyboarding and developing scripts. Students will also learn about filming, editing techniques and equipment. Video based projects will be created showcasing both mastery of the techniques of video production as well as students' creative talents.

**ART ELECTIVES:**

**547 DIGITAL PHOTOGRAPHY (GRADES 10-12)** R .5 credit  
PREREQUISITE: NONE

**Digital Photography** is a half year course. It will introduce students to the value of photography as an artistic medium and a means of communication. The digital camera is an important tool allowing for immediate feedback to the student as artist. The technology involved in capturing images allows students greater depth and breadth of their study of photography. Students will engage in class work developing skills in processing and photo manipulation **Requirements: Students are required to have their own digital camera, memory card and flash drive.**

**546 CULTURES IN CLAY (GRADES 10-12)** R .5 credit  
PREREQUISITE: NONE

This course will explore the history of the ceramic arts throughout civilization. Using clay as a medium, students will create projects by experimenting with hand building, the potter's wheel and mold making techniques. Students will explore ancient methods and current trends in the ceramic arts.

**548 MIXED MEDIA (GRADES 10 – 12)** R .5 credit  
PREREQUISITE: NONE

Students will develop skills in mixed media - incorporating traditional and non-traditional fine art media as a means for communication. Students will work both 2 and 3-dimensionally while looking at artwork of contemporary artists. Students will work in textiles, paper maché, collage, altered books, installation art, performance art and digital media and photography to create a body of artwork.

# ENGLISH PROGRAM OF STUDY

## 2019-2020

(\*all course offerings are subject to change)

<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Read 180 Sheltered English 9  English 9R	Sheltered English ESL English English 10R	Sheltered English ESL English English 11R	English 12 R DCC English
English 9H	English 10H	AP English Language	AP English Literature DCC English
<b>Electives:</b>  Technology and Critical Thinking  Literacy and Today's News (teacher recommendation)	<b>Electives:</b>  Shakespeare: Play and Performance  Let's Go to the Movies  Technology and Critical Thinking  Literacy and Today's News (teacher recommendation)	<b>Electives:</b>  Creative Expression Holocaust Literacy/FHAO Shakespeare: Play and Performance  Let's Go to the Movies  Technology and Critical Thinking  Literacy and Today's News (teacher recommendation)	<b>Electives:</b>  Creative Expression Holocaust Literacy/FHAO Shakespeare: Play and Performance  Let's Go to the Movies  Technology and Critical Thinking

**ENGLISH**  
**2019-2020**

The English Department emphasizes development of the following skills: reading, listening, thinking, speaking, writing, creating, analyzing, interpreting and evaluating. Through close reading and writing in the modes of discourse, students develop critical thinking skills, resulting in a better understanding of themselves and others.

To fulfill the graduation requirements of Brewster High School, students must complete four credits of English exclusive of electives.

**300 ENGLISH 9** R 1 credit

Students read a variety of texts, both fiction and nonfiction. This course focuses on language, literature, informational texts, the modes of discourse, listening and speaking. Grammar, sentence structure, paragraph development and essay writing are focal points. English 9R students will develop their skills as they complete required writing assignments including, but not limited to, a formal process research paper, double entry journals and thematic studies. The English 9 curriculum is aligned with the Common Core Standards.

**305 ENGLISH 9H** H 1 credit

PREREQUISITE: Open to freshmen who have demonstrated a sustained desire, motivation, and effort to learn. Students will be eligible to enroll based upon teacher recommendation.

This course prepares students of advanced skill for 10<sup>th</sup> grade honors. and Advanced Placement English classes. Students read a variety of texts with an emphasis on close reading skills and a focus on the critical examination of both fiction and nonfiction. Students are expected to have mastered basic composition skills prior to enrollment as the curriculum challenges students to analyze and critically respond to texts through writing and conversation. Emphasis is placed on process writing and higher level critical thinking. A research-driven paper of exposition, argument, or literary analysis is also completed. The depth of study in this course is greater than 9<sup>th</sup> grade Regents level.

**312 ENGLISH 10** R 1 credit

PREREQUISITE: Successful completion of English 9

This course extends the foundational work of ninth grade through the study and emulation of various modes of discourse. Students read fictional and nonfictional narratives, argument, drama, poetry, and exposition. They learn the writing process through many of the same modes of discourse, including literary analysis, argument, exposition, and narrative. A research-driven synthesis paper of exposition, argument, or literary analysis is also completed. The English 10 curriculum is aligned with the Common Core Standards.

**314 ENGLISH 10 H** H 1 credit

PREREQUISITE: Open to sophomores who have demonstrated a sustained desire, motivation, and effort to learn. Students will be eligible to enroll based upon teacher recommendation.

This advanced course is intended for intellectually curious, motivated and talented students. 10H English follows the general curriculum of Regents English, but with greater depth and breadth, as it prepares 10<sup>th</sup> graders to take either Advanced Placement Literature and Composition or Advanced Placement Language and Composition in their junior year. Close readings of various texts, elements of argument and an examination of rhetoric accompany the texts studied throughout the year.

Writing for a variety of purposes is addressed, with a focus on analysis and specific supporting details. Students will practice revision skills to enhance their writing. Time is spent on library research skills and the research process in general.

**320 ENGLISH 11** R 1 credit

PREREQUISITE: Successful completion of English 10

Designed for students who have completed English 10, this course builds upon the skills introduced and cultivated in the previous two years with an emphasis on a close reading of a variety of texts, listening, speaking, and writing. English 11R students will work towards a mastery of the elements of argument and rhetorical appeals. In June, the students will write the NYS Regents Examination, which they must pass in order to graduate. The English 11 curriculum is aligned with the Common Core Standards.

**324 ENGLISH LANGUAGE AND COMPOSITION** AP 1 credit  
PREREQUISITE: Teacher recommendation. Successful completion of English 10

This Advanced Placement course focuses on developing maturity and complexity in reading, thinking, and writing, with special emphasis on collaborative learning, reflection, and metacognition. Students read, analyze, and emulate primarily nonfiction prose; the writing and reading processes are taught, however, through all modes of discourse. Scaffolded onto this is continual, portfolio-driven self-analysis. Each student will be required to take the AP examination in May. In June, the students will write the NYS Regents Examination, which they must pass in order to graduate.

**330 ENGLISH LITERATURE AND COMPOSITION** AP 1 credit  
PREREQUISITE: Teacher recommendation. Successful completion of English 11 or AP Language and Composition.

Advanced Placement Literature and Composition requires students to read and study multiple full-length, challenging literary works and an extensive collection of poetry. Students will read consistently, deliberately and thoroughly. Students will also practice critical, clear, and stylish writing, reflection and revision throughout the year. Each student is required to take the AP English Literature and Composition in May. In June, juniors enrolled in the course will take the NYS Regents Examination, which they must pass in order to graduate.

**328 ENGLISH 12** R 1 credit  
PREREQUISITE: Successful completion of English 11

This course studies reading and writing across the modes of discourse. Students will engage in individual and small group presentations, class discussions and active listening activities. The course involves students in the authentic examination of research, rhetoric, and writing from various genres. English 12R prepares students for college and career readiness through close examination of reading, both fiction and nonfiction texts, and effective writing. The English 12 curriculum is aligned with the Common Core Standards.

**329 DUTCHESS COMMUNITY COLLEGE 101 and 102** A 1 credit

PREREQUISITE: Must complete an application to DCC, have a high school GPA of 80% or better, a NY State Regents English Exam score of 85% or better, and teacher recommendation.

English 101 addresses the major principles of college writing, which are meant to serve students in all disciplines across the curriculum. The course concentrates primarily on expository and argumentative writing, traditional rhetorical modes, and effective composing, revising and editing strategies. English 101 covers MLA conventions, and a research paper is required. Critical thinking and reading skills are also stressed. A continuation of English 102; reading will include fiction, poetry and drama. Emphasis will be placed upon well organized, written composition, factually supported conclusions and awareness of language variety. Effective expression and validity of judgement in the student's writing are stressed. 6 credits from DCC will be awarded at completion of the year.

**391 ESL (English as a Second Language)** R 1 credit

The ESL course is designed to assist students whose native language is not English. The ESL course is also designed to reinforce skills learned in other classes, and develop reading and writing skills in English depending on the readiness level of the individual student. Placement is recommended through the Student Services department. **This course is not approved by the NCAA**

**392 Sheltered English /ENL** R 1 credit

The ESL courses are designed to assist students whose native language is not English. The ESL courses reinforce skills learned in other classes, and develop reading and writing skills in English depending upon the level of the individual student. Placement is recommended through the Student Services department.

**394 Sheltered English 9R**

R

1 credit

The ESL courses are designed to assist students whose native language is not English. The ESL courses reinforce skills learned in other classes, and develop reading and writing skills in English depending upon the level of the individual student. Placement is recommended through the Student Services department. This course focuses on language, SAT-caliber vocabulary, literature, informational texts, the modes of discourse, listening and speaking. Grammar, sentence structure, paragraph development and essay writing are focal points. English 9R students will develop their skills as they complete required writing assignments including, but not limited to, a formal process research paper, double entry journals and thematic studies. The English 9 curriculum is aligned with the Common Core Standards.

**ELECTIVES:****350 Literacy and Today's News**

.5 credit

PREREQUISITE: Teacher recommendation

This course is designed for students who struggle with reading and writing. The curriculum utilizes short, timely articles with a variety of reading and writing strategies to help improve student learning. Each section will contain a maximum of ten students and will meet every other day.

**364 CREATIVE EXPRESSION**

R

1 credit

PREREQUISITE: open to Juniors and Seniors

This course is designed to provide opportunities for students to explore various modes of creative expression, including written composition and dramatic performance. Instruction in composition will involve students in such areas as fiction, non-fiction, dramatic dialogue, and poetry. Students will focus on writer's intent and will learn to reflect on their authorial choices and dramatic expression. Students will be involved in techniques of delivery, monologues, scene study, improvisation and character development. Students will be expected to employ the skills and techniques of the writer, the director, and the actor. In addition, students will be encouraged to submit their work to BHS publications and writing contests.

**340 HOLOCAUST LITERATURE /FACING HISTORY AND OURSELVES**

R

.5 credit

PREREQUISITE: Open to juniors and seniors

This seminar-based elective will examine the Holocaust experience through a multidimensional approach. Regular, punctual attendance and active participation in class in class is required and expected. Yes, that means putting away your phones and being engaged in the class at all times! Every missed class results in an additional assignment to gain those class points back. Your grade is largely based on this criteria: immersing yourself fully in the topic at hand, journal writing and outside of class individual reading. If you are not participating in this seminar-based class, on your phone, disrespectful, etc. your grade will reflect this. If the behavior continues, you may be told to drop the class. The class will include fiction and non-fiction text, narratives, short stories, poetry, articles, speeches, art, film, which try to answer the following questions: How did Hitler gain the support? What is propaganda? What happened in the ghettos? How can fear and hate affect how people react in certain situations? How could someone willingly kill innocent people? What is genocide? What was it like to live during this time and witness the atrocities that took place? Who were the Righteous Among the Nations and why did they have the courage to be an upstander (upstander vs. bystander)? How have the survivors lived and dealt with the atrocities they witnessed? However, you will probably leave this class with more questions than answers. Due to the graphic and sensitive nature of this course curriculum, it is expected that each student will conduct himself/herself in an appropriate mature manner. Failure to do so will result in dropping the class.

