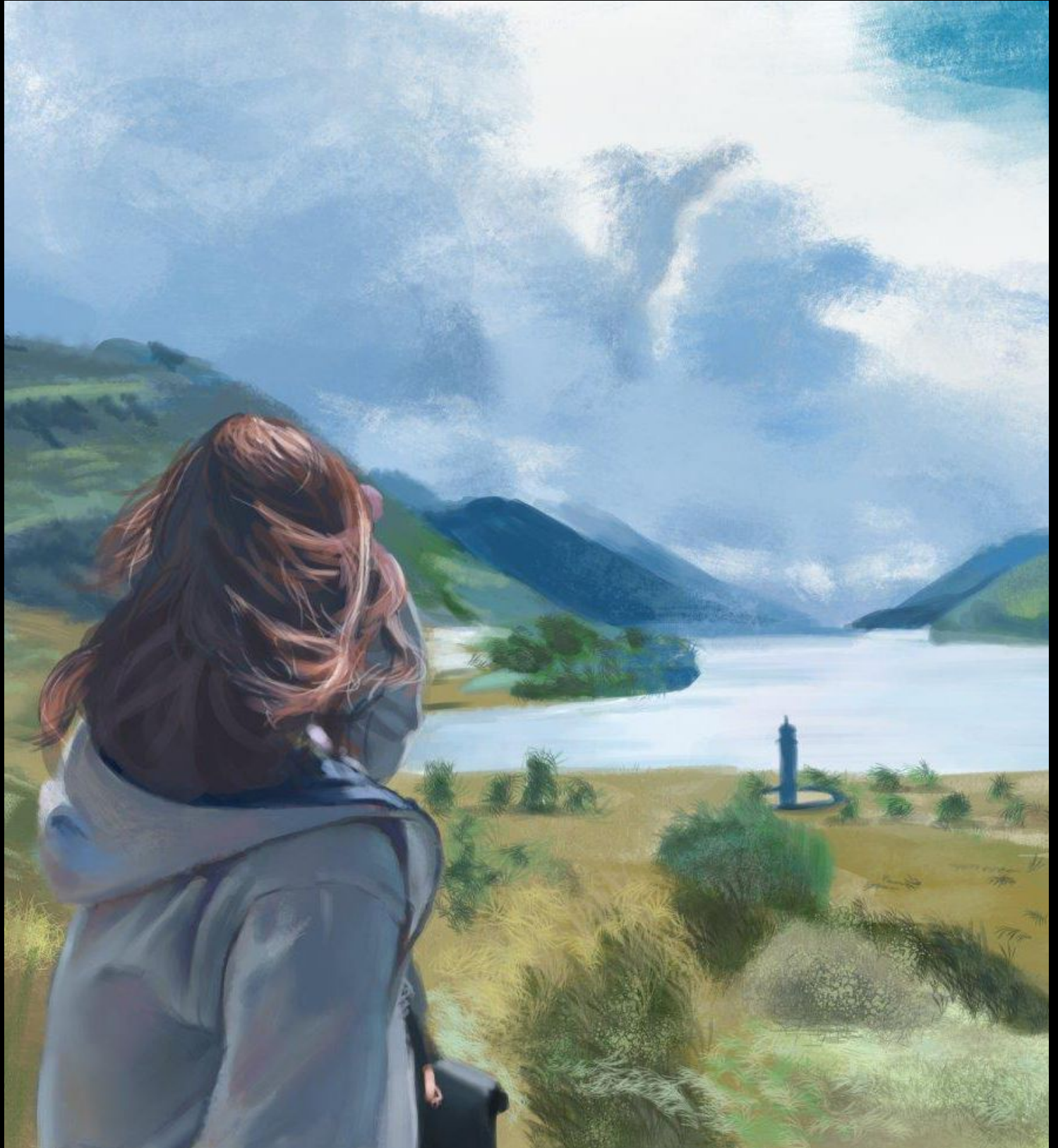


# DECISIONS CATALOG 2018-2019



*Cover Art by Jingyi Cai, Class of 2018*

## CHAPPAQUA CENTRAL SCHOOL DISTRICT

*Christine Ackerman, Ph.D., Superintendent of Schools*

### BOARD OF EDUCATION

Victoria Tipp, *President*  
Jeffrey Mester, *Vice President*  
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Warren Messner  
Jane Shepardson

### Statement for Inclusion

“The Board policy manual is available online (ccsd.ws) in each school building, the Chappaqua Library, and the District Clerk’s office in the Education Center. For further information on policies and for contact information for **Nondiscrimination Policy 0120, Section 504/Title II A.D.A (Americans with Disabilities Act) Compliance and Appeal Procedures Policy 3040, Student Sexual Harassment Policy 5080, Bill of Rights and Responsibilities of Students Policy 5020, School Policy on Alcohol and Drug Use by Students Participating in Sports and Employee Harassment Policy 9050, Harassment, Bullying and Discrimination Prevention and Intervention Policy 5052**, contact the District Clerk at the Education Center, 238-7200 x 1002.”

October 25, 2004 - Handbook Directive to Administrators

November 10, 2004

Board Revised April 24, 2007, June 19, 2012

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### PRINCIPAL'S LETTER

January, 2018

Our faculty and staff annually review and revise the DECISIONS book to reflect our most recent course offerings. DECISIONS represents a valuable source of information; it contains material on graduation requirements and descriptions of all the courses offered at Greeley. Contained inside DECISIONS, there is a large variety of classes in both topic and depth.

Please review the information in this booklet and share with your parent(s) or guardian(s) and others who know you well. Working with your counselor, the faculty, the high school administration and your parents, you will create a program of courses and levels that satisfies graduation requirements, prepares you for college and career opportunities and allows you to pursue courses of particular interest to you.

The Greeley program of studies is characterized by richness in variety rarely found in a school of our size. As you develop your program, keep in mind the need to balance the academic challenge that you accept with the co-curricular commitments we hope that you have made or will make in the year and years ahead. Music, publications, athletics, clubs, school service, and student government are but a few of the avenues open to you.

All of the Horace Greeley High School faculty, staff and administration are committed to making the high school years meaningful and fulfilling. We look forward to continue to work with you!

*Robert Rhodes*

Robert Rhodes  
Principal

**GRADUATION REQUIREMENTS (new section added 7-15-15)**

Students must earn a minimum of 22 credits to graduate.

## Regents Diploma

Required Courses	Credits
English	4
Social Studies	4
Math	3
Science 1 credit in science must be in Living Environment	3
Language other than English	1
Art/Music	1
Health	.5
Physical Education	2
Electives	3.5
<b>TOTAL</b>	<b>22</b>

**Required Regents Exams**

The NYS Board of Regents has revised the requirements for a Regents diploma (as of January, 2015). **As in the past, students need to pass five (5) Regents exams in order to meet graduation requirements.** However, students now have a “4+1” option that creates alternate tracks towards earning a Regents diploma:

**The Required Four**

Students need a 65 or higher on the following four (4) exams:

- ELA Regents exam
- one Math Regents exam
- one Science Regents exam
- one Social Studies Regents exam

**+ 1 Option**

Students need a 65 or higher on any one (1) of the following assessments:

- Additional Math Regents exam in a different course
- Additional Science Regents exam in a different course
- Additional Social Studies Regents exam in a different course
- Additional English assessment in a different course selected from the NYS Department Approved Alternative list
- A NYS Department approved CTE pathway assessment, following successful completion of an approved CTE program
- A NYS Department approved pathway assessment in the Arts
- A NYS Department approved pathway assessment in a Language other than English (LOTE)

**Compensatory Safety Net for Students with Disabilities**

For students with disabilities, a score of 45-54 on a required Regents exam (except ELA and Math) can be compensated by a score of 65 or above on another required Regents exam. In all cases, students must achieve a score of 55 or above on ELA and Math. In addition, the student must pass the course in which he/she earned a score of 45-54 and have satisfactory attendance.

\*For students with disabilities, a score of 55 may satisfy graduation requirements.

\*There are additional exams and courses required for the Regents with Advanced Designation.

\*Graduation requirements may change based on New York State Department of Education.

**New York State Career Development and Occupational Studies Commencement Credential**

The NYS CDOS Commencement Credential is a credential recognized by the NYS Board of Regents as a certificate that the student has the knowledge and skills necessary for entry level employment. There are two options available for students to earn this credential. <http://www.p12.nysed.gov/specialed/publications/CDOScredential-memo-613.htm>

**Reminders When Making Your Decisions:**

1. Each student must carry a minimum of 5 courses each semester not including physical education. Students cannot take more than 8 core academic courses per semester including OC 21 courses. Any exceptions must be approved by the counselor and an administrator.
2. The program at Greeley has depth and breadth. Explore new areas available to you such as art, technology, human development, music, drama, or business. Challenge yourself by taking courses that will be demanding, but avoid "over scheduling" yourself.
3. All students should note that colleges are concerned with the academic strength of a student's program. When colleges evaluate a student transcript, the question always asked is, "What courses are offered at this high school and how much has this applicant taken advantage of that opportunity?"
4. Additional course electives such as Independent Study opportunities, Tech Center offerings, BOCES online courses are varied, challenging, and excellent preparation for college or the world of work. Please note that courses offered as part of the regular Horace Greeley High School academic program cannot be taken as an Independent Study.

**ADDITIONAL SOCIAL STUDIES REQUIREMENTS**

Students must fulfill the Economics Competency requirement by completing the Economics course during their senior year as part of their four year social studies requirement.

***A Note About Course Selection & the NCAA Eligibility Center***

NCAA colleges require prospective student-athletes to complete and pass what they have titled "core courses" in order to be eligible to compete at the NCAA Division I and Division II college level. In addition to completing required core courses, potential recruits will also have to maintain at least a 2.0 GPA for core courses (which is subject to increase with new NCAA requirements).

**To see the list of approved and denied courses from Horace Greeley High School and to register for the NCAA Eligibility Center, please visit the link below:**

[http://web1.ncaa.org/ECWR2/NCAA\\_EMS/NCAA.jsp](http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp)

**A Note About Course Add/Drop and Level Change Dates**

- If you drop a course within 3 cycles\* into the quarter, no grade will follow to a new course and no “W” will appear on your transcript.
- Between 3 cycles and 5 cycles\*\*, if you drop a course and add a course within the same department (i.e., drop AP Physics and add Chemistry A), your grade in the dropped course follows to the new course including any work completed up until the point you drop.
- If you drop a course after 3 cycles and do not add a new course from the same department, a “W” will appear on your transcript.
- No new courses can be added after 5 cycles\*\*\*.
- If you move down a level of a course (i.e., move from an enriched math class to a standard math class) at any point after 3 cycles, the grade in your previous course follows to the new course.

\*September 28 for Fall Semester or year-long courses; February 25 for Spring Semester courses.

\*\*September 28-October 15 for Fall Semester or year-long courses; February 25-March 12 for Spring Semester courses.

\*\*\*October 15 for Fall and year-long courses, March 12 for Spring Semester courses.

\*\*\*\**Please note that the drop dates and processes above are different than in previous years and apply to all course changes.*

**ADVANCED PLACEMENT PROGRAM**

The Advanced Placement program is a cooperative venture on a national scale between the College Board and American high schools. It allows qualified and capable high school students the opportunity to “experience” college level courses while still in high school. Grades received on Advanced Placement examinations are not considered in computing the final grade in an Advanced Placement course. Advanced Placement courses are “weighted” as an additional 0.4 in calculating the student’s grade point average. Students enrolled in an Advanced Placement course MUST take the appropriate Advanced Placement exam in May of each year.

**The following Advanced Placement Programs will be offered for the 2018-19 school year:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• United States History</li> <li>• Biology</li> <li>• Calculus AB</li> <li>• Calculus BC</li> <li>• Chemistry</li> <li>• English Literature</li> <li>• Environmental Science</li> <li>• European History</li> <li>• French</li> <li>• Latin</li> </ul> | <ul style="list-style-type: none"> <li>• Music Theory</li> <li>• AP Physics 1</li> <li>• AP Physics C: Mechanics, Electricity &amp; Magnetism</li> <li>• Spanish Language</li> <li>• Statistics</li> <li>• AP Studio in Art: 2D</li> <li>• AP Studio in Art: 3D</li> <li>• AP Studio in Art: Drawing</li> </ul> |
|---|---|

**APPLICATION PROCEDURE** – vary by department. Students who wish to take an AP course should check with counselors or teachers.





## ONLINE COURSES FOR THE 21ST CENTURY

An outstanding opportunity awaits you during the 2018-2019 school year. Interested students from our school will have the opportunity to take dynamic online courses with other students from high schools in the region through a consortium organized by PNW BOCES. You can choose from among 8 truly innovative courses that expand our traditional course offerings. As a blended program, there will be two scheduled days when you will meet with your teacher and fellow students from your class. Say goodbye to that heavy textbook and manage your coursework in a way that fits into your busy life.

### ADVENTURES IN PROGRAMMING

Science Elective – *Spring Semester Only*

This course will introduce students to the basics of software engineering and programming languages. Students will work collaboratively on applying the skills they learn to design and create basic computer programs. They will explore how to annotate text using HTML, create and evaluate basic computer algorithms, and explore syntax and grammar underlying many programming languages. This introductory course will allow students to explore several visual programming languages.

### BEYOND MINDFULNESS

Social Studies Elective – *Spring Semester Only*

The Beyond Mindfulness course was designed to help students create the space in their lives for authentic learning and self-discovery through exploring the foundational concepts of mindfulness and meditation. This course will explore the historic roots of these practices from an Eastern and Western cultural standpoint and students will be introduced to Buddhism, Western Monasticism, and interreligious contemplative practices. The course will look at the application of these concepts through the modern day application of mindfulness using activities like yoga and meditation, and will offer students reflective tools for examining their own lives. Topics covered will include silence and solitude, voice and vocation, and compassion and caring.