**382 SHAKESPEARE: PLAY AND PERFORMANCE**

R

.5 credit

PREREQUISITE: Open to sophomores, juniors and seniors

In addition to examining the life and times of William Shakespeare, the class will delve into not only the three categories of Shakespeare's plays (comedies, tragedies, and histories) but also his sonnets and poetry. Students will interpret his plays and view films adapted from Shakespeare and his works. A focus will be away from the traditional tragic plays of Shakespeare, and instead will focus on Shakespeare as the complete playwright, with a focus on comedy and its evolution. Additionally, students will study the Globe Theater and its utilization during and after Elizabethan times. An emphasis will be placed on creative and analytical writing as well as theater and acting. We will explore Shakespeare's stage and stagecraft, read and act out bits in class, and sample productions, especially through film and video, throughout the course.

*Works include: Much Ado about Nothing, Taming of the Shrew, Henry IV, sonnets and poetry*

**623 TECHNOLOGY AND CRITICAL THINKING**

R

.5 credit

OPEN TO ALL STUDENTS

Technology and Critical Thinking course is designed to teach the nature of information and the research process. Class work emphasizes critical thinking, finding and evaluating information, and hands-on exploration of databases, article indexes, and internet resources. Students will investigate how critical thinking and information literacy are intertwined in the assessment of student learning. Students will investigate questions such as: What other types of literacies are required for today's student? Why is information literacy critical to student learning?

**383 LET'S ALL GO TO THE MOVIES: A HISTORY OF AMERICAN FILMMAKING**

R

.5 credit

OPEN TO ALL STUDENTS

Alfred Hitchcock, Orson Welles, Martin Scorsese, and Spike Lee: the legacy of individual "auteurs" like these are what have helped shape American film over the last 120 years. This course offers an exhaustive, even if very selective, overview of American cinema history, adopting the basic tools for analyzing the art of film. Throughout the course we will learn how to develop a historical appreciation of film, from early years (D.W. Griffith, F.W. Murnau, Buster Keaton, Harold Lloyd) to present day (PT Anderson, Guillermo del Toro, Ava DuVernay), based on a survey of cinematic traditions, and acquire a critical, technical, and aesthetic vocabulary relating to particular cinematic practices and structures. We will examine how meaning in films is achieved and developed through the directorial choices of camera, editing, lighting, sound, and acting, and explore the impact of technological developments on film production, while evaluating the importance of genre throughout the history of cinema.



**HEALTH AND PHYSICAL EDUCATION**  
**2019-2020**

**(\*all course offerings are subject to change)**

Physical Education is a discipline designed to develop the ability to understand, appreciate and cooperate with others. A major goal is to prepare and motivate all students to keep themselves fit throughout life. Through a sequential program, this is accomplished by teaching athletic skills progressing from the fundamentals through the intermediate, to the highly skilled, giving priority to developmental and conditional activities. The prerequisite for each course is successful completion of the previous grade level. To fulfill the graduation requirements of New York State, students must complete two (2) credits of physical education and .5 credit of health education.

**800 PHYSICAL EDUCATION 9, 10** R .5 credit

The 9<sup>th</sup> and 10<sup>th</sup> grade physical education program is designed for the progressive development of intermediate to advanced skills and activities. As well as addressing fitness, the class involves participation and knowledge of team sports such as football, soccer, field hockey, floor hockey, lacrosse, speedball, basketball, softball, track, introduction to weight training, low impact aerobics, and team handball.

**810 PHYSICAL EDUCATION 11, 12** R .5 credit

This program is basically an introduction and participation in lifetime skills. When possible, students get a choice of skills they would like to participate in with the only formal portion of the class being the warm-up exercises. Some of the activities included are handball, paddleball, archery, bowling, juggling, golf, volleyball, ping pong, dance, softball, aerobics, weight training, pickleball, tennis and badminton.

**819 HEALTH EDUCATION** R .5 credit

Health Education provides information about fundamental issues that relate to the everyday lives of teenagers (tobacco, drugs, alcohol, and family life). The aim is to help students pursue successful and positive inter-relationships now and in the future. Physical health, sociological health problems, environmental and community health and education for survival, as well as family life will be covered.

**820 JUNIOR / SENIOR ATHLETE PHYSICAL EDUCATION** R .5 credit

This course is designed for the senior level varsity athletes only. Athletes who are in season need to be in good standing with their team/coach throughout the duration of their season(s) to remain eligible for this course. Students are expected to meet all contractual deadlines and attend any mandatory meetings to obtain important information regarding the course.

**821 ADAPTIVE PHYSICAL EDUCATION** R .5 credit  
PREREQUISITE: I.E.P. recommendation

A specifically designed program of developmental activities, games, sports and rhythms suited to the interest, capacities, and limitation of pupils with handicapping conditions who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program.

**837 MINDFULNESS THROUGH MOVEMENT** R .5 credit  
PREREQUISITE: Open to juniors and seniors

This course will introduce simple breath and movement practices, stress management techniques, and an important set of self empowerment tools. It is designed to enable students to relax more and open their minds to learning. A foundational element of this course rests on the belief that students need to be able to clear their minds so that they can focus which will enable them to experience optimal learning in the school setting. The energizing work and rhythmic exercises practiced in the course will help students to feel calm, invigorated, and clear-headed. Through movement exercises, breathing, and other mindfulness practices students will learn how to manage their bodies and minds in a way that is reflective of a healthy lifestyle combining aspects of Physical, Mental, Emotional, and Social Well-being. Key components of this course will include: Yoga Postures & Qigong Exercises, Breathwork (Pranayama) Practices, Mindfulness Techniques & Focused Attention, and Stress Management

**MATHEMATICS - PROGRAMS OF STUDY 2019 - 2020**  
(Subject to change)

8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
8 <sup>th</sup> Grade Math	Algebra Algebra X Algebra Level I	Geometry Algebra Level 2 Geometry X Quantitative Geometry NR	Algebra II Quantitative Geometry NR Algebra II/Trig NR Geometry X Algebra II X	Pre-Calculus Algebra II Algebra II X Algebra II/Trig NR
Advanced Algebra	Advanced Geometry	Advanced Algebra II	Pre-AP Calculus	AP Calculus AB
Advanced Geometry	Advanced Algebra II	Pre-AP Calculus	AP Calculus AB	AP Calculus BC

**MATHEMATICS ELECTIVES**

Computer Science	PLTW Engineering	Statistics	Applied Math
<ul style="list-style-type: none"> <li>• AP Computer Sci. Principles</li> <li>• Pre-AP Computer Science (JAVA)</li> <li>• AP Computer Science II</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Engineering</li> <li>• Principles of Engineering</li> <li>• Aerospace Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical Reasoning in Sports</li> <li>• Survey of Statistics</li> <li>• AP Statistics</li> </ul>	<ul style="list-style-type: none"> <li>• Contemporary</li> <li>• Finance &amp; Real World Applications</li> <li>• Calculus for Business &amp; Economics</li> </ul>

## MATH PROGRAM OF STUDY 2019-2020

(\*all course offerings are subject to change)

The philosophy of the mathematics department is to help each student develop the mathematical skills that he/she requires. Furthermore, mathematics offers the student a logical approach to solving the many non-mathematical problems that each of us must solve daily. For the student who plans to enter fields such as engineering, science, economics or sociology, in which mathematics is an important tool, the mathematics department offers help in developing the necessary skills and understanding.

Mathematics is a sequential subject. A student must complete one course before attempting any succeeding course. The prerequisites must be closely followed. To fulfill the NYS graduation requirement, students must pass the Algebra Regents.

**212 ALGEBRA LEVEL I** R 1 credit  
PREREQUISITE: Teacher recommendation

This is a skills based class offering students the opportunity to strengthen their math foundation before beginning the Common Core Algebra curriculum. Students will move into Algebra Level II the following year, after which they will take the regents exam in Algebra. This course culminates in a local final exam. **This course is not approved by the NCAA.**

**213 ALGEBRA LEVEL II** R 1 credit  
PREREQUISITE: Passing Algebra Level I

This course combined with Algebra Level I is the same as Algebra. This course culminates in a Regents exam.

**214 ALGEBRA X** R 1.5 credit  
PREREQUISITE: Passing 8<sup>th</sup> Grade Math and teacher recommendation

This course is the same as Algebra, but is taken over 1.5 years. The increased instruction time offers the student a greater opportunity to master the concepts. This course culminates in a Regents exam.

**215 ALGEBRA** R 1 credit  
PREREQUISITE: Passing 8<sup>th</sup> Grade Math and teacher recommendation

This first course of the NYS Regents sequence has a strong emphasis on algebra. Other topics included are probability and statistics. This is a one year course that culminates in a Regents exam and will be aligned with the Common Core NYS Standards.

**216 GEOMETRY X** R 1.5 credit  
PREREQUISITE: Passing Algebra, Algebra Regents exam and teacher recommendation

This course is the same as Geometry, but there is a lab included every other day. Increased instruction time offers the student a greater opportunity to master concepts. This course aligns with the Common Core standards and culminates in a Regents exam.

**217 GEOMETRY** R 1 credit  
PREREQUISITE: Passing Algebra with a minimum final grade of 75%, Algebra Regents exam and teacher recommendation

This is the second course of the NYS Regents sequence. It is an integrated approach to the study of geometric relationships including Euclidean, transformational and coordinate geometry. This is a one year course that is aligned to the Common Core Standards and culminates in a Regents exam.

**218 ADVANCED GEOMETRY** A 1 credit  
PREREQUISITE: Passing Algebra R with a minimum grade of 95%, or Advanced Algebra with a minimum grade of 85% or teacher recommendation

This is the second course in the advanced math program. Euclidean, transformational and coordinate geometry are studied. This is a one year course that is aligned with the Common Core standards and culminates in a Regents exam.

**250 ALGEBRA II/TRIG** R 1 credit  
PREREQUISITE: Passing Algebra and Geometry

This course will follow the traditional Algebra II/Trigonometry curriculum. It will prepare students for a course in PreCalculus as well as for college entrance exams. The students in this course will **not** take the Alg II regents exam. This course culminates in a local final exam.

**219 ALGEBRA II X** R 1 credit  
PREREQUISITE: Passing Geometry, Geometry Regents exam and teacher recommendation

This course is the same as Algebra II, but every other day meets for a double period. Student-teacher contact is significantly increased allowing students the opportunity to achieve greater success in understanding concepts. This is a one year course that is aligned with the Common Core Standards and culminates in a Regents exam.

**220 ALGEBRA II** R 1 credit  
PREREQUISITE: Passing Geometry with a minimum grade of 75%, Geometry Regents exam and Teacher Recommendation

This is the third course in the NYS Regents sequence. It involves the study of topics in advanced algebra and statistics. Emphasis is on applications and problem solving involving rational and irrational expressions, algebraic functions, trigonometric functions, statistics, and numerous other mathematical concepts. This course is aligned with the Common Core Standards and culminates in a Regents Examination.

**221 ADVANCED ALGEBRA II** A 1 credit  
PREREQUISITE: Passing Geometry R with a minimum of 95%, or Advanced Geometry with a minimum of 85% and teacher recommendation

This is the third course in the advanced math program. This course involves the study of topics in advanced algebra and trigonometry. Emphasis is on applications and problem solving involving rational and irrational expressions, algebraic functions, trigonometric functions, statistics, and numerous other mathematical concepts. This course is aligned with the Common Core Standards and culminates in a Regents Examination.

**222 WCC PRECALCULUS R\*** A 1 credit  
PREREQUISITE: Passing Algebra II/Trig and teacher recommendation

This is a pre-calculus course, which includes advanced algebra, analytic geometry, limits, finance and an introduction to calculus. A midyear and final examination are given.

**223 PRE-AP CALCULUS\*** A 1 credit  
PREREQUISITE: Passing Algebra II / Trigonometry R with a minimum of 95% or Advanced Algebra II/Trigonometry with a minimum of 85%, passing the Algebra II Regents and teacher recommendation

This is a pre-calculus course designed to prepare students for AP Calculus AB. The presentation of the topics will develop an intuitive base and offer some of the tools necessary for the study of more advanced mathematics. A midyear and final examination are given.

**224 AP CALCULUS AB \*** AP 1 credit  
PREREQUISITE: Passing Pre-AP Calculus with a minimum grade of 85% and teacher recommendation

This full-year advanced-placement course meets every other day for a double period. It includes analytic geometry, functions, limits, differentiation, integration and their application in problem solving. This course follows the Advanced Placement curriculum for the Calculus AP exam. A mid-year exam, the AP examination and final project or examination are required.

**225 AP CALCULUS BC PLUS \*** AP 1 credit  
PREREQUISITE: Passing AP Calculus AB and teacher recommendation

This full-year advanced-placement course consists of a review of AP Calculus AB, the traditional BC College Board Curriculum and assorted topics from a traditional second semester college calculus course. A mid-year exam and the AP examination are required.

**226 WCC CALCULUS FOR BUSINESS AND ECONOMICS \*** A 1 credit  
PREREQUISITE: Passing Precalculus R and teacher recommendation

Topics include differentiation and integration of algebraic, logarithmic and exponential functions from a non-theoretical point of view. Business and economic applications are emphasized. A mid-year and final exam are given.

**227 AP STATISTICS \*** AP 1 credit  
PREREQUISITE: Passing Algebra II/Trigonometry with a minimum grade of 85% and teacher recommendation

This full-year advanced-placement course will meet one period a day. It is for students who wish to complete studies equivalent to a one-semester, non calculus based college statistics course. The course follows the Advanced Placement curriculum set forth by the College Board. A mid-year exam, the AP exam and a final project are required.

**228 PRE-AP COMPUTER SCIENCE I - JAVA** A 1 credit  
PREREQUISITE: Passing Algebra and teacher recommendation or Passing a Geometry course

The first course in Computer Science will expose students to computer programming in the language of JAVA. After successful completion of this course, students may continue their studies by enrolling into Computer Science JAVA II, which will offer the AP exam in computer science in May.

**239 AP COMPUTER SCIENCE PRINCIPLES** AP 1 credit  
PREREQUISITE: Passing a Geometry course

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

**229 AP COMPUTER SCIENCE II - JAVA** AP 1 credit  
PREREQUISITE: Passing JAVA 1 or AP Computer Science Principles and teacher recommendation

This second course in computer science will allow those students who have successfully completed Computer Science Java 1 to continue their studies in computer science. Students are required to take the AP exam.

**230 CONTEMPORARY MATH** R 1 credit  
PREREQUISITE: Passing Algebra and the Algebra Regents exam

Emphasis will be on the practical aspects of mathematics and non-traditional problem solving techniques. Topics include Matrix Theory, Voting Methods, Apportionment Theory, Consumer Mathematics, and the History of Mathematics. Students will be expected to communicate effectively, complete a variety of projects and make use of computer applications such as spreadsheets.

**231 FINANCE & REAL WORLD APPLICATIONS** R 1 credit

This full year course uses a variety of mathematical theories and technology to explore the more practical aspects of Mathematics. Emphasis will be on financial mathematics and business and real world applications. Algebra, Geometry and problem solving skills will be utilized and strengthened. **This course is NOT approved by the NCAA.**

**237 QUANTITATIVE GEOMETRY** R 1 credit  
PREREQUISITE: Passing Algebra and the Algebra Regents exam, teacher recommendation

This is a full year course that is aligned with the New York State Common Core Learning Standards. It includes a focus on the fundamentals of Geometry and an introduction to Trigonometry. It is designed for students who need additional time to study Geometry. There is no Regents exam given for this course. **This course is NOT approved by the NCAA.**

**238 AEROSPACE ENGINEERING** R 1 credit  
PREREQUISITE: Principles of Engineering and Passing a Physics course at any level

Aerospace Engineering is a high school level course that is appropriate for 10th, 11th, or 12th grade students interested in Aerospace. The course applies and concurrently develops secondary-level knowledge and skills in mathematics, science, and technology. It is a high school-level specialty course that covers the study of the engineering discipline which develops new technologies for use in aviation, defense systems, and space exploration. The course explores the evolution of flight, flight fundamentals, navigation and control, aerospace materials, propulsion, space travel, orbital mechanics, ergonomics, remotely operated systems and related careers. In addition, the course presents alternative applications for aerospace engineering concepts. Utilizing the activity-project-problem-based (APPB) teaching and learning pedagogy, students will analyze, design, and build aerospace systems. While implementing these designs, students will continually hone their interpersonal skills, creativity, and application of the design process.

**252 CALCULUS III \*** A 1 credit  
PREREQUISITE: Passing AP Calculus B/C Plus

This course is an introduction to multivariable calculus. Topics include vectors and the geometry of space, vector valued functions, multivariable functions and their geometry, partial differentiation, multiple integration in rectangular, cylindrical and spherical coordinates, and vector analysis that includes Green, Stokes and the Divergence Theorems. This course will not be offered in the 2019-2020 school year.

**280 SURVEY OF STATISTICS** R 1 credit  
PREREQUISITE: Passing Algebra and the Algebra regents exam and passing a Geometry course.

This course includes an in depth, hands on discussion of basic statistics. Problem solving will be the major focus. Activities and real world situations will provide the platform for discovery and application of basic statistics. Students will be exposed to the statistics that they need to be successful in college and careers.

**283 STATISTICAL REASONING IN SPORTS** R 1 credit  
PREREQUISITE: Passing Algebra, the Algebra regents exam and a Geometry course.

This course teaches students how to use the four step statistical process in the context of sports: ask questions, collect data, analyze data and make conclusions.

**281 INTRODUCTION TO ENGINEERING DESIGN (IED)** R 1 credit  
PREREQUISITE: Concurrently enrolled in an Algebra course or Passing an Algebra course

A high school level foundation course in the PLTW Engineering Program. In IED students are introduced to the engineering profession and a common approach to the solution of engineering problems, an engineering design process. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

**282 PRINCIPLES OF ENGINEERING** R 1 credit  
 PREREQUISITE: Intro to Engineering Design (IED) or passing an Algebra course, and completing or concurrently taking a Physics course

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

Principles Of Engineering is the second of two foundation courses in the Project Lead The Way high school engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

**290 ESL ALGEBRA LEVEL I** R 1 credit

This course combined with Algebra Level II is the same as Algebra and is designed to assist students whose native language is not English. This course provides the student the opportunity to take the one year Integrated Algebra course over two years, providing greater opportunity for success. Students will not take the regents exam until the end of the 2nd year.

**291 ESL ALGEBRA LEVEL II** R 1 credit

This course combined with Algebra Level I is the same as Algebra and is designed to assist students whose native language is not English. This course is aligned with the NYS Common Core and culminates in a Regents exam.

**292 ESL MATH FOUNDATIONS** R 1 credit

This is a one year course designed to assist students whose native language is not English and who may not have the necessary mathematics background to succeed in Algebra Level I. This course will cover foundational mathematics needed to be successful in Algebra as well algebra topics.

\*Students enrolled in these courses may also enroll at SUNY at Westchester Community College for college credit.

**232 MATH SAT PREP**  
 PREREQUISITE: Completing Algebra I and a Geometry course ½ credit

This course is designed to help students prepare for the rigors of taking the SAT test offered by the College Board. The primary goal is to identify and implement test taking strategies using prerequisite knowledge to increase student performance. It is recommended that students in the class take Algebra II concurrently if they have not yet completed Algebra II. This is an effort based class and graded as P/F. All students are required to purchase and SAT workbook.

**Modern Language Program of Study  
2019-2020**

(\*all course offerings are subject to change)

8	9	10	11	12
Italian I	Italian II Adv. Italian II	Italian III Adv. Italian III	Adv. Italian IV	WCC Italian
	Spanish I	Spanish II	Spanish III	Spanish IV
Spanish I	Spanish II Adv. Spanish II	Spanish III Adv. Spanish III	Adv. Spanish IV	SUPA Spanish
Spanish Bilingual Spanish	Spanish Bilingual Education I Adv. Spanish Bilingual Education I	Spanish Bilingual Education II Adv. Spanish Bilingual Education II	SUPA Spanish	
Middle School Chinese	Mandarin II <i>(Distance Learning)</i>	Mandarin III <i>(Distance Learning)</i>	Mandarin III <i>(Distance Learning)</i>	
			<p><b>*Electives</b> Accelerated Spanish Accelerated Italian</p> <p><b>* Availability of courses based on enrollment</b></p>	<p><b>*Electives</b> Accelerated Spanish Accelerated Italian</p> <p><b>* Availability of courses based on enrollment</b></p>



**MODERN LANGUAGE**  
**2019-2020**

The Modern Language Department offers courses in Spanish, French, and Italian leading to the Level III Assessment and beyond. Chinese is also offered based on enrollment. WCC and SUPA courses are offered for which college credit can be obtained. The objectives of the Modern Language Department are to acquaint students with different cultures and traditions, to equip them with a solid background for ease of communication in the target language, and to expand and enhance their knowledge of English. Modern languages are not viewed as mere college requirements, but as valuable tools in career selections and job opportunity, intellectual enrichment and increased appreciation of diverse cultures.