### BRAIN GAMES: THE PSYCHOLOGY OF HOW TO FOCUS, REMEMBER, AND COMMUNICATE EFFECTIVELY WITH THE TEENAGE BRAIN

Social Studies Elective – *Fall and Spring Semester*

Why can't I remember the answers for the exam? How can I get along better with the people in my life? How does my teenage brain work and why? This course will examine the latest research related to the adolescent brain and how to most effectively use it to remember, focus, plan, and communicate with others. Students will learn about the development of the adolescent brain compared to that of the adult brain. We will discuss how we think, plan, organize, and make judgments. Students will learn about memory through online videos, readings, and games and mnemonic devices. Students will organize and plan information for more effective long-term memory through the creation of a notebook website. Finally, we will examine the burgeoning industry of brain training through computer applications and current studies.

### FOUNDATIONS OF ENGINEERING AND CONTEMPORARY CONSTRUCTION TECHNOLOGY

Technology Elective – *Fall Semester Only*

Follow the path of a modern skyscraper from planning and design, excavation, steel and concrete assembly, and mechanical installation. This course will explore the complex systems that are employed by today's architects, engineers, and construction managers as they build in New York City and around the world. Each week we will make "virtual" visits to the sites where project engineers will walk us through the challenges and complexities facing today's builders. Students will attend webinars, view videos of the project as it develops, and make actual visits to a site under study, as well as engage in informed dialogue with project engineers and architects. Through a unique partnership with a major international construction corporation, students will have the opportunity to learn firsthand what it takes to build complex structures and will be eligible to apply for a summer internship in New York City.

### INTRODUCTION TO ANTHROPOLOGY \*

Social Studies Elective – *Fall and Spring Semester*

Anthropology has been described as an investigation into who we are now, where we came from, and how we got to be the way we are today. In this course, students will be introduced to this "holistic" social science and gain an understanding of what culture is, how it is similar and different for humans living in groups, and how it can be identified and compared. The course will develop students' inquiry skills as they use observation, questioning, interviewing, and narrative storytelling

to begin to answer the questions: What is a culture? What is/are my culture(s)? How are elements of a culture transmitted from generation to generation? What causes cultural continuity? What brings about cultural change? What story do I want to tell about my culture/cultures? Finally, students will choose how to tell the story they have researched, using one of a variety of digital storytelling techniques to share their work with the class.

\*College credit option available.

### SPORTS MANAGEMENT, MEDIA, MARKETING, AND ANALYSIS

Math Elective – *Fall Semester Only*

Does sports management have a role in your future? According to Forbes Magazine, despite tough economic times, sport-related industries are still expected to grow 3-5% a year over the next decade. How can you decide if a sports-related major is the right choice for you? What might working in a sports-related field be like? Where does mathematics fit within the fabric of this industry? This course will help answer these questions and more. Students will learn about the action that takes place off the field or court by exploring management – What might it be like to be a general manager of a professional sports team? What are the roles and responsibilities of a college athletic director or facilities manager of a sports arena? How can the use of statistics better inform the decision making process? Through an examination of sports marketing, we will learn about related products, their role in the marketplace, and how athletes and products are promoted. In addition, we will discuss some of the ways in which statistics are utilized to gain the winning edge. As we study, we will learn about sports video, radio, analytics, photography, and other roles that make the sports entertainment industry one of the most profitable in the world.

### YOU ARE WHAT YOU EAT: THE TRUTH BEHIND YOUR FOOD

English/Literacy Elective – *Fall Semester Only*

Have you ever wondered where your food comes from? In this course, students will explore societal problems that are directly related to food availability, preparation, distribution, and consumption. Through a critical examination of nutrition articles, books, blogs, social media, consumer reports, and food labels, students will seek the truth behind some of our popular food choices. Students will take a stance, making a claim about how our nutritional choices are impacted, for good or bad, by the literature available to us. Students will generate possible solutions to the problems they identify and take steps to inform others about the truth behind our food.

### ZERO TO SIXTY: WRITING YOUR FIRST NOVEL(LA)

English/Literacy Elective – *Spring Semester*

Do you secretly dream of writing a book? A novella is a great place to start! These short books allow beginning writers to stretch themselves past the short story. Seems like a lot of writing? Don't worry! This course breaks down the short book writing process into a series of tasks. Each task will explore the building of characters, internal and external conflicts, themes and finally resolutions. Once these tasks are fused together at the end you will discover you've written around 60 or more double-spaced pages. As we progress, you will receive feedback from other students in the class and the instructor, building your story and your audience task by task, page by page.

**Our school has a limited number of seats available for each of these courses.  
To learn how you might register, please contact your school counselor at your earliest convenience.**

**For additional information, please visit the website: [www.pnwbooces.org/oc](http://www.pnwbooces.org/oc)  
or contact Mr. Gregory S. Brown, Ed.D., Regional Coordinator, at 914.248.2382**

## SEMESTER OFFERINGS

In order to offer multiple sections of courses, some semester courses will be offered in specific semesters during the next two years. Therefore, you need to study when semester courses are offered, not only in completing your choices for the next year but also in planning your course choices for the following year.

### FALL 2018

### SPRING 2019

#### Art & Life Skills

Filmmaking 1, 2, 3, 4 & 5  
 Drawing 1, 2, 3 & 4  
 Digital Photography 1, 2, 3, 4 & 5  
 Black & White Film Photography 1, 2, 3, 4 & 5  
 Ceramics 1, 2 & 3  
 Visual Dynamics  
 Industrial Design 1, 2, 3 & 4  
 Humanities I

Filmmaking 1, 2, 3, 4 & 5  
 Drawing 1, 2, 3 & 4  
 Digital Photography 1, 2, 3, 4 & 5  
 Creative Making  
 Black & White Film Photography 1, 2, 3, 4 & 5  
 Ceramics 1, 2 & 3  
 Visual Dynamics  
 Advertising and Graphic Design 1 & 2  
 Industrial Design 1, 2, 3 & 4  
 Fashion Design 1 & 2  
 Game Theory and Design  
 Painting 1 & 2  
 Humanities II

#### Business

Business and Personal Law  
 Introduction to Business  
 Marketing  
 Money and Investing

Accounting 1  
 Business Enterprise  
 Introduction to Business  
 Money and Investing

#### English

Advanced Placement English  
 American Dream: American Nightmare  
 Ancient Greek Literature  
 Modern World Literature  
 Psychology in Literature  
 Humanities I  
 Literary Journalism  
 Reading Like A Writer

Advanced Placement English  
 American Protest: Declarations of Independence  
 World of Shakespeare  
 Ethics and Existence  
 Humanities II  
 Film Study  
 Reading Like A Writer  
 Senior English Seminar

#### Health

Health Education

Health Education

FALL 2018

SPRING 2019

## LIFE School

(The following courses are available only for students accepted in LIFE School)

U.S. Foreign Policy  
 Environmental Science  
 American Literature 2  
 U.S. History and Government  
 American Literature 1

Problems of the 21st Century  
 American Literature 2  
 Topics in Algebra 2/Trigonometry and Computational Thinking  
 Writing Communications  
 Physics and Chemistry of the Universe  
 Economics

## Physical Education

9<sup>th</sup> Grade Physical Education  
 Fitness Concepts  
 Lifetime Skills  
 Team & Individual Sports  
 Yoga, Core & More  
 Games  
 Walking For Life  
 Backyard Games

9<sup>th</sup> Grade Physical Education  
 Fitness Concepts  
 Lifetime Skills  
 Team & Individual Sports  
 Yoga, Core & More  
 Games  
 Walking for Life  
 Backyard Games

## Music

Pep Band  
 Music Theory  
 Electronic Music Composition  
 History of Music

Music Theory  
 History of Music  
 Electronic Music Composition  
 Advanced Electronic Music Composition

## Science

Introduction to Engineering & Design

Introduction to Engineering & Design

## Social Studies Electives

Constitutional Law  
 Contemporary Issues  
 Economics  
 History: Individualized Study  
 History Through Film  
 Humanities I  
 Psychology  
 Foreign Affairs  
 Sustainable Futures

Constitutional Law  
 Contemporary Issues  
 Economics  
 History: Individualized Study  
 History Through Film  
 Humanities II  
 Psychology  
 Foreign Affairs  
 Sustainable Futures

## Special Offerings

Independent Study

Independent Study

FALL 2018

SPRING 2019

## Theatre

Acting I, II, III, IV  
Musical Theatre  
Stagecraft  
Speech Communication  
Theatre History

Acting I, II, III, IV  
Musical Theatre  
Playwriting & Directing Workshop  
Stagecraft  
Theatre History  
Speech Communication

## ALTERNATIVE OPTIONS

### Senior Experience

Senior Experience provides students the opportunity to design a personalized learning experience for the final weeks of their senior year. Students accepted into the program are released from classes the last five weeks of the year to pursue internships or self-directed study, where they can experiment with career possibilities, pursue passions or interests, give back to the community, and extend the power of learning beyond the classroom. They spend a minimum of 30 hours per week engaged in internships or project work, and meet weekly with their mentors. Eligible seniors must have accrued and continue to accrue sufficient credits to graduate in June, 2018, and must continue to meet Greeley attendance and behavior requirements. Accepted students must complete the Senior Experience satisfactorily to be eligible for graduation. Interested students must submit an application in December of their senior year.

### 9720 STUDENT INITIATED RESEARCH (SIR) (1 credit, pass/fail grade) On hiatus 2018-2019

### 9700/9705 INDEPENDENT STUDY PROGRAM (1 or ½ credit)

Independent Study projects are graded on a Pass/Fail basis. The Independent Study Program provides students with an opportunity to earn a credit for study in areas not presently included in the curriculum. It should also provide an in-depth experience in library, statistical or experimental research. An Independent Study Project requires the approval of parents, school counselor, the chairperson of the department and the teachers involved. A proposal for more than one credit is possible under an expanded Independent Study Program.

### New Visions Walkabout Program at Briarcliff High School

BOCES Putnam Northern Westchester has created the New Visions Walkabout Program at Briarcliff High School in an effort to support students to learn and grow by providing:

- A unique learning experience that, for some, may change the course of their lives now and in the future.
- A unique program option so participating students can be as successful as possible in all areas of their lives and truly reach their greatest potentials.

## TECH CENTER/COURSE OPPORTUNITIES

The High School program of studies includes vocational training through the Board of Cooperative Educational Services. Students attend the Tech Center on a partial-day basis. Part of the day is spent at Greeley taking English, history and other required and/or elective courses. Students can earn up to four credits per year towards graduation for the Tech Center course. Most courses are two-year sequences meant for juniors and seniors. However, there are a few appropriate courses for 10<sup>th</sup> graders with a three-year sequence and for seniors with a one-year sequence. The programs include experiences in the following areas:

### CAREER AND TECHNICAL EDUCATION OPPORTUNITIES

#### Business Career

Microcomputer Technology  
Microcomputer Technology/Cybersecurity/Programming/Coding/Gaming  
Retail Services

#### Communications Career

Animation & Motion Graphics  
Computer Graphics  
Digital Media  
Fashion Design Assistant  
Fashion Design & Merchandising  
TV Production & Digital Film/Sound Engineering

#### Construction Career

Architectural Design & Modeling  
Carpenter's Assistant Trainee  
Carpentry  
Construction Electricity  
Construction Electricity Assistant  
Construction Technology  
Heating/Ventilation/Air Conditioning/Plumbing/Pipe Fitting  
Introduction to Pre-Engineering  
New Visions Engineering  
Preservation/Restoration/Commercial Masonry  
Welding

#### Cosmetology Career

Barbering  
Cosmetic Services  
Cosmetology

#### Environmental Science Career

Urban Forestry  
Urban Forestry/Arboriculture

#### Health Career

Animal Care  
Certified Nurse Aide/Home Health Aide  
Emergency Medical Technician  
Introduction to Health Occupations  
Intro. To PT/Rehabilitation  
Law Enforcement/EMS  
Medical Assistant  
New Visions Health  
Pharmacy Technician  
Sports Medicine  
Veterinary Science

#### Hospitality Career

Baking & Pastry Arts  
Culinary Arts  
Food Preparation Assistant  
Food Service Transition to Work

**Teaching Career**

Childcare Assistant  
Child Development & Education I & II

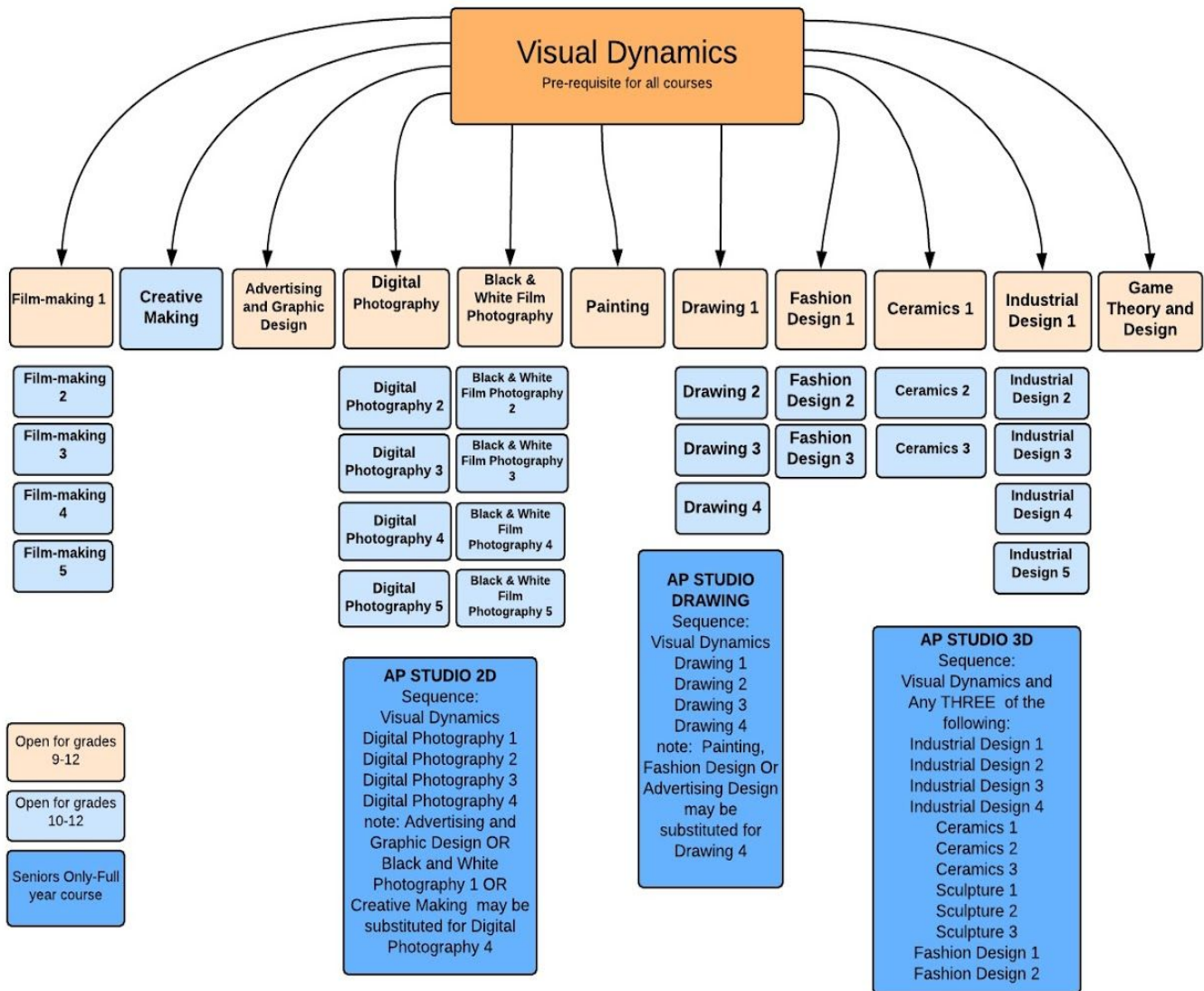
**Transportation Career**

Auto Body  
Auto Mechanics  
Small Engine/Motorcycle Technology  
Small Engine Repair

*The Tech Center also offers some pre-professional college credit courses for selected high school students. These courses are conducted in conjunction with local colleges. Some Tech Center courses may not be offered in 2018-2019. Check with your counselor for updated information.*



# ART & LIFE SKILLS



## 9000 VISUAL DYNAMICS (½ credit) Available for Incoming Freshmen

(This is a prerequisite for all art courses.) In Visual Dynamics we will explore the interconnectedness of our visual world. Using 2-D and 3-D Design, we will explore the principles of art and design while developing a deeper understanding between our creative process, individual and collaborative problem-solving, the work of contemporary and historical artists, and our visual environment.

## 9013(F)/9014(S) DRAWING 1 (½ credit) Available for Incoming Freshmen

(Prerequisite: Visual Dynamics) This course is open to all students who are interested in learning how to draw. Contour drawing, shading techniques, perspective and rendering are all introduced. We will be drawing the human figure, portraits and still-life, with an emphasis on realistic observation. Drawing 1 is a required course for AP Drawing and in order to meet all AP prerequisites, Drawing 1 must be taken second semester freshman year or first semester sophomore year.

**9015(F)/9016(S) DRAWING 2** (½ credit)

(Prerequisite: Drawing 1) Advanced students will work on more in-depth and challenging drawing and painting projects with an emphasis on realistic observation. Required course for AP Studio Art: Drawing.

**9017(F)/9018(S) DRAWING 3** (½ credit) (Prerequisite: Drawing 2) Students will gain further experience in drawing and visual problem solving. An emphasis will be on conceptual exploration along with further development of rendering skills. Critique and Art History will be incorporated. In addition to class assignments, there is a substantial amount of work required outside of class time. Required course for AP Studio Art: Drawing.

**9019(F)/9021(S) DRAWING 4** (½ credit)

(Prerequisite: Drawing 3) This course is for students who are interested in pursuing Art as a major sequence in high school and is required for AP Art. Students will begin their AP portfolio and gain further experience in conceptual drawing and visual problem solving. Critique and Art History will be incorporated. There is an increased emphasis on creativity. In addition to class assignments, there is a substantial amount of work outside of class time. Required course for AP Studio Art: Drawing.

**9020 ADVANCED PLACEMENT IN STUDIO ART: DRAWING** (1 credit, full year)

**Please check the Art flow chart for the sequence required to take AP Drawing. This course is for Seniors only. In addition to completing the sequence, an application is required.** A commitment to art and the capacity to work independently are necessary in order to succeed in this course. Each student will submit an AP portfolio of approximately 24 pieces, including observational drawings, paintings, and a series of pieces demonstrating an in-depth study or concentration. Critical analysis and reflection are an integral part of the course. In addition to class assignments, students will maintain a sketchbook and do ongoing independent projects. There is a substantial amount of work required outside of class time.

**9522(S) ADVERTISING AND GRAPHIC DESIGN 1 & 2** (½ credit) Available for Incoming Freshmen

(Prerequisite: Visual Dynamics) Students will learn basic digital design skills for planning, analyzing, creating and communicating visually. Adobe Photoshop, Illustrator and InDesign and Sketchbook Pro may be introduced. Options for projects are varied.

**9430(S) FASHION DESIGN 1** (½ credit) Available for Incoming Freshmen**9434(S) FASHION DESIGN 2** (½ credit)**9435(S) FASHION DESIGN 3** (½ credit)

(Prerequisite: Visual Dynamics) Students will learn how to develop fashion design concepts and draw the basic fashion figure. There will be an introduction to merchandising, historical context as well as the cycles, trends and fads that constantly initiate change in fashion. An outfit will be created. No sewing will be included.

**9008(S) PAINTING 1** (½ credit) Available for Incoming Freshmen**9012(S) PAINTING 2** (½ credit)

(Prerequisite: Visual Dynamics) This course is an introduction to painting. Students will learn how to create form, color theory and composition.

**9023(F)/9032(S) DIGITAL PHOTOGRAPHY 1** (½ credit) Available for Incoming Freshmen

(Prerequisite: Visual Dynamics) This course is an introduction to the aesthetic and technical aspects of digital photography. It will include processing and editing in Adobe Lightroom. Emphasis will be placed on participation, craft, aesthetics, creativity and critical analysis. This is a required course for admission to AP 2D.

**9024(F)/9033(S) DIGITAL PHOTOGRAPHY 2** (½ credit)

(Prerequisite: Digital Photography 1) This course is a continuation of aesthetic and technical explorations from Digital Photography 1. The emphasis continues to be participation, creativity, craft and analysis. Adobe Photoshop will be introduced. Students will need to provide a camera for this class. This is a required course for admission to AP 2D.

**9027(F)/9035(S) DIGITAL PHOTOGRAPHY 3** (½ credit)

(Prerequisite: Digital Photography 2) The focus of this course is the development of a digital portfolio using Lightroom and Photoshop. There is an increased emphasis in this course on personal expression, craft, aesthetics, creativity and critical analysis. Students will need to provide a camera for this class as it includes extensive shooting outside of school. This is a required course for admission to AP 2D.

### **9028(F)/9042(S) DIGITAL PHOTOGRAPHY 4** (½ credit)

(Prerequisite: Digital Photography 3) The focus of this course is the continuation of a digital portfolio. There is an increased emphasis in this course on personal expression, craft, aesthetics, creativity and critical analysis. Students will need to provide a camera for this class as it includes extensive shooting outside of school.

### **9047(F)/9045(S) DIGITAL PHOTOGRAPHY 5** (½ credit)

(Prerequisite: Digital Photography 4) In conjunction with the teacher, Photo 5 students will develop an individualized plan of study within the class. Students will need to provide a camera for this class as it includes extensive shooting outside of school.

### **9050 ADVANCED PLACEMENT IN STUDIO ART: 2D** (1 credit)

**Please check the Art flow chart for the sequence required to take AP 2D. This course is for Seniors only. In addition to completing the sequence, an application is required.** The students approved for this course will digitally create all the photographs published in the HGHS yearbook including senior portraits, sports, clubs, faculty portraits and school events. There is heavy emphasis on working with others, quality work and strict deadlines. Students will also create a personal portfolio of 24 pieces including nontraditional work to submit as an AP 2D Design portfolio. This work will include a breadth of range as well as a concentrated exploration. **Students will need to provide a camera for this class as it includes extensive shooting outside of school.**

### **9412(F)/9419(S) BLACK AND WHITE FILM PHOTOGRAPHY 1** (½ credit) Available for Incoming Freshmen

(Prerequisite: Visual Dynamics) This course is an introduction to the aesthetic and technical aspects of traditional film photography. It will include black and white film processing and printing in the darkroom. Emphasis will be placed on participation, craft, aesthetics, creativity and critical analysis. Students will need to provide a camera and materials for this class. In general, students taking black and white film photography courses are expected to provide their own materials: 35mm camera, film, and photographic paper.

### **9413(F)/9420(S) BLACK AND WHITE FILM PHOTOGRAPHY 2** (½ credit)

(Prerequisite: Black/White Film Photo 1) This course is a continuation of the aesthetic and technical explorations of traditional darkroom photography. The emphasis continues to be participation, creativity, craft and analysis. Students will need to provide a manual SLR camera and supplies for this course.

### **9414(F)/9422(S) BLACK AND WHITE FILM PHOTOGRAPHY 3** (½ credit)

### **9415(F)/9423(S) BLACK AND WHITE FILM PHOTOGRAPHY 4** (½ credit)

### **9416(F)/9424(S) BLACK AND WHITE FILM PHOTOGRAPHY 5** (½ credit)

These courses are a continuation of the aesthetic and technical explorations of traditional darkroom photography. There is an increased emphasis in this course on personal expression, craft, aesthetics, creativity and critical analysis. In general, students taking black and white film photography courses are expected to provide their own materials: a manual 35mm camera, film, and photographic paper.

\*In general, students taking photography courses are expected to provide their own materials: a manual 35mm camera, film, and photographic paper.

### **9117(F)/9113(S) INDUSTRIAL DESIGN 1** (½ credit) Available for Incoming Freshmen

(Prerequisite: Visual Dynamics) This course will address the classic topics of Industrial Design - transportation, housewares, electronics, toys, furniture, and architecture as it relates to temporary and modular housing. The structure of the course will follow the think tank type of environment with heavy emphasis on brainstorming, revision, collaboration, engineering and concept drawings, model making, and basic marketing strategies. Course will look at market trends, material uses, and manufacturing techniques.

### **9114(F)/9115(S) INDUSTRIAL DESIGN 2** (½ credit)

**9108(F)/9109(S) INDUSTRIAL DESIGN 3** (½ credit)**9120(F)/9122(S) INDUSTRIAL DESIGN 4** (½ credit)

(Prerequisite: Industrial Design 1 or previous sequential level) Students will specialize in their primary area of interest which can include vehicle design, toys and games, housewares, electronic accessories and hybrid projects. Projects will be both individual and group based.

**9500 ADVANCED PLACEMENT STUDIO IN ART: 3D** (1 credit)

Please check the Art flow chart for the sequence required to take AP 3D. This course is for Seniors only. In addition to completing the sequence, an application is required. The focus of the course is the development of the creative process and the refinement of understanding of materials including wire, clay, wood, foam core, plastics, and metal. The goal of the year-long course is to compile a portfolio including digital images of 20 pieces of work from the concentration, breadth, and quality sections. Students should be committed to 3-D Design or Sculpture and be prepared to work independently.

**9525 GAME THEORY AND DESIGN** (½ credit) Available for Incoming Freshmen

(Prerequisite: Visual Dynamics) This course will introduce students to classic game structures, themes and mechanisms. Strategy, Racing and Accumulation games will be explored. How is psychology and human behavior implicated in games? What makes a game durable from a player perspective, and how has history and culture been reflected in games over time? How does the artwork and overall aesthetic of a game affect its popularity? First quarter of the course will involve the history and development of classic games. Students will prototype games using 3-D, role playing and board game formats. Second quarter will involve computer games and the exploration of virtual worlds. Students will investigate game play, themes and digital means to develop them.

**9063(F)/9062(S) CERAMICS 1** (½ credit) Available for Incoming Freshmen

(Prerequisite: Visual Dynamics) Introduction to 3-dimensional creative design, exploring our relationship to physical form through the medium of ceramics (clay & mixed-media). Ceramic techniques will include: pinch, coil, slab, additive & subtractive sculptural process and throwing on the potter's wheel. Emphasis is on self-expression and the exploration of the creative process.

**9059(F)/9060(S) CERAMICS 2** (½ credit)**9054(F)/9055(S) CERAMICS 3** (½ credit)

(Prerequisite: Ceramics 1 or Sculpture 1) Building on skills, techniques, and insight into the creative process from CERAMICS 1, further exploration of material, form, and personal expression through the medium of ceramics (clay & mixed media). There will be a continued exploration of throwing on the potter's wheel. Emphasis is on the development of a more personal aesthetic approach to ideas & form.

**9085(F)/9102(S) FILMMAKING 1** (½ credit) Available for Incoming Freshmen

(Prerequisite: Visual Dynamics) During this basic hands-on course in digital film production, students will work collaboratively in crews and produce their own short digital films. Skills to be covered include developing concepts through scripting, camera work, editing and post-production using Final Cut Pro. Students are exposed to the historical foundations of film, film theory, and aesthetics. Emphasis is placed on participation, creativity, technique, and critical analysis.