**101 SPANISH I** R 1 credit  
PREREQUISITE: Middle School teacher recommendation

The skills of listening, speaking, reading and writing, emphasizing auditory comprehension and oral expression form the major objectives of the course. Students are made aware of cultural contributions of Spanish speaking people. All elements of basic communication are taught in addition to the appropriate grammatical structures. ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT. **Not recommended for native speakers of Spanish.**

**103 SPANISH II** R 1 credit  
PREREQUISITE: Teacher recommendation and successful completion of Spanish 1

The major objectives are increased comprehension of skills in listening, as well as reading, writing, grammar and speaking. Sophisticated vocabulary is introduced. An invitation into deeper aspects of culture and attitudes of the Spanish world are all part of the course content. ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT. **Not recommended for native speakers of Spanish.**

**104 ADVANCED SPANISH II** A 1 credit  
PREREQUISITE: Teacher recommendation and successful completion of Spanish I with an 85% or better average

Advanced Spanish follows the general curriculum of Spanish II, but in greater depth and breadth. The course is designed for students who are enthusiastic and highly motivated to learn a modern language and plan to continue in upper level courses. ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT. **Not recommended for native speakers of Spanish.**

**105 SPANISH III** R 1 credit  
PREREQUISITE: Teacher recommendation and successful completion of II or Adv II

This course places an emphasis on speaking and listening skills with selected graded reading and literary selections. Students are required to write the Spanish III Proficiency Assessment at the conclusion of this course. Advanced grammar concepts are incorporated into the curriculum. ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT. **Not recommended for native speakers of Spanish.**

**111 ADVANCED SPANISH III** A 1 credit  
PREREQUISITE: Teacher recommendation and successful completion of Advanced Spanish II with an 85% or better average

This course, for highly motivated and enthusiastic students, follows the same content structure as Spanish III. There is a concentration on more advanced speaking, listening, reading and grammar skills. In addition to Spanish III Assessment preparation, there is also an emphasis on preparation for Adv. IV and SUPA courses. Students are required to write the Spanish III Proficiency Assessment at the completion of this course. ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT. **Not recommended for native speakers of Spanish.**

**106 SPANISH IV** R 1 credit  
PREREQUISITE: Teacher and counselor recommendation and successful completion of Spanish III.

This course is designed for the motivated student who wishes to further his/her studies in a modern language. Students with a high degree of enthusiasm will have the opportunity to expand their knowledge of the target language in the four language skill areas. ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT  
**Not recommended for native speakers of Spanish.**

**107 ADVANCED SPANISH IV** A 1 credit  
PREREQUISITE: Teacher recommendation and successful completion of Advanced Spanish III with an 85% or better average

This course is designed for the highly motivated student who wishes to further his/her studies in a modern language. Students with a high degree of enthusiasm will have the opportunity to expand their knowledge of the target language in the four language skill areas in preparation to continue with the SUPA Spanish course in his/her senior year. **ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT. Not recommended for native speakers of Spanish.**

**109 ACCELERATED SPANISH** R 1 credit  
PREREQUISITE: Three years of another modern language grades 7 – 12 or successful completion of French 2 or Italian 2. *This course will be available based on student enrollment.*

This is an accelerated course only for highly motivated students who have had previous study in French and/or Italian. Students will be expected to master course content at a faster rate due to prior language study. This course combines levels 1 and 2 into 1 year. Two credits will be awarded upon the successful completion of the course and **upon receiving an 85 or better on the Spanish III Proficiency Assessment.**

**108 SUPA SPANISH** A 1 credit  
PREREQUISITE: Successful completion of Spanish 4 Advanced Spanish 4 or Heritage Spanish , with a minimum average of 80% and the demonstration of a high level of motivation

SUPA Spanish is a four-credit course which allows students with skills at the intermediate level to continue their acquisition of the language and to prepare them for continuing into advanced university courses. Intermediate level skills are reinforced by applying them to new contexts, but the focus of the course is the systematic development of advanced level skills. Students who choose the SUPA credit are required to pay tuition and buy their own text and workbooks. Students should expect instruction to take place in the target language. Compositions, oral presentations and analysis of advanced texts should be expected. **ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT AND IS GRADED DAILY.** All students required to take the Final Exam including those seniors who are participating in the SEE Project. See Project students take Final Exam the week following AP Exams.

**130 SPANISH BILINGUAL EDUCATION I/ ADVANCED SPANISH BILINGUAL EDUCATION I** R 1 credit  
*\*formerly known as “Heritage Spanish I/Advanced Heritage Spanish I”*  
PREREQUISITE: Teacher recommendation, determination of oral/aural fluency

This course is offered for **native speakers** of Spanish wishing to enhance reading and writing skills. **Extensive writing practice** as well as an exploration of a variety of **Spanish-language literature** will provide the emphasis for the course. Students will also examine the cultures of a wide variety of Spanish-speaking people. *This course will be available based on student enrollment.*

**131 SPANISH BILINGUAL EDUCATION II / ADVANCED SPANISH BILINGUAL EDUCATION II** R 1 credit  
*\*formerly known as “Heritage Spanish II/Advanced Heritage Spanish II”*  
PREREQUISITE: Teacher recommendation. Determination of oral/aural fluency

This course is a continuation of Heritage Spanish I. Students will be expected to **read more advanced pieces of literature and to write on abstract topics.** Advanced grammar concepts will be covered. *This course will be available based on student enrollment.*

**113 ACCELERATED FRENCH** R 1 credit  
PREREQUISITE: Three years of another Modern Language (grades 7 – 12) or successful completion of Spanish 2 or Italian 2

An accelerated course only for highly motivated students who have had previous study of Spanish or Italian. Students will be expected to master course content at a faster rate due to the prior language study. This course combines levels 1 and 2 into one year. Two credits will be awarded upon the successful completion of the course and **upon receiving an 85% or better on the French III Proficiency Assessment.** *This course will not be offered in the 2018-2019 school year.*

**114 FRENCH III** R 1 credit  
PREREQUISITE: Teacher recommendation and successful completion of Accelerated French

This course places an emphasis on speaking and listening skills with selected graded reading and literary selections. Students are required to write the French III Proficiency Assessment at the conclusion of this course. Advanced grammar concepts are incorporated into the curriculum. ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT. *This course will not be offered in the 2018-2019 school year.*

**145 ITALIAN I** R 1 credit  
PREREQUISITE: Middle School teacher recommendation

The skills of listening, speaking, reading and writing, emphasizing auditory comprehension and oral expression form the major objectives of the course. Students are made aware of cultural contributions of Italian speaking people. All elements of basic communication are taught in addition to the appropriate grammatical structures. ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT.

**122 ITALIAN II** R 1 credit  
PREREQUISITE: Teacher recommendation and successful completion of Level 1

The objective of this course is further development of the four (4) skills; listening, speaking, reading and writing. Writing is emphasized more than in level 1 and the area of culture has continued importance. ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT

**123 ADVANCED ITALIAN II** A 1 credit  
PREREQUISITE: Teacher recommendation and successful completion of Advanced Ital 1, requires an 85% or better average

Advanced Italian follows the general curriculum of Italian II, but in greater depth and at an accelerated pace. The course is designed for students who are enthusiastic and highly motivated to learn a modern language and plan to continue in the upper level courses. ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT

**124 ITALIAN III** R 1 credit  
PREREQUISITE: Teacher recommendation and successful completion of Italian II

Selected readings in Italian, practice in listening and reading comprehension, speaking and writing dialogues and composition will help the student in this course to achieve a more functional use of the modern language. Students are required to take the Italian III Proficiency Assessment at the completion of the course. ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT

**129 ADVANCED ITALIAN III** A 1 credit  
PREREQUISITE: Teacher recommendation and successful completion of Advanced Italian II, an 85% or better average in Adv.Italian II

This course is for highly motivated and enthusiastic students. More emphasis is placed on advance speaking, writing, listening, reading and grammar skills. Students are required to write the Italian III Proficiency Assessment at the completion of this course. In addition to Italian III Assessment preparation, there is also an emphasis on preparation for Advanced IV and WCC. ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT

**125 ITALIAN IV** A 1 credit  
PREREQUISITE: Teacher and counselor recommendation and successful completion of Italian III.

This course is designed for the motivated student who wishes to further his/her studies in modern language. Students with a high degree of enthusiasm will have the opportunity to expand their knowledge of the target language in the four language skill areas. Students are expected to participate in the target language on a daily basis. ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT.

**126 ADVANCED ITALIAN IV** A 1 credit  
PREREQUISITE: Teacher recommendation and successful completion of Advanced Italian III with an 85% or better average

This course is designed for the highly motivated student who wishes to further his/her studies in a modern language. Students with a high degree of enthusiasm will have the opportunity to expand their knowledge of the target language in the four language skill areas in preparation to continue with the WCC Italian course in his/her senior year. **ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT**

**127 WCC ITALIAN** A 1 credit  
PREREQUISITE: Successful completion of Italian 4, with a minimum average of 80% and the demonstration of a high level of motivation. *This course will be available based on student enrollment.*

Italian 201 is a three-credit WCC course which allows students with skills at the intermediate level to continue their acquisition of the language and to prepare them for continuing into advanced university courses. Intermediate level skills are reinforced by applying them to new contexts, but the focus of the course is the systematic development of advanced level skill. Reading comprehension and extensive writing along with full class participation in the target language do hold a high percentage of the student's grade. Students who choose the WCC credit are required to pay tuition and buy books.

**128 ACCELERATED ITALIAN** R 1 credit  
PREREQUISITE: Three years of another modern language (grades 7 – 12) or successful completion of French II or Spanish II

An accelerated course only for highly motivated students who have had previous study in Spanish and/or French. Students will be expected to master course content at a faster rate due to prior language study. This course combines levels I and II into 1 year. Two credits will be awarded upon the successful completion of the course and **upon receiving an 85 or better on the Italian III Assessment**. **ORAL PARTICIPATION IN TARGET LANGUAGE IS A REQUIREMENT.** *This course will be available based on student enrollment.*

**141 Mandarin Chinese III** R 1 credit  
PREREQUISITE: Mandarin Chinese II

Mandarin Chinese III is an intermediate level course in spoken and written Mandarin Chinese that aims to develop an increasingly broad and useful understanding of Mandarin Chinese. Students will engage in widening their array of vocabulary, pronunciation skills, and conversational skills. An interactive and technology-rich approach will be used build student confidence and skill in listening, speaking, reading, and writing. Students will learn about the culture, history, and geography of China through their language-based studies. This course prepares students for the NYS Checkpoint B. Success on Check Point B and three years of high school level credit is what is required for the advanced high school diploma.