**9090(F)/9104(S) FILMMAKING 2** (½ credit)

(Prerequisite: Filmmaking 1) Building upon skills learned in Filmmaking 1, students will continue to work in groups on projects of greater sophistication.

**9092(F)/9105(S) FILMMAKING 3** (½ credit)

(Prerequisite: Filmmaking 2 and Departmental review of application required.) Working more independently, students plan, shoot and edit films of greater length. Students are given greater latitude in choice of subject, with more emphasis on content.

**9093(F)/9106(S) FILMMAKING 4** (½ credit)

(Prerequisite: Filmmaking 3 and Departmental review of application required.) A cumulative experience in which serious film students will design their own extended project. This course applies all aspects of production from preproduction to directing to editing. Emphasis is on technical excellence and developing a personal style. Students are encouraged to screen their work and to produce a “reel” of their work for film school or career.

### **9094(F)/9107(S) FILMMAKING 5** (½ credit)

(Prerequisite: Filmmaking 4 and Departmental review of application required.) For the serious film student only, in conjunction with the teacher, students will develop an individualized plan of study within the class.

### **9110 CREATIVE MAKING** (½ credit)

(Prerequisite: Visual Dynamics, 11/12 grade) A thematically based course focused on the exploration of ideas and the creative process. At the heart of the course is an open studio supporting the self-directed, project-based investigation into themes such as Identity, Justice, Duality, Empathy, Love, etc. Material and media will be based on student choice and concept. Projects will be both individual and collaborative.

### **9600 THEATRICAL DESIGN** (1 credit)

(Prerequisite: Visual Dynamics, interview with instructor; Grade: 10, 11, 12.) Introduction to **design for the theatre**, allowing advanced students the opportunity to explore and develop the aesthetic fundamentals of Scenic, Lighting, Costume, and Sound design presentation. Study will include: history, theory, the development and practice of the design process, methods of visual rendering and model-making, and the nature of the collaborative environment in the Theatre, Visual, Performing, Fashion, and Film/TV Arts. This year-long course will work closely with Repertory Theatre, sharing theatrical texts as the basis for design, presentation, critique, and collaboration.

## INTERDISCIPLINARY COURSES

### **HUMANITIES** (1 credit for full year; 1/2 credit for semester)

*The following general description applies to both Humanities I (Fall Semester) and Humanities II (Spring Semester):* What does it mean to be human? What is the “being human” part of the “human being”? In this interdisciplinary, team-taught course, we explore the human condition through the thematically interrelated study of literature, philosophy, visual arts (including film), and music. The focus throughout is on the students’ development of cultural literacies and the capacity to comprehend the many “languages” of intellectual and creative expression. By encountering and critically interrogating select works from the cultural legacy, the student is expected to work towards thoughtful stances in regard to fundamental questions of human value, stances that should be deeply connected to life as it is actually lived. Writing is frequent, focused, and centered on topics of genuine human interest. Assessments are varied, ranging from traditional individual essays to creative group projects.

**1300 HUMANITIES I** (Fall Semester) Focuses on themes of Self, Creativity, Freedom, Love, and Death. Readings, art, and music span different cultures and range from the classic to the contemporary (texts may include Plato, Aristotle, Buddhist philosophy, Sartre, Sigmund Freud, Derrida, Oliver Sacks, Tolstoy, Kafka, various poets, Alice Walker, Van Gogh, Rembrandt, Giacometti, Lucian Freud, Wim Wenders, various artists, Mozart).

**1305 HUMANITIES II** (Spring Semester) Focuses on the theme of State and Society: justice and the “Good Society,” freedom vs. authority, utopias and dystopias, war and peace. We also examine the way humans perceive their relationship to Nature. Texts typically include works of Plato, More, Sophocles, Huxley, various poets, Rousseau, Bacon, Goldsworthy, various artists, Beethoven.

*(Fall Humanities is not a prerequisite for Spring Humanities. Humanities may be taken as either a one-semester or full year course, for either English, Social Studies, or Art credit.)*

## BUSINESS

### **9300 MONEY AND INVESTING** (1/2 credit) Available for Incoming Freshmen

(Open to all) This course offers students the opportunity to learn about business and finance. The major topic of the course will be the U.S. stock market. Students will learn how trades are made, how stock prices move, and how to read and understand the financial pages. Using this knowledge of the market, the class will participate in a stock market simulation game where they choose stocks and monitor the market and their own portfolio. Students will also learn about the U.S. economy and the role of the Federal Reserve Bank.

### **9305 BUSINESS LAW** (1/2 credit) College Credit Available\*

(Open to grades 11, 12) This course will help students gain an understanding of the law and their legal rights and obligations under the law. Topics will include the relationship between the law and ethics, the U.S. Court System, particularly the U.S. Supreme Court, civil law and contractual law. Case studies and debates will be a part of the course.

### **9310 ACCOUNTING I** (1/2 credit)

(Open to grades 10, 11, 12) This course is for students who wish to learn the key concepts of accounting principles and procedures such as assets, liabilities, revenue, expenses, profit and loss. Emphasis will be placed on skills related to business and personal financial recordkeeping. Students will also build a business and accounting vocabulary that will prepare them for future success in the business world. Computer applications that teach journal and ledger management are integrated throughout the course.

### **9315 MARKETING 1** (1/2 credit)

(Open to grades 11, 12) Students will have the opportunity to explore the marketing system and its various parts. Marketing includes the development, promotion, and distribution of goods and services to satisfy the needs and wants of the public. The first part of the course will address product and price of our free enterprise system. The second quarter focuses on promotion, especially social media, and how this affects both product/company and consumer.

### **9320 INTRODUCTION TO BUSINESS** (1/2 credit) Available for Incoming Freshmen

(Open to all) This semester course will expose students to the world of business. Topics that will be explored include how the American economic system functions and the structure of private enterprise. Also, students will consider various problems facing consumers such as how to get the most for their money, understand using credit to buy their goods and services and how to manage personal finances. Current business news will be followed.

### **9325 BUSINESS ENTERPRISE** (1/2 credit) Available for Incoming Freshmen

(Open to all) An overwhelming majority of today's high school students express a desire to become entrepreneurs and own their own businesses. Are you a potential entrepreneur? This course will provide students with entrepreneurial business simulations in which the student will bring together resources to address some need, want, or problem in an innovative way. Students will also be exposed to information and skills that lead to successful businesses. Would you like to invent a product or service? Bring your imagination and competitive spirit.

\*Juniors and Seniors may elect to take Marketing and/or Business Law for 3 college credits. Credits will be awarded upon successful completion of the course. If students exercise this option, a fee payable to Mercy College of \$150 (for Business Law) and a fee payable to Westchester Community College of \$179 (for Marketing) is due at the beginning of the course.

## ENGLISH

The English curriculum encourages students to refine their thinking skills through the study of language, composition, literature, and media. Students read both classic and contemporary literature, discuss literary works in relation to their meanings, form, style, and structure, and develop a growing vocabulary of critical terms. In addition, students are required to write in a variety of forms and styles, both analytic and creative, and to become more sensitive to the logical development of ideas and the manipulation of language. The English program also allows for the critical examination of various media, the development of speaking and listening skills, and the acquisition of vocabulary and strategies for proper English usage. **All students must take four years of English and must, under the NYS Standards, pass them in order to receive a high school diploma.**

Those who wish to take **AP English** must complete a timed analytical essay in January of their junior year. Students must take at least one literature elective during their junior year and at least one literature elective during their senior year. The English Department strongly **recommends that students take at least one of the three American literature electives listed below before graduating.** All three courses will cover a variety of genres, time periods and writing styles. Some of the readings in the courses will be selected from the following list of noteworthy American writers: Morrison, Vonnegut, Wright, Steinbeck, Fitzgerald, Hemingway, Frost, Hurston, Twain, Dickinson, Whitman, Poe, Hawthorne, and Emerson.

**1000 ENGLISH 9** (1 credit) Available for Incoming Freshmen

**1001 ENGLISH 10** (1 credit)

The study of English for grades 9 and 10 consists of a two-year, skills-based program deeply rooted in reading and writing. Instruction includes whole-class texts (both classic and modern), choice books, literature circles, and independent reading. Students also read non-fiction texts and study rhetorical strategies in accordance with the Common Core Standards. Writing in a variety of genres is taught, and emphasis is placed on actionable feedback and revision. Both English 9 and English 10 foster creativity, analytical and expressive writing, student choice, and a love of reading. English 9 allows for a smooth transition to high school English. English 10 focuses on deepening skills and preparing students for the Upper Level English electives. Tenth grade students will take the Common Core English Regents in June.

### ENGLISH 18-20 ELECTIVE COURSES OFFERED BY ENGLISH DEPARTMENT

Fall 2018	Spring 2019	Fall 2019	Spring 2020
Advanced Placement English	Advanced Placement English	Advanced Placement English	Advanced Placement English
American Dream, American Nightmare	American Protest: Declarations of Independence	American Dream, American Nightmare	American Wilderness: Beyond Boundaries
Ancient Greek Literature	World of Shakespeare	Modern World Literature	British Literature
Psychology in Literature	Ethics and Existence	Ethics and Existence	Psychology in Literature
Humanities I	Humanities II	Humanities I	Humanities II
Modern World Literature	Film Study	Forces of Myth in Literature	Film Study
Literary Journalism	Reading Like A Writer	Literary Journalism	Reading Like A Writer
Reading Like A Writer	Senior English Seminar	Reading Like a Writer	Senior English Seminar

\*Offerings subject to change

## FULL YEAR ELECTIVE COURSES

### 1005 ADVANCED PLACEMENT ENGLISH (1 credit)

(Open to grade 12 only) Through the study of challenging works of great literature, students in this class sharpen their awareness of language and their understanding of the writer's craft. Frequent writing assignments vary in length and form, but they focus **only on the critical analysis of literature**. Students are expected to participate thoughtfully in literary discourse and to devise most of their own critical essay topics. Students will also complete two major independent projects. The academic expectations for this course are high. The amount of reading and writing, as well as the level and pace of discussion, are commensurate with the rigor of a college literature course. Students who wish to take AP English must write a timed, impromptu, analytical essay. The English Department strongly recommends that students who are interested in AP English take literature classes during their junior year. Students must take the AP exam.

### 1300 HUMANITIES (1 credit for full year; 1/2 credit for semester)

This interdisciplinary elective is offered both semesters and may be taken as either a semester or a full-year course. For both general and semester-specific descriptions, please refer to the English course listings under "Semester-Length Courses for Juniors and Seniors."

## SEMESTER ELECTIVE COURSES

The English Department strongly recommends that students take **at least one of the three American literature electives listed below before graduating**. All three courses will cover a variety of genres, time periods and writing styles. Some of the readings in the courses will be selected from the following list of noteworthy American writers: Vonnegut, Steinbeck, Poe, Twain, Fitzgerald, Hemingway, Hurston, Morrison, Hawthorne, Emerson, Wright, Whitman, Frost, and Dickinson.

### 1090 SENIOR ENGLISH SEMINAR (1/2 credit) (For Seniors Only)

This senior-only elective provides students, in their last semester of high school, with the opportunity to pursue passions by designing their own course of study in English with the guidance of their peers as well as the teacher. Topics may include journalism, humor, playwriting, environmental studies in literature, or an in-depth study of a particular author or literary genre, but will be chosen in accordance with students' interests. In the third quarter, students will read and research using a combination of whole-class study and small group work. In the fourth quarter, students will design and create an independent project to be shared with an audience of their peers, teachers, and community members.

### 1120 AMERICAN WILDERNESS: BEYOND BOUNDARIES (1/2 credit)

Robert Frost writes, "Good fences make good neighbors." These fences may provide protection, but may also create feelings of confinement. Students will examine works in American literature in which characters make efforts to escape internal and external boundaries, moving into new territory where they find both hardship and hope. These themes will be explored through such works as *One Flew over the Cuckoo's Nest*, *The Scarlet Letter*, *The Namesake* and *A River Runs Through It*. Course work will include nightly readings, weekly writing, and periodic quizzes/tests.

### 1115 AMERICAN PROTEST: DECLARATIONS OF INDEPENDENCE (1/2 credit)

Much of American literature protests the *status quo*. The American desire for life, liberty and the pursuit of happiness has driven multiple creative and political voices of protest, voices that have initiated a search for change and a re-envisioning of who we are and what kind of society we want in America. Representative readings include the following: *Slaughterhouse Five*, *The Adventures of Huckleberry Finn*, *Letter from a Birmingham Jail*, *The Awakening*, and *Their Eyes Were Watching God*. The course work will include nightly readings, weekly writing, and periodic quizzes/tests.

### 1110 AMERICAN DREAM, AMERICAN NIGHTMARE (1/2 credit)

The American Dream has inspired writers throughout our country's literary history. This course will explore the perception and pursuit of this ideal, as literary characters strive for financial prosperity and personal fulfillment, and sometimes face the tragic consequences of their pursuit. Readings typically include *The Great Gatsby*, *The Bluest Eye*, *The Grapes of Wrath*, and *Death of a Salesman*. Course work will include nightly reading, weekly writing, and periodic quizzes/tests.



**1050 ANCIENT GREEK LITERATURE** (1/2 credit)

This course traces the origin of classical culture and its connection to modern thought, literature and life. Students read a wide sampling of Greek literature and develop a working knowledge of Greek mythology, philosophy and drama. Readings include Homer's epic *The Iliad*; Greek drama such as *Agamemnon*, *Medea*, *Hippolytus*, *Trojan Women*, and *Oedipus Rex*; the modern novel, *The King Must Die*; the philosophies of the pre-Socratics, Plato, and Aristotle; and the poetry of Sappho, Pindar, and Menander. Course work will include nightly reading, weekly writing, and periodic quizzes/tests.

**1030 BRITISH LITERATURE** (1/2 credit)

This course surveys the history of British literature through careful examination of a number of works. Selections range from Chaucer and Shakespeare to the novels and poetry of the Romantic, Victorian and Modern periods. Specific titles might include *Beowulf*, *Hamlet*, "A Modest Proposal," *Pride and Prejudice*, *To The Lighthouse*, and *The French Lieutenant's Woman*. Course work will include nightly reading, weekly writing, and periodic quizzes/tests.

**1035 ETHICS AND EXISTENCE** (1/2 credit)

Through a variety of classic and contemporary literature, as well as current articles, this course explores significant ethical, moral, philosophical and aesthetic questions. On what principles do characters make their important life choices? How do their choices influence our own? Authors such as Kurt Vonnegut, Edwidge Danticat, Henrik Ibsen, Cormac McCarthy, and Mohsin Hamid, among others, will help us address these questions. Course work will include nightly reading, weekly writing, and periodic quizzes/tests.

**1040 FILM STUDY** (1/2 credit) (NOT NCAA APPROVED)

Film Study provides students with the groundwork for understanding the relationship between how a film looks and what it means. Through the study of many short and feature-length films, students will examine such issues as directing style, genre conventions, and the artistic choices possible in telling a story or presenting an idea in visual terms. Students will read articles, write analytical journals and essays, and prepare a formal presentation.

**1085 FORCES OF MYTH IN LITERATURE** (1/2 credit)

A myth is a traditional story, usually focusing on the deeds of gods and heroes, often explaining human nature or some natural phenomenon. *The Bible*, selections of ancient classical literature, and medieval Arthurian legends are some of the works of mythology which will be studied alongside contemporary pieces. This course will be of interest to students who enjoy contemporary literature whose primary themes are based on the ancient myths. Malamud's *The Natural*, White's *The Once and Future King*, O'Flaherty's *The Informer* and Shelley's *Frankenstein*, all have been influenced by the themes and motifs of traditional mythology. Course work will include nightly reading, weekly writing, and periodic quizzes/tests.

**HUMANITIES (1 credit for full year; 1/2 credit for semester)**

*The following general description applies to both Humanities I (Fall Semester) and Humanities II (Spring Semester):* What does it mean to be human? What is the “being human” part of the “human being”? In this interdisciplinary, team-taught course, we explore the human condition through the thematically interrelated study of literature, philosophy, visual arts (including film), and music. The focus throughout is on the students’ development of cultural literacies and the capacity to comprehend the many “languages” of intellectual and creative expression. By encountering and critically interrogating select works from the cultural legacy, the student is expected to work towards thoughtful stances in regard to fundamental questions of human value, stances that should be deeply connected to life as it is actually lived. Writing is frequent, focused, and centered on topics of genuine human interest. Assessments are varied, ranging from traditional individual essays to creative group projects.

**1300 HUMANITIES I** (Fall Semester) Focuses on themes of Self, Creativity, Freedom, Love, and Death. Readings, art, and music span different cultures and range from the classic to the contemporary (texts may include Plato, Aristotle, Buddhist philosophy, Sartre, Sigmund Freud, Derrida, Oliver Sacks, Tolstoy, Kafka, various poets, Alice Walker, Van Gogh, Rembrandt, Giacometti, Lucian Freud, Wim Wenders, various artists, Mozart).

**1305 HUMANITIES II** (Spring Semester) Focuses on the theme of State and Society: justice and the “Good Society,” freedom vs. authority, utopias and dystopias, war and peace. We also examine the way humans perceive their relationship to Nature. Texts typically include works of Plato, More, Sophocles, Huxley, various poets, Rousseau, Bacon, Goldsworthy, various artists, Beethoven.

*(Fall Humanities is not a prerequisite for Spring Humanities. Humanities may be taken as either a one-semester or full year course, for either English, Social Studies, or Art credit.)*

**1075 LITERARY JOURNALISM** (1/2 credit)

Traceable back to the 18<sup>th</sup> century, literary journalism is essentially informative, non-fiction literature. The study of this genre will include an overview of the definition and standards of journalistic writing in general and literary journalism specifically. Students will read full-length, non-fiction books on a variety of topics (examples are *The Orchid Thief*, by Susan Orlean, *Fast Food Nation*, by Eric Schlosser and *In Cold Blood*, by Truman Capote) as well as shorter pieces. A fiction film may also be studied. There will be weekly writing assignments, some analyzing the texts and others emulating the genre.

**1105 MODERN WORLD LITERATURE: OTHER CULTURES, OTHER VISTAS** (1/2 credit)

This course will allow students to examine and begin to understand different world cultures. Through novels, poetry, plays, short stories, essays and film, we will investigate the condition of being human and NOT being a part of American ways, means and mores. Chinua Achebe, Gabriel Garcia Marquez, Kenzaburo Oe and others are well respected writers in their own worlds; this course will make them part of ours. Topics will include the family and the individual, politics and colonization, nature and society. *Other Cultures, Other Vistas* will span the globe with writers from China, South America, West Africa, Central Europe, Russia and Japan represented. Course work will include nightly reading, weekly writing and periodic quizzes/tests.

**1080 PSYCHOLOGY IN LITERATURE** (1/2 credit)

While literature is an art and psychology is a science, both have as their subject the nature of the human condition. How do we become who we are? What is considered normal, how is it determined, and how does society pressure those outside the boundaries of convention? This course focuses on the psychological motivations of characters and cultures, seeking to answer the “why” of the text. Works may include *1984*, *The Bell Jar*, *Ordinary People*, *A Death in the Family*, *Equus*, *Homer and Langley*, *Buried Child*, and *Girl, Interrupted*, as well as poems and short stories by Anne Sexton, Joseph Conrad, Theodore Roethke, and Margaret Atwood and others. Course work will include nightly reading, weekly writing, and periodic quizzes/tests.

**1025 READING LIKE A WRITER** (1/2 credit)

In this course, students will read a wide range of fiction and non-fiction to develop writing skills. Writers studied may include Junot Diaz, Tobias Wolff, Amy Hempel, Sandra Cisneros, Roy Peter Clark and Alice Munro. Non-fiction readings will be taken from *The NY Times*, *The New Yorker*, *The Moth*, and NPR. As students write to tell a story, to persuade and to inform, they will have ongoing opportunities to publish their work with an authentic audience through written, oral, and visual formats.

**1100 WORLD OF SHAKESPEARE** (1/2 credit)

This course is for students who would like to extend their knowledge of Shakespeare from English 9/10 and read a broader selection of plays from his canon. While we will focus primarily on the reading and analysis of Shakespeare’s plays, some attention may be paid to Shakespeare’s contemporaries (Christopher Marlowe, for example) as well as to the historical and social

contexts of the British Renaissance. Selected plays may include *The Merchant of Venice*, *Richard III*, *The Winter's Tale*, *Henry V*, *Antony and Cleopatra*, *The Taming of the Shrew*, and *The Tempest*.

## ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

### **2215 ENL ENGLISH (English elective credit)**

This course provides instruction in listening, speaking, reading and writing for students whose primary language is not English. ENL English prepares students for academic coursework by developing their cognitive academic language proficiency, as well as their basic interpersonal communication skills. In addition, students are supported in their efforts to integrate into the wider community. Placement is determined by the ENL staff based on assessment of each student's English language proficiency.

## ■ HEALTH

### **9200 HEALTH EDUCATION** (1/2 credit) *Open to grades 10, 11 and 12*

The philosophy of the Health Education is to provide students with the knowledge and skills necessary to develop lifelong skills that encourage health enhancing behaviors. This course meets both the New York State Standards in Health Education as well as the National Health Education Standards. In order to discover the information contained in the curriculum standards, students will study the following: accessing information, stress management, conflict resolution, communication, refusal skills, decision making, goal setting, advocacy and the analysis of influences. Students will acquire this information through a variety of methods. These methods include, but are not limited to: individual and small group work, reading, writing, internet and book research, films and documentaries, oral individual and group presentations, brainstorming, activities and games.

## LIFE SCHOOL

Learning Interdependently From Experience (at Greeley)

The LIFE School is a lab school at Horace Greeley High School in Chappaqua, NY. While completing an academic program equal in rigor to the main campus, the LIFE School's 55 juniors and seniors take a major role in designing their learning experiences which include collaborative project- and problem-based learning, internships and other off-campus experiences. LIFE School students are a part of (rather than apart from) the larger Greeley community. There is time in their schedules to take main campus electives and they are encouraged to take part in activities and sports.

The LIFE School student body includes the full range of students found on the main campus at Greeley. Some students are attracted by the unique scheduling, which enables them to take fewer courses at one time, allowing for greater depth and focus. Others are looking for a stronger sense of community, a welcoming and intimate school family. There are some students who are seeking a different way to learn, including more project-based assignments and hands-on opportunities, like internships. In addition, some students seek us out because they want a school experience that emphasizes cooperation instead of competition.

In addition to these course offerings, LIFE School students go out into the community to do internship work, go on field trips, and take part in hands-on learning activities.

Students take all state exams necessary for graduation, but the focus of instruction is on project-based or experiential learning and depth of exploration that prepare our students for the real world that awaits them just outside our doorstep.

**Juniors** study two core academic subjects a semester--either **Physics and Chemistry of the Universe** and **Topics in Algebra 2/Trigonometry and Computational Thinking** or **Literature 1** and **U.S. History and Government** – so that they have fewer courses on which to focus at any one time; we believe that less is more. Focusing on fewer subjects for a longer period of time encourages in-depth investigation and allows us to make cross-disciplinary connections. Juniors must take **U.S. History and Government** and **Literature 1** and **Physic and Chemistry of the Universe** with us. Additionally, students may take our math course, **Topics in Algebra 2/Trigonometry and Computational Thinking** (we recommend all four for the full benefits of the program). LIFE School Juniors fulfill their Physical Education requirements through our community activities. From late January to mid-March, Juniors leave school early two days a week to intern.

***JUNIORS TAKE NOTE: All Juniors must take Literature 1, Physics and Chemistry of the Universe, and U.S. History and Government in LIFE School. Juniors who wish to take APUSH on the main campus may do that in addition to our U.S. History course.***

***While we encourage our Juniors to take all of our courses, currently, Topics in Algebra 2/Trigonometry and Computational Thinking is not a required course. Students may elect to take a traditional math course on the main campus instead of, or in addition to, Algebra 2/Trigonometry and Computational Thinking.***

The **senior program** is more flexible, with longer periods of internship work and independent study. In June, all seniors exhibit their learning in a 30 minute presentation before a panel of evaluators from the LIFE School, the larger Greeley campus and the Chappaqua community.

***SENIORS TAKE NOTE: All Seniors must enroll for one full credit of Social Studies and English within the LIFE School. These courses MUST include Economics and Writing Communications.***

*Unless otherwise noted, all LIFE School offerings are available only to those students who have been accepted into the LIFE School.*

## ADMISSION:

Students currently in grades 10-11 usually apply to be admitted to the LIFE School in February; decisions will be made by the end of March. In order to be considered, applicants must have passed the 9<sup>th</sup> and 10<sup>th</sup> grade sequence in social studies and its Global Studies New York State Regents Exam, as well as a Regents science course and its New York State Regents Exam.

**3000** LIFE students also help shape policy and practice. **Community** (1/2 credit) is a central aspect of the LIFE School experience and a credit-bearing program. Once a cycle, the entire LIFE School community meets to discuss governance issues and to learn together, and there is the expectation that everyone can and should be a leader. This emphasis on leadership, personal growth, and self-governance shifts the student-teacher relationship to more of a partnership than is normally possible in school.

**3004** All students also earn credit for **Advisory** (1/2 credit), one of the things that makes the LIFE School special. It is, in many ways, the soul of our school. Advisory is a small group of students (divided by grade) that meets with an adult three times each cycle. The purposes of Advisory include, but are not limited to:

- Learning about social and emotional intelligence as well as other issues of particular interest and importance to its members.
- Helping students manage their academic and personal growth.
- Supporting and managing our internship programs.

## ENGLISH OFFERINGS:

### **3059 AMERICAN LITERATURE 1** (1 credit)

*(Juniors, blocked)* “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

– Margaret Mead

All LIFE School students must take American Literature 1 and US History and Government, which are combined in an interdisciplinary humanities experience called “American MythBusters.” This course explores major current day themes in American society and their historical and cultural roots while seeking to determine the extent to which myths about America and its past are true. The course is designed around highly rigorous, collaborative student research that focuses on use of subscription databases and other scholarly sources in order to answer important, complex questions about America and its past.

### **3062 AMERICAN LITERATURE 2** (1/2 credit)

*(Seniors, unblocked)*

In this course, students will explore what it means to be a writer, editor, and designer by working collaboratively to run a digital magazine. They will study various works of literature, in a variety of genres, including fiction and nonfiction, to hone their skills in analytical and creative thinking and expression. Texts studied may include *Enrique’s Journey* by Sonia Nazario, *Under the Banner of Heaven* by Jon Krakauer, *Ishmael* by Daniel Quinn, *The Great Gatsby* by F. Scott Fitzgerald, *A Streetcar Named Desire* by Tennessee Williams, *The Handmaid’s Tale* by Margaret Atwood, and *The Circle* by Dave Eggers. Students will apply what they learn from each author’s work to their own writing. They will also make connections to current issues, learning how to use effective analysis, creative thinking, and expression to promote a positive change in their community and in the world.

### **3054 WRITING COMMUNICATIONS** (1/2 credit)

*(Seniors, blocked)* In this course, students will explore various genres of writing, along with other media, and engage in intensive revision and peer review of their work to enhance their skills. They also will improve their speaking skills, as they will write and perform speeches and spoken word poems. The students will read model texts in each of these genres and analyze the authors’ techniques so that the students can apply these techniques to their own writing. While the genres the students study are prescribed, the topics the students choose to write about are open-ended, allowing them to pursue their interests and write about ideas and issues about which they care.