## Music Program of Study

**2019-2020**

(\*all course offerings are subject to change)

9	10	11	12
Music in Our Lives			
Concert Band Symphonic Band	Wind Ensemble Concert Band Symphonic Band Jazz Band	Wind Ensemble Concert Band Symphonic Band Jazz Band	Wind Ensemble Concert Band Symphonic Band Jazz Band
Concert Choir	Chamber Singers Concert Choir	Chamber Singers Concert Choir	Chamber Singers Concert Choir
Symphonic String Orchestra	Chamber Orchestra Symphonic String Orchestra	Chamber Orchestra Symphonic String Orchestra	Chamber Orchestra Symphonic String Orchestra
		<b>Electives:</b> Theater Production A/B	<b>Electives:</b> Theater Production A/B

## **MUSIC** **2019-2020**

Education in music is basic to the development of sensitivity, aesthetic awareness and intellectual powers for all young people. Student participation in performing organizations can significantly enhance the morale of students and the quality of the total school environment.

The study of music requires the combination of subjective and objective elements. Through the application of the New York State Standards for the Arts, the students will develop the ability to read and write music along with the ability to critique, analyze and perform music of various cultures and historical time periods.

The Brewster High School Music Department strives to provide as many varied opportunities as possible while encouraging the students to perform at the highest level of their ability. The music department at Brewster High School strives to achieve this goal and by doing so the students simultaneously develop personal pride and school spirit.

To fulfill the graduation requirements of New York State, students must complete 1 credit of art or music. Concert Band, Symphonic Band, Concert Choir, Treble Choir, Chamber Singers, Music in Our Lives, H.S. Orchestra, Music Theory, Chamber Orchestra and Wind Ensemble will fulfill this mandate. Jazz Band also fulfills the mandate; however, since it is a .5 credit, two years are required to meet the mandate. A Performing Arts sequence is available to students who have completed four years of a performing organization combined with at least one full year of a content course, i.e. Music Theory I or II, Theater Production & Technology, or Music in Our Lives.

**509 HIGH SCHOOL CONCERT BAND** R 1 credit  
PREREQUISITE: Successful completion of the Middle School Band or permission from the band director

The Brewster High School Concert Band is a performance class. This course will provide students with the opportunity to experience numerous musical styles of both "classical" and contemporary literature. Through these musical styles we will focus on many elements of instrumental performance: music reading, terminology, phasing, tone, intonation, sight reading, breath support, dynamics, rhythm, musicality, and balance. The course consists of daily band rehearsals, bi-weekly group lessons, and opportunities to participate in school concerts, NYSSMA Solo Festival and Marching Band. Concert Band is made up of students who are determined, through audition and daily observation, to be performing music at a NYSSMA level 4. The purpose of the Concert Band is to provide its members with the training and/or maturational development necessary for future membership in the Symphonic Band and Wind Ensemble.

**500 SYMPHONIC BAND** R 1 credit  
PREREQUISITE: Successful completion of the Middle School Band or permission from the band director

The Brewster High School Symphonic Band is a performance class. The course will provide students with the opportunity to experience numerous musical styles of both "classical" and contemporary literature. Through these musical styles we will focus on many elements of instrumental performance: music reading, terminology, phasing, tone, intonation, sight reading, breath support, dynamics, rhythm, musicality, and balance. The course consists of daily band rehearsals, bi-weekly group lessons, and opportunities to participate in school concerts, NYSSMA Solo Festival, and NYSSMA Area All-State, Chamber Ensembles, Marching Band, and Pit Orchestra. Symphonic Band is made up of students who are determined, through audition and daily observation to be performing at a NYSSMA level 5. The Symphonic Band is designed to provide its members with the training and/or maturational development necessary for future membership in the Wind Ensemble.

**501 WIND ENSEMBLE** R 1 credit  
PREREQUISITE: Previous enrollment in the high school Concert Band or Symphonic Band (at least one year) and by audition.

The Brewster High School Wind Ensemble is a performance class. The course will provide students with the opportunity to experience numerous musical styles of both "classical" and contemporary literature. Through these musical styles we will focus on many elements of instrumental performance: music reading, terminology, phasing, tone, intonation, sight reading, breath support, dynamics, rhythm, musicality, and balance. The course consists of daily band rehearsals, bi-weekly group lessons, and opportunities to participate in school concerts, NYSSMA Solo Festival and Marching Band. Wind Ensemble is made of up students who are determined, through audition and daily observation, to be in the upper third of the respective sections. This group performs music at the NYSSMA level 6. The Wind Ensemble is designed to provide advanced training for those students who qualify. This course must be taken for 1 full credit.

**502 JAZZ BAND** R .5 credit  
PREREQUISITE: By audition – preference is given to students with H.S. Band experience and successful completion of M.S. Jazz Band program

Students will be exposed to different styles of jazz. In addition, students will be also introduced to instrumental improvisation. Jazz literature will be studied along with defining basic jazz chords and progressions. The “Pops” and spring concerts serve as the major examinations in the course. This course meets every other day for a full year. It may not be taken for less than .5 credit.

**504 CONCERT CHOIR** R 1 credit

Concert Choir is a choral ensemble comprised of mixed voices and is a performing ensemble that sings a varied repertoire of Classical, Folk, Spiritual, and Contemporary music of sacred and secular origin. The goals of this course are to prepare for upcoming performances, practice proper vocal technique, learn and practice reading/music reading skills and enhance general music knowledge. Students will develop and improve their singing and performance abilities. Enrollment in the course gives each student the opportunity to participate and represent Brewster High School in NYSSMA Solo and Ensemble festivals (optional). The choir’s main objective is to represent Brewster High School with choral excellence. Attendance and participation at dress rehearsals and scheduled concerts are required.

**505 CHAMBER SINGERS (select chorus)** R 1 credit  
PREREQUISITE: Previous enrollment in the high school Concert Choir (at least one year) and by audition.

Chamber Singers is a select ensemble of students who have mastered the basic vocal and choral skills needed to perform advanced level music. This ensemble sings a variety of accompanied as well as a cappella, Classical, Folk, Spiritual and Contemporary repertoires. Students must be in excellent academic standing. Students in the ensemble may be asked to represent Brewster High School at school and community events at any time during the year, as well as perform at all regularly scheduled choral concerts (Fall, Holiday, Pops, Spring). Attendance and participation at all performances is required. This course must be taken for 1 full credit.

**503 HIGH SCHOOL ORCHESTRA** R 1 credit  
PREREQUISITE: Successful completion of Middle School Orchestra or permission from the orchestra director

Symphonic String Orchestra is a performance based class for string instrument students. The students study string literature of various styles. Each Orchestra member will be exposed to one bi-weekly scheduled music lesson and daily concert orchestra rehearsals.

**507 CHAMBER ORCHESTRA** R 1 credit  
PREREQUISITE: Successful Completion of Middle School Orchestra. Audition with Orchestra Director

Chamber Orchestra is designed to provide a more advanced performance opportunity for string students committed to an in-depth approach to string playing. Students will participate in one bi-weekly lesson and daily full ensemble rehearsals. The objective of Chamber Orchestra is to provide an opportunity for students to study orchestral literature, chamber music, varied string playing techniques, leadership skills, and varied genres of music (Classical, folk, pop, movie scores, etc). Students will also study solo repertoire, recordings and performances of great artists, take part in creative ensemble projects, and participate in community events. Performances and dress rehearsals are mandatory. This course must be taken for 1 full credit.

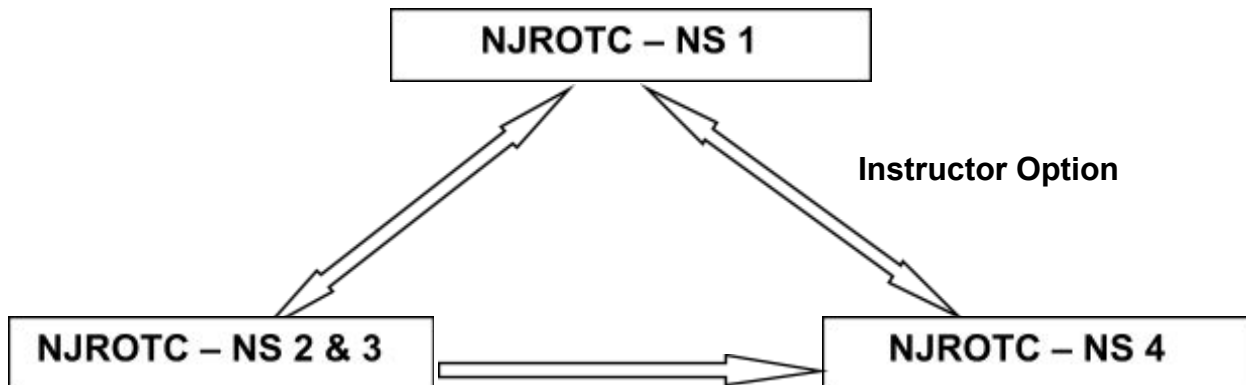
**514 MUSIC IN OUR LIVES** R 1 credit  
PREREQUISITE: None

This course is designed to help students learn musical concepts through the use of synthesizers interfaced with computers. Students will learn the fundamental elements of music and music composition as well as terminology and equipment used in the field of electronic music. Basic music theory, keyboard skills, musical form and digital sequencing are topics of study to lead students to composing original works throughout the course. The course will also focus on the impact and contributions of music on both society and ourselves, with an emphasis on American popular music from the 1950’s to the present. We will examine the elements of music (melody, harmony, rhythm, pitch, instruments and form), as well as the cultural, social, economical, and political conditions surrounding the music of America’s youth.

# NJROTC PROGRAM OF STUDY

2019-2020

(\*all course offerings are subject to change)



NJROTC 1, 2, 3, NJROTC 4 are non-sequential courses, thus

- Students 9 – 12 have the opportunity to participate in all levels of NJROTC study through their high school career.
- Instructor discretion determines the appropriate level of placement for entering upperclassmen.

The NJROTC is a program of academic courses, co-curricular activities involving field trips to naval and military bases and extracurricular opportunities, including interschool exhibition drill and athletics. Periodic opportunities for cruises on naval ships will be offered. Chances for selection for advanced leadership training at service sponsored leadership academies exist while the cadet is in high school. **There is no requirement for affiliation with the armed forces after graduation.** The emphasis is on citizenship development and practical leadership experience. The academic portion of the program is functionally divided into three non-sequential courses; NJROTC 1R through NJROTC 3R and covers various disciplines including: career planning, study skills, early naval history and current naval ships and aircraft. Instruction is provided in military drill, leadership skills, naval tradition, navigation, 19<sup>th</sup> century naval history, nautical rules of the road, and oceanography. The NJROTC 4R course for seniors is structured as a seminar course with emphasis is placed on performance in various duties in the cadet company based upon previous experience, if any, in the program.

*Weekly uniform wear is part of this course, typically Uniform Days are on Thursday. Uniforms are issued to cadets upon enrolling in the NJROTC curriculum. There is no cost to the student or family as long as the required items are returned at the end of their NJROTC enrollment.*

Courses NJROTC 1 and NJROTC 4 are offered yearly. Courses NJROTC 2 and NJROTC 3 are offered in alternating years, ensuring students have an opportunity to complete all levels during a high school career.



**590 NJROTC 1** R 1 credit  
PREREQUISITE: None

Students/cadets receive instruction in career planning, study skills, early naval history and current naval ships and aircraft. Instruction is provided in military drill, leadership skills and naval tradition.

**593 NJROTC 2 (GRADE 10 and 11)** R 1 credit  
PREREQUISITE: None

Students/cadets receive instruction in such topics as navigation, 19<sup>th</sup> century naval history, nautical rules of the road, and oceanography. Instruction is provided in military drill, leadership skills and naval tradition. Emphasis is placed on performance in various duties in the cadet company based upon previous experience, if any, in the program.

**592 NJROTC 3 (Grade 10 and 11)** R 1 credit  
PREREQUISITE: None

Students/cadets receive instruction in such topics as navigation, seamanship and nautical rules of the road. Instruction is provided in military drill, leadership skills and naval tradition. Emphasis is placed on performance in various duties in the cadet company based upon previous experience, if any, in the program.

**591 NJROTC 4 (GRADE 12)** R 1 credit  
PREREQUISITE: None

Seminar based leadership class, using real world examples as basis for discussion.

## Science Program of Study

**2019-2020**

(\*all course offerings are subject to change)

9	10	11	12
Earth Science	Physics	Chemistry Environmental Studies	Environmental Studies AP Environmental Science
Physics Honors Earth Science Honors	AP Physics II Honors Physics Honors Chemistry	AP Physics II AP Physics C AP Biology AP Chemistry AP Environmental Science Honors Chemistry	AP Physics C AP Biology AP Chemistry AP Environmental Science Elective
			<i>Electives:</i> Bioethical Issues Forensics Astrobiology Environmental Studies

Science Research (can be taken in any year)
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*Note: Only AP level science courses and Earth Science have a lab period.*

**SCIENCE**  
**2019-2020**

The study of science must extend beyond the minimal comprehension of basic facts and principles. The appreciation of the scientific method, a willingness to change beliefs and opinions after weighing of new data, and the development of critical thinking are methods of thought and action that will remain with our students after the many specific details of subject matter are forgotten. This maintenance of our standard of living is a function of our scientifically trained population. The real measure of success will be the ability of our students to make sound decisions on the many issues and problems that they will face the rest of their lives.

**054 EARTH SCIENCE 9 R** R 1 credit  
Prerequisite: Passing the Living Environment Regents Exam.

The content of this course includes, Earth in space, Earth dimensions, meteorology climate, water cycles, minerals, tectonics, landscapes, surface processes, Earth's history and environmental awareness. Great emphasis is placed on participation. Students are required to sit for the Earth Science regents exam in June.

**051 EARTH SCIENCE - HONORS** A 1 credit  
Prerequisite: Passing the Living Environment Regents Exam with a minimum grade of 90.

Honors Earth Science is a course for those students who have demonstrated a strong aptitude and ability in science. Eligibility for this course will be limited and is based on criteria set by the high school Science Department. The course will follow the basic framework of Earth Science with a much greater degree of in-depth understanding of chemistry and physics principles related to Earth Science concepts. This expanded coverage will be accomplished through the use of supplemental reading, investigation of related topics and independent projects. Students are required to sit for the Earth Science regents exam in June.

**056 BIOLOGY R** 1 credit  
PREREQUISITE: Teacher and/or Guidance Counselor recommendation.

This course will cover the concepts in the NY State Core Guide for the Living Environment. Both molecular and cellular approaches to biology are offered in this program. Emphasis is placed on detailed understanding of the basic biological concepts. The laboratory inquiry method and experiences are accented. Students will write the NY State Living Environment Regents exam in June.

**068 PHYSICS** 1 credit  
PREREQUISITE: Teacher and/or Counselor recommendation

Classic physics topics such as mechanics, energy, and light will be applied to existing paradigms of students' daily experience. Students will study the following integrated units: transportation, sports, medicine, electricity, predictions, light, and communications. A strong understanding of grade level math skills is recommended. Physics is based on problem-solving using scientific concepts.

**070 PHYSICS HONORS** A 1 credit  
PREREQUISITE: Minimum score of 85 on both the Geometry Regents Exam and the Earth Science Regents Exam

This course is an advanced introductory physics class and will be taught in a detailed manner, emphasizing the important conceptual as well as math derivations involved in topics such as mechanics, electromagnetism, waves, and modern physics. Laboratory investigation will focus on creating models for prediction based on mathematical relationships and conceptual understanding. A strong understanding of arithmetic, algebra, and geometry is necessary. **Students will be required to take the NYS Physics Regents exam in June.**

**039 ADVANCED PLACEMENT PHYSICS II** AP 1 credit  
PREREQUISITE: Successful completion of Algebra II / Trigonometry

AP Physics II: Algebra based is the equivalent of a first-semester college course in algebra based physics, but it is designed to be taught over a full academic year to enable AP students to develop deep understanding of the content and to focus on applying their knowledge through inquiry labs. The full year also allows time for inclusion of physics content specified by state standards. The course covers fluid mechanics: thermodynamics: electricity and magnetism: optics: and atomic and nuclear physics. This course meets for lab during a lunch period every other day. All students are required to take the AP exam in May.

**071 ADVANCED PLACEMENT PHYSICS C** AP 1 credit

PREREQUISITE: Teacher recommendation, a prior AP level science course, a prior physics course and/or the recommendation of the AP Physics teacher. Concurrently enrolled in a pre-calculus or calculus class.

The AP Physics C course is a calculus based course designed to be the equivalent of the general physics course usually taken during the first college year for physics/engineering majors. Successful students will attain a depth of understanding of fundamentals in Mechanics and Electromagnetism. Laboratory investigation will focus on creating models for prediction based on mathematical relationships and conceptual understanding. This course is designed to be taken only after the successful completion of a first course in high school physics. This course meets for lab during a lunch period every other day. All students are required to take the AP exam in May. **This course will not be offered in the 2018-2019 school year.**

**061 CHEMISTRY** 1 credit

PREREQUISITE: Teacher and/or Counselor recommendation

Students' experiences in chemistry will enable them to understand the role of chemistry in their lives by investigating substances that occur in nature, in living organisms and those that are created by humans. Topics will include an understanding of concepts, theories, and principles in chemistry by investigating and analyzing atomic theory, relationships between the structure and properties of matter including organic and inorganic bonding, periodicity, and solutions chemistry, chemical reactions, interactions of energy and matter, and the historical significance of major scientific advances. Students will practice the necessary precautions for performing safe inquiries and activities and learn to appreciate the risks and benefits of producing and using chemical substances. Chemistry is based on problem-solving using scientific concepts.

**048 HONORS CHEMISTRY** A 1 credit

PREREQUISITE: Successful completion of Physics Honors and two years of Regents Math.

Students will develop strategies and habits of mind needed to engage in active, high level learning levels. Students use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students study a variety of topics that include: characteristics of matter; energy transformations during physical and chemical changes; atomic structure; periodic table of elements; behavior of gases; bonding; nuclear fusion and nuclear fission; oxidation-reduction reactions; chemical equations; solutes; properties of solutions; acids and bases; and chemical reactions. Students will investigate how chemistry is an integral part of our daily lives.

**063 ADVANCED PLACEMENT CHEMISTRY** AP 1 credit

PREREQUISITE: Successful completion of Honors Chemistry and a prior AP level science course.

The AP Chemistry course is designed to be the equivalent of a general chemistry course taken during the first college year. Successful students will attain a depth of understanding of fundamentals and competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. This course is designed to be taken only after the successful completion of Honors Chemistry. All students are required to take the AP exam in May. In addition, there is a final assessment.

**072 ADVANCED PLACEMENT BIOLOGY** AP 1 credit  
PREREQUISITE: Successful completion of both Living Environment and **Chemistry**.

This course is for students who desire further enrichment and intensive study in Biology. Some examples of topics of study include the study of molecular structure, cellular functioning, genetics, respiration, and behavior. Laboratory exercises will provide opportunities for the student to improve skills and techniques in using laboratory equipment organizing, collecting and analyzing data. All students are required to write the AP examination given in May in addition to the regular final examination.

**077 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE** AP 1 credit  
PREREQUISITE: Successful completion of both Living Environment and **Chemistry**.

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Science is a process. Energy conversion underlies all ecological processes. It is required that all students enrolled will write the AP examination given in May. In addition, there is a final assessment.

**084 INTRODUCTION TO SCIENCE RESEARCH** 1 credit  
PREREQUISITE: None

It will engage the student in a research topic and project in the natural or social sciences. This course will be open to all students. The student entering this course should plan to participate for the remainder of his high school career. If you are a highly motivated self-starter, we highly recommend this course. No lab period.

**095 PHYSICAL SCIENCE FOR ENGLISH LANGUAGE LEARNERS** 1 credit  
PREREQUISITE: Counselor placement

Students are introduced to nature of science, physics, chemistry and earth science in this introductory high school course. Physical science ties these subjects to the student's personal experience in the everyday world. Concept Development: Understanding the physical world through exercises and problem-solving. Application: Content tied from textbook and classroom to students' life experiences. Students will continue to develop skills for scientific literacy through effective reading and writing strategies which will be integrated into the curriculum. No lab period. **This course is not approved by the NCAA.**

**052 ENVIRONMENTAL STUDIES:** 1 credit  
PREREQUISITE: Students must have successfully completed Earth Science or Physics and Chemistry. Open to juniors and seniors.

The course introduces students to biological and ecological aspects of environmental science. The course will include research, laboratory exercises, and field exercises; with a major focus being on field exercises utilizing all the resources on BHS campus including the outdoor education area. The goal of the course is to give the student an overview of ecology, ecological management issues, and ecosystem policy with special emphasis on native plants in the New York Area. No lab period.

**090 FORENSIC SCIENCE** .5 credit  
PREREQUISITE: Seniors who have successfully completed Earth Science or Physics and Chemistry.

Some say science is "murder", in this course, they're right. Through a hands-on survey of forensic science, this course illustrates the fundamentals of scientific inquiry while teaching basic concepts in learning, biology, chemistry, and physics. Through intensive learning, students will cover topics such as the history of forensic science, hair and fiber analysis, serology and DNA typing. Because of the class format, students must be willing to commit substantial time outside of the classroom. This class meets every other day for a full year. No lab period.

**055 BIOETHICAL ISSUES:**

.5 credit

PREREQUISITE: Students must have successfully completed Earth Science or Physics and Chemistry. Open to seniors.

This course addresses the moral implications of some recent advances in science and medicine. It will critically examine current bioethical issues in the US and international science communities. The course considers how bioethical dilemmas and the values and principles, rights, etc. that serve as their foundation are shared by patients' health professional's cultural values and beliefs. The course will explore how broader, social, cultural factors relating to power, religion, gender, science and media influence bioethical dilemmas and their resolution. Students should be prepared to research and debate different topics. This course meets every other day for a full year. No lab period. **This course is not approved by the NCAA.**

**091 ASTROBIOLOGY: (Grade 12)**

.5 Credit

PREREQUISITE: Students must have successfully completed Earth Science or Physics and Chemistry. Seniors only.