## MATH OFFERINGS:

For seniors, we offer separate, semester long, half credit courses. Taken together, these comprise a rigorous study of math.

### **3125 SUNY STATISTICS AND PUBLIC POLICY** (1 credit)

*(Seniors, unblocked)* This course covers fundamental concepts of statistics with an applied approach, designed to create savvy "statistical consumers," able to understand, evaluate, and analyze quantitative evidence presented in the media on issues relevant to citizens in our society today.

Students enrolled in this course may be eligible to earn 3 undergraduate credits through SUNY New Paltz. Statistics and Public Policy (MAT 145 at SUNY New Paltz) satisfies the SUNY-wide Mathematics GE requirement. Students interested in pursuing college credit for this course must meet the SUNY New Paltz placement requirements, which include a qualifying score on a placement exam or a math SAT I score of 550 or higher. Eligible students may choose to pay a (discounted) fee and receive a SUNY transcript for this course.

### **3135 Topics in Algebra 2/Trigonometry and Computational Thinking** (1 credit)

*(Juniors, blocked)* This course integrates Algebra 2 and Trigonometry topics, including inequalities, radical and absolute value equations, polynomial, rational, exponential and logarithmic functions. The topics will be studied primarily through the use of problem-oriented exploration, utilizing and expanding upon collaboration and communication skills. Projects will include modeling, making, and projecting.

## SOCIAL STUDIES OFFERINGS:

### **3140 PROBLEMS OF THE 21ST CENTURY** (1/2 credit)

*(Juniors or Seniors, unblocked)* This course is an interdisciplinary course taught by a social studies teacher and a science teacher. It examines the science and policy implications of major global problems, including climate change, energy, global pandemics, food, etc. Students engage in college-level research and collaboration to examine these problems and explore possible solutions.

### **3110 U.S. HISTORY AND GOVERNMENT** (1 credit)

*(Juniors, blocked)* All LIFE School students must take American Literature 1 and US History and Government, which are combined in an interdisciplinary humanities experience called "American MythBusters." This course explores major current day themes in American society and their historical and cultural roots while seeking to determine the extent to which myths about America and its past are true. The course is designed around highly rigorous, collaborative student research that focuses on use of subscription databases and other scholarly sources in order to answer important, complex questions about America and its past. This course also prepares students for the US History and Government Regents Exam.

### **3035 ECONOMICS** (1/2 credit)

*(Seniors, blocked)* This course fulfills the NY State graduation requirement. It is focused on economic and personal finance issues that are most relevant to our economy today and students' lives as they prepare for college and the workplace. The curriculum is largely negotiated with the students; the students help decide what they will study and how they will study it. In previous years, students have done fieldwork and studied climate change, the global financial crisis, personal debt, the importance of personal budgets, energy policy, the local effects of the Great Recession, and many other topics.

### **3115 US FOREIGN POLICY** (1/2 credit)

*(Seniors, unblocked)* This semester course examines the United States' role in the world and the major international issues facing the U.S. and the world today. The curriculum is largely negotiated with the students; the students help decide what they will study and how they will study it. In past years, students have studied Iraq, Afghanistan, Iran, human trafficking, the future of the US military, and many other topics.

## SCIENCE OFFERINGS:

### 3090 PHYSICS AND CHEMISTRY OF THE UNIVERSE (1 credit)

*(Juniors, blocked)* This course will present the chronological formation of the universe through the lens of physics and chemistry. In addition, the course will cover current events to incorporate new findings. Topics will include the standard model, nuclear fusion, star cycles, black holes, dark matter, dark energy, and more. Students will get the opportunity to analyze theories such as multiverses, parallel universes, singularity, life beyond the solar system, and more. The material will be learned through project-based learning, with an emphasis on the following skills: analysis, synthesis, collaboration, research, and expression.

### 3085 ENVIRONMENTAL SCIENCE (1 credit)

*(Seniors, blocked)* This course serves as an introduction to and covers broad aspects of environmental science. It is a course in which students will use scientific inquiry to pose questions, seek answers and design solutions for environmental issues. Specifically, this course examines the risks associated with growth in a developing world; environmental impact of population growth on natural resources; mineral and resource extraction; water resource uses; and renewable and non-renewable sources for power generation. Emphasis is placed on a holistic approach to environmental science using laboratory exercises, field work, environmental surveys, and class discussions to reinforce scientific principles.

**Students who spend their junior year in the LIFE School are not bound by the Science Department's pillars policy.**

## INTERDISCIPLINARY COURSE OFFERINGS:

### 3030 INTERNSHIPS (1/4 credit juniors, 1/2 credit seniors)

One of the defining experiences for LIFE students is the internship. Juniors and seniors have worked at the following sites: Jacob Burns Film Center, Epidavros Day Spa, Jean-Jacques, Melody Lane Recording Studio, Michelle Danielle, Amadeus Conservatory of Music, Robert E. Bell School, NCCT, Pleasantville Animal Hospital, The Knitting Factory, Mt. Kisco Daycare, Saw Mill Fitness Club, Federated Conservationists of Westchester, CCM Marketing Inc., Mt. Kisco Seafood, Chappaqua Historical Society, Shauna Mosseri, Architect, Teatown Nature Preserve, Axial Theatre, Office of Assemblyman Adam Bradley.

### **SENIORS TAKE NOTE:**

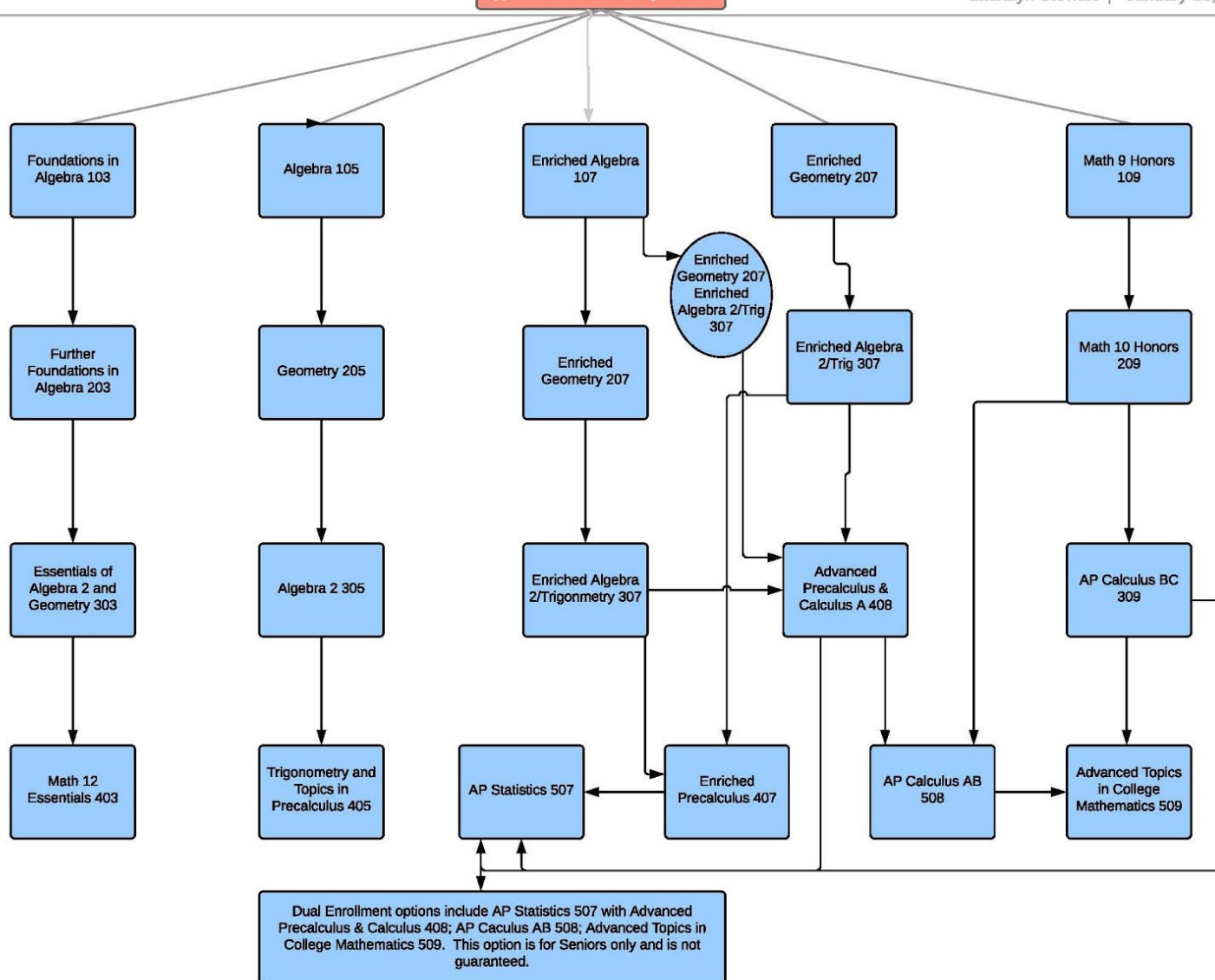
Seniors will be released from their LIFE School classes during the 4<sup>th</sup> quarter to complete their internships. They will report to school once a cycle to meet with their mentor and will spend the rest of the cycle at their internship. To ensure a schedule that allows for this flexibility, **ALL SENIORS MUST ENROLL IN ECONOMICS AND WRITING COMMUNICATIONS.**



# MATHEMATICS

## Typical Math Course Progressions

Lauralyn Stewart | January 18, 2018



Students will participate in an appropriate math course based on teacher recommendation and the previous year's performance. Students may also choose computer science courses. Students new to the district will be placed based on consultation with their counselor and the math department chair, as well as on the results of a placement test. All MATHEMATICS courses require the use of a TI-84+ graphing calculator (a TI-84+ CE is strongly recommended). Calculators that include algebra systems (such as the TI-89 and TI-Nspire CAS) are not permitted. Almost all students purchase their own calculators; the math department will loan a graphing calculator to any student who requests one, free of charge, as long as it is returned in its original condition at the end of the school year.

### SAT SUBJECT TEST INFORMATION:

It is recommended that students electing to take SAT II Exams do so as follows:

Level I: Spring of Math 4307, November of Math 4209, January of Math 4405

Level II: Spring of Math 4408, Spring of Math 4209

**MATH DEPARTMENT PLACEMENT AND GRADE TRANSFER POLICY:**

Initial course recommendations are made in January based on 1st semester grades. Eighth grade recommendations are made by the middle school math teachers. For 9th, 10th, and 11th grade students, recommendations are made by the high school math teacher. If a student is interested in taking a course other than the one recommended by the teacher, the student should discuss the change with their counselor and current math teacher. Counselors will make the course change for the student if it is appropriate and follows the course sequence. Please note that summer school and online courses cannot be used to satisfy course prerequisites (except in the case of a student who failed a previous math course).

**Grade 10 Alternate Pathway for Acceleration:**

An alternate pathway exists for acceleration in Mathematics for those students who are 10<sup>th</sup> graders in September, 2018 and wish to concurrently take both Math 4207 and Math 4307 in tenth grade. Student candidates must submit an application and meet all of the following eligibility criteria: at least a 97% average in Math 4107 in 9<sup>th</sup> grade, a positive teacher recommendation, and a qualifying result on a placement exam to be administered during final exam week at the end of June (exact date to be determined).

**GUIDELINES FOR APPROPRIATE MATH PLACEMENT**

In *italics*, immediately below each course title, is a description designed to help students and parents determine the suitability of a particular course based upon the student's math history.

**MATHEMATICS COURSES****4103 FOUNDATIONS IN ALGEBRA** (1 credit)

*(Prerequisite: 8th grade teacher recommendation)* This is the first course in what is typically a two-year program of study culminating in the Common Core Algebra Regents exam. This course covers the first portion of the NYS Common Core Algebra curriculum. There is a departmental final exam in June. Preparation for the Common Core Algebra Regents exam is also a focus.

**4105 ALGEBRA** (1 credit)

*(Historically, students who are successful in this course receive their prior teacher's recommendation, an average of at least 85 in 8<sup>th</sup> grade math and at least a 2 on the 8<sup>th</sup> grade math assessment.)* This course covers the NY State Common Core Algebra curriculum. Topics include: the real number system, problem solving, percentages, signed numbers, rational expressions, solving and graphing linear equations, solving and graphing inequalities, solving and graphing systems of equations, a thorough study of functions including square root and exponential functions, factoring, solving quadratic equations, an introduction to statistics including univariate plots, scatter plots, linear regression, and correlation coefficient, arithmetic and geometric sequences, and geometry topics such as area, perimeter, and volume. Students will take the New York State Common Core Algebra Regents exam in June.

**4107 ENRICHED ALGEBRA** (1 credit)

*(Historically, students who are successful in this course receive their prior teacher's recommendation, an average of at least 85 in 8<sup>th</sup> grade math and at least a 3 on the 8<sup>th</sup> grade math assessment.)* This course covers an enriched version of the NY State Common Core Algebra curriculum. This class covers all of the topics in 4105 (see above) but with enriched content. Students will take the New York State Common Core Algebra Regents exam in June.

**4109 MATH 9 HONORS** (1 credit)

*(Historically, students who are successful in this course receive their prior teacher's recommendation including an average of at least 97 in 4107 OR teacher's recommendation, an average of at least 94 in 4107 and a qualifying score on a placement exam administered in late June.)* This fast-paced course covers the equivalent of Enriched Geometry **and** part of Enriched Algebra 2, as well as advanced topics from both courses. The course moves rapidly through a classical geometry curriculum with emphasis on proof. Logic proofs implementing laws of inference, coordinate geometry, circle geometry, similarity of figures, and problem-solving with geometry are included. Enriched Algebra 2 and advanced topics include: graphing quadratic relations (ellipse and hyperbola), synthetic division, remainder theorem, rational root theorem, absolute value equations and inequalities, quadratic inequalities, exponents and radicals, the complex number system, an introduction to functions and logarithms. A departmental final will be given in June.

**4203 FURTHER FOUNDATIONS IN ALGEBRA** (1 credit)

*(This course is designed solely for students who have successfully completed 4103.)* This course is a continuation of the Common Core Algebra curriculum that students started in 4103. Students will take the New York State Common Core Algebra Regents exam in June.

**4205 GEOMETRY** (1 credit)

*(Historically, students who are successful in this course have passed 4105 or 4107 as 9th graders.)* Topics of study include logic with proof using laws of inference and classical geometry (congruence, similarity and measurement) with some proof. An emphasis is put on reasoning from given conditions. Coordinate geometry, transformations, constructions, circles, triangles, quadrilaterals, and other polygons, and geometric problem-solving are also included. Algebra is infused throughout. A departmental final exam will be given in June.

**4207 ENRICHED GEOMETRY** (1 credit)

*(Historically, students who are successful in this course have achieved a grade of either 85 or better in 4107, or 98 or better in 4105.)* Topics of study include logic and geometry (congruence, similarity and measurement), with a strong emphasis on proof, logic and reasoning. Coordinate geometry, transformations, constructions, circles, triangles, quadrilaterals, and other polygons, and geometric problem-solving are also included. Rigorous algebra is infused throughout. A departmental final exam will be given in June.

**4209 MATH 10 HONORS** (1 credit)

*(Historically, students who are successful in this course receive a teacher recommendation AND 3.0 or better in 4109.)* This course covers an intensive and accelerated study of trigonometric functions with applications, an introduction to probability and combinatorics, complex numbers in trig form, polar graphing, polynomial, rational, logarithmic and exponential functions with an emphasis on graphing techniques and applications, sequences and series, induction, limits, differential and integral calculus with applications to graphing, optimization and area. A departmental final exam will be given in June.

**4303 ESSENTIALS OF ALGEBRA 2 AND GEOMETRY** (1 credit)

*(Historically, students who are successful in this course receive a teacher recommendation AND have passed 4203.)* Geometry & Algebra 2 will be studied. A departmental final exam may be given in June.

**4305 ALGEBRA 2** (1 credit)

*(Historically, students who are successful in this course receive a teacher recommendation AND have passed 4205.)* Topics of study include complex numbers, inequalities, radical and absolute value equations, polynomial, rational, exponential and logarithmic functions. A departmental final exam will be given in June.

**4307 ENRICHED ALGEBRA 2 & TRIGONOMETRY** (1 credit)

*(Historically, students who are successful in this course receive a teacher recommendation AND have passed either 4109 or achieved a grade of 3.0 or better in 4207.)* This is an enriched eleventh year course that studies advanced algebra and emphasizes trigonometry. Topics that are studied include operations with rational expressions, the complex number system, and continued study of functions with an in-depth look at exponential, logarithmic, and trigonometric functions including advanced graphing. An introduction to probability and combinatorics may be explored. A departmental final exam will be given in June.

**4309 ADVANCED PLACEMENT BC CALCULUS** (1 credit)

*(Historically, students who are successful in this course receive a teacher recommendation AND a grade of 3.0 or better in 4209.)* This course covers topics prescribed by the college board (overview available at <https://apstudent.collegeboard.org/apcourse/ap-calculus-bc>). Students must take the AP Examination in May. Traditionally, a mock AP is given and graded two weeks prior to the actual AP exam. After the AP Exam, a variety of college-level topics will be covered.

**4403 MATH 12 ESSENTIALS** (1 credit)

*(Historically, students who are successful in this course receive a teacher recommendation AND have passed 4303. This course is a terminating high school math course and may not be added to a student's schedule after October 15.)* Further topics of algebra 2, basic statistics, trigonometry, and pre-calculus (e.g., sequences and series, polynomial functions, voting theory, graph theory and optimization) may be studied. This course is intended to be a final course in our high school mathematics program.

**4405 TRIGONOMETRY & TOPICS IN PRE-CALCULUS** (1 credit)

*(Historically, students who are successful in this course receive a teacher recommendation and have passed 4305.)* The first semester will be a complete study of trigonometry including angles by rotation, graphs of all six trigonometric functions, trigonometric identities and their proof, solving trigonometric equations, triangle trigonometry, trigonometric formulas, and trigonometric inverse functions. The second semester will begin the study of pre-calculus. Topics will include polynomial and rational functions, exponential and logarithmic functions, conic sections, sequences, and series. A departmental final exam will be given in June.

**4407 ENRICHED PRE-CALCULUS** (1 credit)

*(Historically, students who are successful in this course receive a teacher recommendation and have passed 4307 or 4405.)* This course extends the study of polynomial, radical, exponential, and logarithmic functions with an emphasis on graphing techniques and quick sketching. Other topics studied include: complex numbers in trigonometric form and polar graphing, limits, continuity and differential calculus. A departmental final exam will be given in June.

**4408 ADVANCED PRE-CALCULUS & CALCULUS A** (1 credit)

*(Historically, students who are successful in this course receive a teacher recommendation and have achieved a grade of 3.0 or better in 4307.)* This course includes a further study of polynomial, rational, trigonometric, logarithmic, and exponential functions with an emphasis on graphing techniques and applications, complex numbers in trigonometric form, polar graphing series and sequences, limits and an introduction to differential and integral calculus with applications to graphing, optimization and area. A departmental final exam will be given in June.

**4507 AP STATISTICS** (1 credit)

*(Historically, students who are successful in this course receive a teacher recommendation and have passed 4407 or 4408. This course may not be added to a student's schedule after the end of the second cycle.)* This senior course treats all standard topics covered in a one semester college statistics course. Topics include exploring data, planning a study, probability, anticipating patterns, and statistical inference (including hypothesis testing and confidence intervals). All students must take the AP Examination offered in May. After the AP exam, a research project is required.

**4508 ADVANCED PLACEMENT AB CALCULUS** (1 credit)

*(Historically, students who are successful in this course receive a teacher recommendation and have passed either 4209 or achieved a grade of 3.0 or better in 4408. )* This course covers topics prescribed by the college board (overview available at <https://apstudent.collegeboard.org/apcourse/ap-calculus-ab>). Students must take the AP Examination in early May. Traditionally, a mock AP is given and graded two weeks prior to the actual AP exam in May. After the AP Exam, our study of college-level calculus continues.

**4509 ADVANCED TOPICS IN COLLEGE MATHEMATICS** (1 credit)

*(Historically, students who are successful in this course receive a teacher recommendation and have passed 4309 or 4508.)* Topics in differential equations and multivariable calculus will be studied. In addition, topics in discrete math, topology, number theory, history of math, and/or linear algebra will be studied. The course will culminate with a project including a presentation.

## COMPUTER SCIENCE COURSES

**4500 ROBOTICS** (1/2 credit) (NOT NCAA APPROVED)

*(Historically, students who are successful in this class have achieved a grade of 3.0 or better in 4107 or 4205. 10<sup>th</sup> grade status is required. Priority is given to upperclassmen.)* This course introduces students to the art of programming and problem solving using robotics with ARDUINO. Topics will also include web programming, computer engineering, and algorithms.

**4502 JAVA** (1/2 credit) (NOT NCAA APPROVED)

*(Historically, students who are successful in this class have achieved a grade of 3.0 or better in 4107 or 4205.)* This course introduces the student to object-oriented programming (OOP) in JAVA. Topics covered include: variable types, I/O, methods, objects, classes, parameters, one-dimensional arrays, strings, problem solving and good structured programming habits.

**4503 ADVANCED TOPICS IN COLLEGE COMPUTER SCIENCE** (1 credit) (NOT NCAA APPROVED)

*(Historically, students who are successful in this class have completed 4502 AND either 4305 or concurrently take 4307 including knowledge of sigma-notation and logarithms, plus a recommendation from 4502 teacher.)* This course is taught in the JAVA programming language. Topics include: object-oriented program design, design and implement a set of interacting classes, data structures (Arrays, ArrayLists, Stacks, Queues, Trees), analysis of algorithms, tree traversals, hash tables, sorts, hardware, software, responsible use of computer systems. Students will have the option to take the Computer Science Advanced Placement Examination in May.



# Performing Arts

## MUSIC

The Music Department encourages all students to explore and develop their musical talents and interests to the fullest. There are courses and performing groups for the music novice, as well as offerings for more experienced musicians.

### FULL YEAR COURSES

#### **5080 CHORUS** (1 credit)

*(Incoming freshmen are especially encouraged to take Chorus.)* Chorus is open to everyone who enjoys singing. This mixed ensemble performs challenging choral literature from many different cultures and styles. There are approximately 4 to 6 performances annually, including a Major Work concert. Rotations are required. Chorus is the foundation of the vocal music program at Greeley.

#### **5005 MADRIGAL CHOIR** (1/2 credit for full year)

Madrigal Choir consists of 16 to 20 students chosen from the Chorus by audition. This a cappella ensemble sings challenging music chosen primarily from the Renaissance period. There are 4 to 6 concerts annually, as well as performances throughout the community.

#### **5010 VOCAL LITERATURE/SIGHT-SINGING** (1/4 credit for full year)

Vocal Literature is open to all members of the Chorus. Students meet in small groups after school and work on solos, duets, and/or small ensemble pieces. These pieces are performed during recitals throughout the year and at adjudicated festivals. The musical literature ranges from classical to challenging arrangements of Broadway and standard popular music. Students will also learn the basics of sight-singing in individual and small group settings.

#### **5077 NINTH GRADE STRING ORCHESTRA** (1 credit)

This ensemble offers 9<sup>th</sup> grade students who play string instruments the opportunity to perform outstanding string orchestra literature encompassing many styles and periods. It is an active performing group concentrating on ensemble playing, technique and preparing a strong musical foundation for the Symphony Orchestra. All students will automatically be members of the Symphony Orchestra in their sophomore year. Rotations are required.

#### **5075 SYMPHONY ORCHESTRA** (1 credit)

This ensemble is organized to provide opportunities to instrumentalists in an orchestral setting. It is open to all 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade string players and auditioned 10<sup>th</sup> -12<sup>th</sup> grade incoming woodwind, brass and percussion players. Accepted woodwind, brass and percussion players are required to participate concurrently in the Symphonic Band. The goal each year is to acquaint the student with as wide a range of orchestral literature and styles as possible, the best in music, and to perfect these pieces for public performance. There are four to six performances annually. Rotations are required.

#### **5015 CHAMBER ORCHESTRA** (1/2 credit for full year)

Chamber Orchestra performs repertoire written for a smaller sized ensemble. The core of the group is a string orchestra, with selected winds and brass players added to complete the instrumentation. Instrumentalists must be currently enrolled in band or orchestra. Auditions are held in September.

#### **5020 SMALL INSTRUMENTAL ENSEMBLES** (1/4 credit for full year)

String, woodwind, brass and percussion ensembles may be formed from the larger ensembles. Small ensembles are coached and provided with opportunities to perform in our chamber music series.

**5065 CONCERT BAND** (1 credit)

This ensemble is for all 9<sup>th</sup> grade band musicians. All band students must have one year of Concert Band before progressing to the Symphonic Band. The Concert Band offers the opportunity to perform outstanding band literature encompassing many styles and periods. There are two public performances each year in addition to performances at school and community functions.

**5070 SYMPHONIC BAND** (1 credit)

*(All band students who wish to perform in the Orchestra must audition for that group and be concurrently enrolled in both Symphonic Band and Orchestra upon acceptance.)* This ensemble is comprised of musicians who have had one year of Concert Band. The band performs outstanding band literature encompassing many styles and periods. There are two public performances each year, in addition to performances at school and community functions.

**5025 STAGE BAND** (1/2 credit for full year)

The Stage Band is based on the instrumentation of the traditional Big Band. They perform swing, blues, be-bop, and fusion pieces by composers such as Duke Ellington, Count Basie and Thelonius Monk. The group performs at many school and community functions. It is open to current members of the Concert or Symphonic Band. Rehearsals are held one evening per week. *Admission by audition only.*

**5000 ROTATIONS** (music clinics)

Rotations are required for all students involved in major performing organizations. Rotations are small group lessons scheduled during a student's available time. Those students who are in two ensembles alternate rotations between the two groups.

**5088 CHORUS/SYMPHONIC BAND** (1 credit)**5095 CHORUS/SYMPHONY ORCHESTRA** (1 credit)**5085 SYMPHONIC BAND/SYMPHONY ORCHESTRA** (1 credit)

Open to all auditioned woodwind, brass and percussion players.

**5030 ADVANCED PLACEMENT MUSIC THEORY** (1 credit)

*(Prerequisite: Music Theory or permission of instructors.)* The primary purpose of the Advanced Placement course in Music Theory is to develop students' abilities to recognize and understand the tonal-rhythmic nature of music that is heard or read in score. The course will provide a thorough grounding in the following: fundamental terminology and notational skills, elementary composition, visual analysis, and aural skills. The AP Examination in Music Theory will test the student's understanding of musical structure and compositional procedures.

**5035 WOMEN'S ENSEMBLE/MEN'S ENSEMBLE** (1/4 credit for full year)

*(Incoming freshmen are especially encouraged to audition for these ensembles.)* These select choral groups are chosen from the Chorus by audition in September. They perform challenging arrangements of both pop and classical music, often a cappella. There are public concerts scheduled during the year.