Change is a powerful framework for studying our world and our place therein. It is a recurring theme in every realm of science. Cosmic Evolution, Planetary Evolution, Origin of Life, Evolution of Life, Hominid Evolution, and Evolution of Technology are all topics that will be studied throughout this course. The [content and instructional](#) approach of the curriculum acknowledges evolution as an overarching theme and calls for activity-based learning for students. The curriculum uses the constructivist approach of engage, explore, explain, elaborate, and evaluate. This course meets every other day for a full year. No lab period.

**Social Studies Program of Studies**

**2019-2020**

**(\*all course offerings are subject to change)**

9	10	11	12
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Global I	Global II	US History & Gov't	Participation in Government / Economics  Electives: AP US History SUPA Psychology Criminal Justice Military History I or II Role of Sports Psychology
Global History I H	AP World History  Electives: Military History I or II Role of Sports Latin America	AP US History  Electives: SUPA Psychology Military History I or II Role of Sports Psychology Latin America	SUPA Public Affairs / Economics H  Electives: AP US History SUPA Psychology Criminal Justice Military History I or II Role of Sports Psychology Latin America

**SOCIAL STUDIES**  
**2019-2020**

In a rapidly changing society, the social studies curriculum invites students to become knowledgeable and participative citizens. Students examine the complexities of world cultures and United States history as well as the dynamics of economics, government, and society. Objectives include development of an understanding of geographical, political, social and economic factors that shape human experience.

To fulfill the NYS requirements for graduation, students **must pass** the Regents examinations in **Global History and Geography** or **United States History and Government**. In addition, **students are required to take social studies every year in high school**.

The mandatory units of social studies include, **United States History and Government, Global History and Geography I and II and Economics/Participation in Government**. Some options are full-year, and there are semester offerings as well. Students may take electives in addition to required courses.

**400 GLOBAL HISTORY & GEOGRAPHY I** R 1 credit

This program focuses on the development of world cultures from the Paleolithic era through 1750. Major world religions, early societies, development of empires, emerging nations and the role of geography are studied. Students are expected to grasp and understand global development and the ramifications of conflict. Contemporary issues are studied to show relationships from past to present. Emphasis placed on critical thinking, reading and vocabulary skills, and writing in both thematic and document based essays.

**405 GLOBAL HISTORY I H (9<sup>th</sup> Grade)** A 1 credit  
PREREQUISITE: Teacher recommendation, a minimum overall average of 85% AND concurrent enrollment in English 9H

For highly motivated students, this challenging introduction to the Advanced Placement World History course focuses on the development of critical thinking and analytical writing and development of the skills of the historian. Students will study the principles of geographic luck and the development of human societies and civilizations all over the world as well as current events from the various global regions. A strong work ethic, intellectual curiosity and a determination to succeed are essential characteristics of all participants.

**408 GLOBAL HISTORY & GEOGRAPHY II** R 1 credit  
PREREQUISITE: Teacher recommendation and successful completion of Global History I

This is the second year of the two-year world history course. The curriculum focuses on the history of the world from 1750 to the present. There is a strong focus on current world issues. Skill development in critical thinking, reading and writing continues with emphasis on preparation for the Global History and Geography Regents Exam. **The Regents Exam is a course requirement. This course satisfies the social studies requirement for graduation.**

**414 UNITED STATES HISTORY & GOV'T** R 1 credit  
PREREQUISITE: Successful completion of Global I & II

This **required course** examines critical issues in the development of American history and government. Emphasis is placed on the importance of the Constitution, the rights and responsibilities of citizens, and 21<sup>st</sup> century issues such as privacy and civil rights. Critical developments in American history will be analyzed, and role of the United States in the world community will also be examined. Emphasis will be on critical thinking, writing and analytical skills. The Regents examination will be taken at the end of the course and is a requirement for graduation.

**442 AP WORLD HISTORY** AP 1 credit  
PREREQUISITE: Strong academic credentials, excellent writing skills, teacher recommendation and successful completion of Global History 1H

This is a full year, college level course which studies World History themes from classical times to the present. This is the advanced class for 10<sup>th</sup> grade. It is a demanding course, requiring strong reading and writing skills. It also requires strong motivation, self discipline and excellent critical thinking skills. Students are required to take the AP exam at the end of the course. Preparation for the Global History and Geography Regents will be provided after the AP exam in May.

**407 SHELTERED GLOBAL HISTORY AND GEOGRAPHY I AND II** R 1 credit

The purpose is to make content comprehensible to second language learners by developing strategies that foster /reinforce a strong foundation in Global History content area such as reading and interpreting history data, understanding content vocabulary, answering Document Based Questions, and doing research. The class will allow students to make a controlled transition into social studies content classes by using linguistically appropriate multi-sensory, interactive learning activities that challenge and engage the second language learner.



**413 SHELTERED US HISTORY**

R

1 credit

The course is designed for second language learners to develop reading and writing skills as well as interpretative and analytical skills. Students will explore the foundations of US History and government and examine contemporary issues.

**432 PARTICIPATION IN GOVERNMENT / ECONOMICS 12**

R

1 credit

**Participation in Government and Economics are required for seniors and the fourth year of Social Studies.** In order to develop the skills of citizenship, students will study contemporary issues and the role of government on local, state, and national levels. Avenues of participation in democracy will be emphasized, and students will have the opportunity to meet local government leaders. Students will participate in a wide variety of hands-on activities, work towards becoming leaders in the school and community and develop service opportunities. Students will explore real world economic issues including both macroeconomics (International & National) and microeconomics (small business & personal finance). Students will have the opportunity to look at budgets, money management, tax systems and the stock market. Performance based assessments such as the stock market simulation will be used, and students will have the opportunity to look at investment trends and possibilities as well as the latest economic developments.

**438 SUPA PUBLIC AFFAIRS / ECONOMICS H**

A

1 credit

**PREREQUISITES:** Successful completion of three years of social studies, a minimum social studies average of 85%, high motivation, teacher recommendation

**Participation in Government and Economics are required for seniors and the fourth year of Social Studies.** Public Affairs is designed to introduce students to the study of political science and public policy. Students identify public issues, do research and actively search for ways to address issues. Throughout the process, students will work with primary source documents, professional journals, and stakeholders related to contemporary issues. Participants are expected to meet university standards, demonstrate initiative and actively engage in the political process. This is a highly active and “hands on” curriculum. This is a three-credit Syracuse University course. Students who choose the Syracuse credit are required to pay tuition. Students will explore real world economic issues including both macroeconomics (International & National) and microeconomics (small business & personal finance). Students will have the opportunity to look at budgets, money management, tax systems and the stock market. Performance based assessments such as the stock market simulation will be used, and students will have the opportunity to look at investment trends and possibilities as well as the latest economic developments.

**480 SHELTERED ECO/PIG**

R

1 credit

In order to develop the skills of citizenship, students will study contemporary issues and the role of government on local, state, and national levels. Avenues of participation in democracy will be emphasized, and students will have the opportunity to meet local government leaders. Students will participate in a wide variety of hands-on activities, work towards becoming leaders in the school and community and develop service opportunities. Students will explore real world economic issues including both macroeconomics (International & National) and microeconomics (small business & personal finance). Students will have the opportunity to look at budgets, money management, tax systems and the stock market. Performance based assessments such as the stock market simulation will be used, and students will have the opportunity to look at investment trends and possibilities as well as the latest economic developments.

**Electives:**

**FULL-YEAR OPTIONS: AP US History**

**SEMESTER OPTIONS: SUPA Psychology 205, Military History I: Ancient; Criminal Justice; Role of Sports in History; Psychology; Latin America**

**430 AP EUROPEAN HISTORY** AP 1 credit  
PREREQUISITE: Strong academic credentials, excellent writing skills, teacher recommendation

The study of European history since 1450 introduces students to cultural, economic and political and social developments that played a fundamental role in shaping the contemporary world. In addition to providing a basic narrative of events and movements, the goals of the program are to develop an understanding of the basic themes in European history, an ability to analyze historical evidence and historical interpretation and an ability to express historical understanding in writing. **Will not be offered in the 2019-2020 school year.**

**418 AP UNITED STATES HISTORY** AP 1 credit  
PREREQUISITE: Strong academic credentials, strong motivation, excellent writing skills, teacher and counselor recommendation. Successful completion of Global History II or AP World History

This full-year college-level course in American History demands critical reading, research and serious discussions. Analysis of primary sources and refinement of writing skills are emphasized. Though the Regents curriculum is covered, this course encompasses American History from exploration through the present. The Advanced Placement Exam is required. This course is the advanced class for the 11<sup>th</sup> grade.

### HALF CREDIT COURSES:

**443 CRIMINAL JUSTICE** R .5 credit

The program will examine the rules of law and law enforcement. The court system and the juvenile system will be studied as well as the methods used by state and federal government to finalize cases. Students will examine the success of and alternatives to incarceration. Students will participate in a variety of judicial activities.

**450 ROLE OF SPORTS IN HISTORY** R .5 credit

Students will become familiar with the cultural systems that support sport in America. The origin of sports and the impact of sports on culture, business and the individual will be examined. Students will examine the interrelationship between government and sports, proper sportsmanship, and the psychological & physiological make-up of athletes and teams. This is a rigorous course which requires research and development of projects and presentation skills. **This course is not approved by the NCAA.**

**447 MILITARY HISTORY I: *Ancient, Medieval, Pre-Modern*** R .5 credit  
*Will not be offered in 2019-2020*

Students will study ancient historical battles, the evolution of weapons and tactics, and war's impact on empires, economies and societies. Modern cinema, scholarly research, historical fiction, and primary source documents will be used to explore the period. Students will gain in depth knowledge of selected topics and historical research skills while completing a semester-long project and symposium. A strong work ethic is essential to success in this course.

**448 MILITARY HISTORY II: *Modern*** R .5 credit  
*Will not be offered in 2019-2020*

Beginning with the US Civil War and ending with present day conflicts in Iraq and Afghanistan, students will be exploring the role of warfare in the modern era. Skills in writing, research and discussion will be emphasized during the semester. This is a rigorous course demanding a commitment to research, analysis, and presentation. Students will complete an extensive long term culminating research paper and presentation as their final exam. A strong work ethic and strong time management skills are essential for all students.

**421 PSYCHOLOGY** R .5 credit

This course will provide a basic introduction to psychology and its fundamental principles. Students will look at psychology as part of popular culture, review media articles related to psychology, and develop reading, writing and analytical skills as they look at human development and issues related to behaviors.

**419 SOCIOLOGY 101 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA)** A .5 credit  
PREREQUISITE: Successful completion of three years of social studies, a minimum social studies average of 85%,

high motivation, teacher recommendation

An analytic, skills-based, writing-intensive introduction to sociology, this course covers major topics including culture, groups, and social structure; the power and influence of the media; self and identity; social inequalities based on race, class, and gender; and social change. Students will do academic reading, participate in discussion, develop original research and refine critical thinking and writing skills. This is a 3-credit Syracuse University course. Students who choose the Syracuse credit are required to pay tuition.

**420 PSYCHOLOGY 205 SYRACUSE UNIVERSITY PROJECT ADVANCE (SUPA) A .5 credit**  
PREREQUISITE: Successful completion of three years of social studies, a minimum social studies average of 85%, high motivation, teacher recommendation

This rigorous course introduces students to the discipline of psychology through college level reading, research and discussion. Content focuses on essential topics like the nervous system and the brain, the process of learning, the theories of human development and motivation as well as intelligence, health and stress and the psychological disorders. Academic research, testing components and research projects are included to foster critical thinking and time management skills. This is a 3-credit Syracuse University course. Students who choose the Syracuse credit are required to pay tuition.

**483 LATIN AMERICA R .5 credit**

In a student centered environment, students will develop research questions and topics to explore various aspects of the culture and heritage of the Latin American countries, the role of political and economic imperialism in history and the contemporary issues facing the Americas. Using historical inquiry, students will examine the historical narrative, the interaction of institutional structures and governments, and the vibrancy of community life. With the active use of technology, students will develop and share materials in the broader community, adding to the understanding of local and national issues. College and career readiness skills will be developed throughout the course. **Will not be offered in the 2019-2020 school year.**

## **SPECIAL EDUCATION**

**(\*all course offerings are subject to change)**

### **SPECIAL EDUCATION PROGRAMS:**

*The following programs are designed for students with disabilities who have been recommended for such services by the Committee on Special Education (CSE). Placement in these programs requires parental approval and is reflected on the student's Individual Education Plan (IEP).*

### **INTEGRATED CO-TEACHING CLASSES**

This inclusive model provides a rich staffing ratio consisting of both a general education and a special education teacher who share instructional responsibility for the course content. This model will be available in selected general education classes which culminate in a Regents exam.

### **SPECIAL CLASS COURSE OFFERINGS**

Brewster High School offers a specialized self-contained program designed for students with disabilities who demonstrate a need for intensive small group instruction in any of the core academic subjects; English, math, social studies or science. Each course is accredited and follows a curriculum which is parallel to the general education curriculum.

### **LIFE SKILLS PROGRAM**

The Life Skills Program is designed for students with disabilities who are preparing to transition from high school to a vocational setting and who are working towards a high school exit credential. The Career Development and Occupational Studies Commencement Credential (CDOS) is available to students who are not eligible for the NYS Alternate Assessment (NYSSA). Whenever possible, this credential can supplement a regular diploma for the students who meet diploma standards. Students with more severe disabilities and who are assessed using the NYS Alternate Assessment (NYSAA) can earn the Skills and Achievement Commencement Credential (SACC). Coursework can include math, reading, social skills, and language and communication. Emphasis is on career exploration and technical education training and development.

### **Career and Technical Education (BOCES) (\*all course offerings are subject to change)**

850			
860	<b>CAREER AND TECHNICAL EDUCATION (BOCES)</b>	<b>R</b>	<b>3 Credits</b>
870			

All students interested in applying to a CTE program **must** meet the following prerequisites:

- The student must have passed all subjects by the end of the first semester of his/her sophomore year.
- The student must have a minimum of ten credits by the end of his/her sophomore year; therefore, a student may not attend BOCES and would be notified in June if this requirement has not been met.

Note- A student enrolled in BOCES must maintain a passing grade average, attend regularly, and have fewer than five absences during the school year, and exhibit appropriate school behavior. Attendance, grade and behavior checks for all BOCES students will be made at least one time per quarter, and those students who do not meet the requirements will be removed from their Tech Center program and returned to the high school for a full day of classes.

Students that attend BOCES should strive to get their twelfth grade credits in English, and Mathematics or Science at BOCES.

### **Course Selection**

<b><u>Science</u></b>		<b><u>Mathematics</u></b>	
031	Robotics 1	212	Algebra Level I
084	Intro to Foundations of Research I R	213	Algebra Level II
054	Earth Science 9	214	Algebra X

051	Earth Science Honors	215	Algebra
056	Biology	216	Geometry X
061	Chemistry	217	Geometry
048	Chemistry Honors	218	Advanced Geometry
068	Physics	250	Algebra 2 / Trig NR
070	Physics Honors	241	Algebra 2 R
037	AP Physics I	221	Advanced Algebra 2 R
038	AP Physics II	243	Algebra 2 X
071	AP Physics C	***222	WCC Precalculus
063	AP Chemistry	***223	Pre-AP Calculus
072	AP Biology	***224	AP Calculus AB
077	AP Environmental Science	***225	AP Calculus BC Plus
052	Environmental Studies I	***226	WCC Calculus for Business and Economics
090	Forensics	***227	AP Statistics
055	Bioethical Issues	228	Pre-AP Computer Sci Java I
091	Astrobiology	229	AP Computer Sci Java II
064	Living Environment 1 for ELL	239	AP Computer Science Principles
065	Living Environment 1A for ELL	230	Contemporary Math

**Modern Language**

101	Spanish I R
102	SUPA Spanish
103	Spanish II R
104	Advanced Spanish II
105	Spanish III R
111	Advanced Spanish III
106	Spanish IV R
107	Advanced Spanish IV
109	Accelerated Spanish R
130	Heritage Spanish I R
131	Heritage Spanish II R
122	Italian II
123	Advanced Italian II
124	Italian III R
125	Italian IV
129	Advanced Italian III
126	Advanced Italian IV
127	WCC Italian
128	Accelerated Italian R
141	Mandarin III
142	Mandarin IV

215	Algebra
216	Geometry X
217	Geometry
218	Advanced Geometry
250	Algebra 2 / Trig NR
241	Algebra 2 R
221	Advanced Algebra 2 R
243	Algebra 2 X
***222	WCC Precalculus
***223	Pre-AP Calculus
***224	AP Calculus AB
***225	AP Calculus BC Plus
***226	WCC Calculus for Business and Economics
***227	AP Statistics
228	Pre-AP Computer Sci Java I
229	AP Computer Sci Java II
239	AP Computer Science Principles
230	Contemporary Math
231	Discrete Mathematics R
232	SAT Prep
237	Performance Algebra & Geometry
238	Aerospace Engineering
***252	Calculus III
280	Survey of Statistics
283	Statistical Reasoning in Sports
282	Principles of Engineering
281	Intro To Engineering PLTW
290	ESL Algebra Level I
291	ESL Algebra Level II
292	ESL Math Foundations

**English**

300	English 9
302	English 9RR
305	Advanced English 9
312	English 10 R
314	Pre-AP Eng. 10
320	English 11R
324	AP English Language & Comp.
330	AP English Literature & Comp.
328.1	English 12 - Vietnam
328.2	English 12 - Up, Up & Away
328.5	English 12 - Raise Your Voice
328.6	English 12 - Matter of Time
***329	Marist English 101
391	ESL English 1
393	ELL Read 180
301	English 9 180
331	Let's All Go to the Movies
364	Creative Expression R
*340	Holocaust Literature/FHAO
*382	Shakespeare: Play & Performance I
*384	Shakespeare: Play & Performance II
*383	Women in the Media
388	Foundations in English
392	Sheltered English / ESL 9-10
395	Sheltered English / ESL 11-12
623	Technology & Critical Thinking

\* ½ year course - .5 credit

\*\*\*Westchester Community College Course

**Social Studies**

400	Global History & Geography I R
408	Global History & Geography II R
405	Pre-AP World History
414	US History and Government
442	AP World History
418	AP US History
*438	SUPA Public Affairs/Eco H
*443	Criminal Justice R
*420	SUPA Psychology
*421	Psychology
*444	Leadership R
430	AP European History
407	Sheltered Global History I & II R
413	Sheltered US History R
*447	Military History I
432	Participation in Govt/Economics 12
437	AP Microeconomics
*449	Sociology
*450	Role of Sports in History
*419	SUPA Sociology
482	Latin America
482	ESL Introduction to Global
480	ESL Global 1
481	ESL Global 2
413	ESL US History

**Music**

509	HS Concert Band
500	Symphonic Band R
*502	Jazz Band R
507	Chamber Orchestra R
504	Concert Choir R
506	Treble Choir R
508	Music Theory 1 R
510	Music Theory II R
505	Chamber Singers R
514	Music in Our Lives R
503	Symphonic String Orchestra R
501	Wind Ensemble R
508	Theater Production B R

**Art**

532	Studio in Art R (Mandate)
533	Design/Drwg for Prd R (Mandate)
545	Media Arts (Mandate)
534	Drawing and Painting R
535	Ceramics & Sculpture R
540	Computer Graphics R
539	Computer Graphics II R (alt. year)
544	Architectural Design R (alt. years)
537	Photography R
543	Advanced.Art Workshop
542	AP Art
541	Digital Video Production R
*547	Digital Photography
*546	Cultures in Clay
548	Mixed Media

**Computer Education**

228	Pre- AP Computer Sci JAVA I
229	Computer Sci JAVA II AP
239	AP Computer Science Principles

**Technology – Tech Center**

850tc	Tech Center A.M.
860tc	Tech Mid-Morning
870tc	Tech Center P.M.

**Health and Physical Education**

*800	Physical Education 9, 10
*810	Physical Education 11, 12
*819	Health Education
*821	Adaptive Physical Education
825	Personal Fitness
826	Cycling/Hiking/Fitness Walking
827	Team Sports I/Pro Division
828	Team Sports I/College Division
832	Net Games Pro Division
833	Net Games/College Division
834	Proj Adv/Elementary Games
836	Backyard Games
837	Mindfulness Through Movement

**Special Education**

376sc	English 9 R
371sc	English 10 R
372sc	English 11 R
373sc	English 12 R
470sc	Global I R
406sc	Global II R
412sc	US History R
409sc	Contemporary Issues in American Society
235sc	Math Foundations
208sc	Geometry I
234sc	Integrated Algebra Level I
236sc	Integrated Algebra Level II
047sc	Active Chemistry
049	Life on Earth SC
058sc	Environmental Studies SC
059sc	Earth Science SC
066sc	Physics SC
596sc	English 44
571LS	Career Skills Science
572LS	World of Wrk Lab/Career Skills
576LS	Life Skills Communication
5871LS	Career Skills English Level 1
5872LS	Career Skills English Level 2
587LS	Career Skills Math Level 1
5873LS	Career Skills Math Level 2
588LS	PAES Career Lab I
586LS	Daily Living Skills

**NJROTC**

590	NJROTC 1
593	NJROTC 2 (alt. years)
592	NJROTC 3 (alt. years)
591	NJROTC 4

\* ½ year course - .5 credit \*\*\*Westchester Community College Course