## SEMESTER COURSES

**5040 MUSIC THEORY** (1/2 credit)

Learn how to read music and play chords on the piano. Learn skills you will need to compose music and arrange songs for your ensemble, band, or a cappella group. Working with a piano keyboard in class, you'll move quickly from a review of the basics of reading music to your own creative projects. Ear training (learning to hear and identify intervals and chords) and sight reading are an integral part of the class. Music Theory is strongly recommended for all Band, Chorus and Orchestra students, as well as those who create their own music outside of school. It is a prerequisite for AP Music Theory.

**5055(F)/5057(S) ELECTRONIC MUSIC COMPOSITION** (1/2 credit)

Students create original compositions using Logic Pro X. Projects include podcasts, movie soundtracks, dance mixes and a cappella arrangements. Basic piano skills are taught in class. No prior musical knowledge is necessary.

**5058 ADVANCED ELECTRONIC MUSIC COMPOSITION** (1/2 credit)

Advanced Electronic Music Composition is the follow-up course to Electronic Music. Students will explore more sophisticated methods of music composition, and work collaboratively on projects using a variety of software composition programs.

**5050 PEP BAND (F)** (1/4 credit, first semester)

*(Incoming freshmen are urged to join.)* The Pep Band performs at all Greeley Varsity Football games during the fall. The band rehearses twice a week during football season and its flexible scheduling can accommodate those students who are also in a fall sport. The pep band is comprised of woodwind and brass players in addition to electric bass, drum set and guitar. There are no audition requirements, just a desire to play rock classics, jazz styles and cheers to lead the team on! Free food is provided for all band members at the games.

**5060 HISTORY OF MUSIC** (1/2 credit)

This course will take an in-depth study of the development of Western Music through the ages. The course will emphasize key social and historical influences that developed and shaped the growth of music. The class will concentrate on text readings and listening to many musical examples to illustrate the growth of Western Music. Additional out-of-class listening assignments will be included to enhance the scope of the music listening experience.

**5230 MUSICAL THEATRE** (1/2 credit)

What do directors look for when casting musicals? What kind of song should you prepare for an audition? How can you turn your great story idea into a musical? All of these topics will be covered in Musical Theatre. By the end of this class, you will have performed at least two new audition pieces for the class, attended a Broadway musical together, and written an outline for your own original musical. Through class discussion, videos and live performances, you will gain a rich understanding of the development of American Musical Theatre.



## THEATRE & SPEECH

The Theatre and Speech Department encourages all students to develop their interest and potential to the fullest. All courses provide a safe environment for students to explore their creativity and take artistic/performance-based risks with their peers. Several courses are offered and courses with an asterisk (\*) may be repeated for credit.

All theatre courses fulfill the New York State arts requirement. All courses meet three out of six days except Theatre Repertory Company which meets four out of six. It is *strongly* suggested that a student choose Acting I or Stagecraft as his/her first course in Theatre. (There is a prerequisite requirement *and* audition required for the Theatre Repertory Company.)

Speech Communication is recommended for all students to improve their speaking/listening ability for both high school and college preparation. All students should try to schedule Speech Communication some time in their four years at Greeley. Learning to effectively communicate is an essential lifetime skill.

### FULL YEAR COURSES

#### **5200 THEATRE REPERTORY COMPANY\* (1 credit)**

(Open to students who have taken two semesters of other theatre courses.) This course is for the talented and dedicated theatre student who wishes to act in a variety of productions staged and rehearsed during the class meetings. A number of challenging plays will be staged throughout the year for public performance, including classics, one-acts, and experimental pieces. **AN AUDITION IS ALSO REQUIRED.**

#### **9600 THEATRICAL DESIGN (1 credit)**

(Prerequisite: Visual Dynamics, interview with instructor; Grade: 10, 11, 12.)

Introduction to **design for the theatre**, allowing advanced students the opportunity to explore and develop the aesthetic fundamentals of Scenic, Lighting, Costume, and Sound design presentation. Study will include: history, theory, the development and practice of the design process, methods of visual rendering and model-making, and the nature of the collaborative environment in the Theatre, Visual, Performing, Fashion, and Film/TV Arts. This year-long course will work closely with Repertory Theatre, sharing theatrical texts as the basis for design, presentation, critique, and collaboration.

### SEMESTER COURSES

#### **5205(F)/5207(S) ACTING I (1/2 credit)**

These courses are for all students who want to act, from the beginning student who has never been on stage, to the student with considerable experience. Appropriate assignments will be given according to the student's experience in acting. ACTING I will focus on improving the actor's instrument.

#### **5223(F)/5222(S) ACTING 234 (1/2 credit)**

These courses are for all students who want to act, from the beginning student who has never been on stage, to the student with considerable experience. Appropriate assignments will be given according to the student's experience in acting. ACTING II-IV will focus on styles of acting and characterization. All courses will offer numerous classroom performance opportunities including acting exercises, monologues, and scenes.

#### **5240 SPEECH COMMUNICATION (1/2 credit)**

(Open to all.)

This course will help the student feel more comfortable when he/she is called upon to speak in front of people. Students learn to communicate verbally and non-verbally and gain practical experience in a variety of different speaking situations. They have the opportunity to give several speeches in class for practice. Finally, some attention will be given to helping the student improve his/her speaking voice.

**5225(F)/5227(S) STAGECRAFT\*** (1/2 credit)

This class gives the student background in the many areas of technical theatre and backstage work. The student learns about set design and construction, lighting, sound, props, costumes and makeup. **Classes will meet every Thursday after school in the auditorium in addition to frequent Saturday meetings. THIS IS AN AFTER SCHOOL CLASS AND STUDENTS MUST COMPLETE LAB HOURS FOR ACTUAL PRODUCTIONS OUTSIDE OF CLASS. YOU MUST BE FREE TO WORK AFTER SCHOOL AND WEEKENDS MUCH OF THE TIME.**

**5230 MUSICAL THEATRE** (1/2 credit)

What do directors look for when casting musicals? What kind of song should you prepare for an audition? How can you turn your great story idea into a musical? All of these topics will be covered in Musical Theatre. By the end of this class, you will have performed at least two new audition pieces for the class, attended a Broadway musical together, and written an outline for your own original musical. Through class discussion, videos and live performances, you will gain a rich understanding of the development of American Musical Theatre.

**5235 PLAYWRITING AND DIRECTING WORKSHOP\*** (1/2 credit)

*(This class is open to students in grades 10-12.)* Students in this class will have the opportunity to work on techniques of playwriting and/or directing. Playwriting students will study various techniques and be expected to produce original or adapted material. Directing students will study the art of play direction and have the opportunity to stage their work for public performance. *All students interested in playwriting or directing for the Spring Festival must be enrolled in this course.* Classes will meet from 2:45 - 3:45 PM every Friday in the Chorus Room. **THIS IS AN AFTER SCHOOL CLASS WITH MOST OF THE LAB HOURS COMPLETED OUTSIDE OF SCHOOL AND WEEKENDS.**

**5245(F)/5247(S) THEATRE HISTORY – ANCIENT GREECE THROUGH ELIZABETHAN ENGLAND** (1/2 credit)

*(This class is open to students in grades 9-12.)* This course is intended for the student with a deep interest in theatre and how the theatre has reflected and inspired social change over the last 3,000 years. Through lectures, readings, group discussions and projects, students will trace the progress of drama from Aeschylus to Shakespeare and his contemporaries. Although not a performance-based class, students will have opportunities to perform in class through projects and staged readings.

**State Graduation Requirements: 1 credit of the Arts****School Day Electives in Music:**

- Concert Band
- 9<sup>th</sup> Grade String Orchestra
- Chorus
- Symphonic Band
- Symphony Orchestra
- Music Theory
- AP Music Theory
- Music History
- Electronic Music Composition
- Advanced Electronic Music Composition
- Musical Theatre

**School Day Electives in Theatre:**

- Acting
- Speech/Communication
- Theatre Repertory
- Musical Theatre
- Theatre History
- Theatrical Design

**After School Electives in Music:**

- Pep Band
- Stage Band
- Chamber Orchestra
- Madrigal Choir
- Women's Ensemble
- Small Ensembles

**After School Electives in Theatre:**

- Stagecraft
- Playwriting/Directing

**Additional After School Opportunities in Theatre (Auditions will be posted on the Theatre website throughout the year):**

- Fall Musical
- Winter Play
- Spring Play
- Spring Festival



## ■ PHYSICAL EDUCATION

All students are required to take 5 semesters of physical education as follows:

GRADE	COURSE	REQUIREMENTS ~ SEMESTER	
9	9th grade Physical Education	2 semesters	¼ credit each
10	Physical Education Elective	1 semester	½ credit
11	Physical Education Elective	1 semester	½ credit
12	Lifetime Skills*	1 semester	½ credit

**\*NOTE:** CPR certificate is a graduation requirement. This requirement will be met as part of the Lifetime Skills Course.

1. The first scheduled physical education course must be 9th grade physical education.
2. After the 9th grade year, students must take 1 semester of physical education each year.
3. Students in grades 10 and 11 may choose any two of the electives listed below.
4. The Lifetime Skills course will be scheduled during the student's 12th grade year.

*Current research has demonstrated that being physically fit and active is of utmost importance in order to live a healthy life. Physical education can improve academic performance, self-discipline, judgment and goal setting. Therefore, a variety of activities will be offered to provide the Horace Greeley student with enriching experiences to achieve this goal.*

### 9<sup>th</sup> GRADE PHYSICAL EDUCATION (required) Available for Incoming Freshmen

**3500(F)/3502(S)** The course of study includes concepts of health-related fitness and skill-related fitness. Students will be introduced to the fitness center and will be taught proper mechanics. Students will participate in individual, dual and team sports and group decision making. It is expected that students will achieve a selected norm level in physical fitness and motor skills tests.

### PHYSICAL EDUCATION ELECTIVE COURSES (Grades 10 and 11)

Students in grade 10 and 11 may select any two of the following elective courses:

#### 3505 TEAM AND INDIVIDUAL SPORTS

This course is designed for students to participate in lifelong physical activities and will be suitable for maintaining a health enhancing level of fitness. The performance standard for these activities is the development of the skills needed to engage in the game/sport/or task successfully. The skills required may not include all possible skills related to the game, rather those necessary for full participation within the standard rules of the game. In addition, students should show their ability to play strategically, to play in accordance with the most important rules, and to play so that all involved have a positive experience. The activities will include both individual and team sports.

#### 3520 FITNESS CONCEPTS

This course will meet in the fitness center and address fundamental health-related fitness: Cardiovascular Fitness, Muscular Strength and Endurance, Flexibility and Body Composition. Students will be instructed in protocols to set up a personal fitness program. Students will participate and assess themselves throughout the course.

#### 3525 YOGA, CORE AND MORE

This course is designed to help students achieve overall fitness regardless of a student's fitness level. The goal is to also decrease stress through a variety of activities including: Yoga, Pilates, walking, core workouts and the use of an online library of workout videos in a non-competitive environment.

**3515 GAMES**

Games emphasizes participation, challenge and fun coupled with a healthy spirit of competition and a winning spirit within the various Funball games. This class will include many new and alternative games, along with some twists on old games. Sportsmanship and honor are key components of this course. Students will be given the opportunity to express what they have learned by changing or modifying an existing game of their choice or developing a new game.

**3535 WALKING FOR LIFE (formerly Meditation)**

This physical education class focuses on walking for fitness, but also tries to cultivate a sense of mindfulness and relaxation for all the students involved. Studies have shown that walking just 20 minutes a day can have positive effects on one's cardiovascular health, immune system and general overall well being. The first half of the class will start with a brisk walk around the gym or track; pedometers may be used to track one's distance. Following the walk, a focus on relaxation breathing and mindfulness will take place.

**3540 BACKYARD GAMES**

This course is designed for students to participate in lifelong physical activities and will be suitable for maintaining a health enhancing level of fitness. The performance standard for these activities is the development of the skills needed to engage in common backyard games successfully. The skills required may not include all possible skills related to the game, rather those necessary for full participation within the standard rules of the game. In addition, students should show their ability to play strategically, to play in accordance with the most important rules, and to play so that all involved have a positive experience. Social skills will be emphasized to be successful with problem solving, collaboration, and general sportsmanship.

**3530 LIFETIME SKILLS (Grade 12 required)**

Students will be required to demonstrate skills and knowledge necessary to achieve, maintain, or improve components of health-related physical fitness. Emphasis will be placed on the following areas: cardiovascular fitness, muscular strength, muscular endurance and flexibility through hands-on labs. The Community CPR component of this course is designed to teach students what they can do to try to reduce deaths from cardiovascular disease and childhood injury, along with techniques to deal with respiratory and cardiac emergencies.

## SCIENCE

Science offerings at Greeley are intended to satisfy a wide range of interests and abilities. The science department strongly encourages students to take 4 years of science. *Students are required to take a one credit course in 3 out of the 5 course categories listed below. The department encourages students to take at least one course in 4 out of the 5 categories of courses.*

### Science Course Offerings

Earth Science	Biology	Chemistry	Physics	Applied Sciences
Regents Earth Science	Regents Living Environment	Regents Chemistry A	Physics	AP Environmental Science
SUPA Earth Systems	AP Biology	Chemistry B	AP Physics 1	NEUROSCIENCE: The Brain, Biology, and Behavior
		AP Chemistry	AP Physics C	SUPA Forensics
				Technology and Design Integration - Maker Course
				Introduction to Engineering and Design (0.5 cr, science elective)

*Research is an additional elective that is a three-year sequence beginning in sophomore year. Admission is by competitive application only.*

### GENERAL REQUIREMENTS

1. For all students, the minimum requirements for graduation are successful completion of courses in 3 out of the following 5 categories, and passing at least one Regents science exam:

- Earth Science (Regents exam)
- Biology (Regents exam)
- Chemistry (Regents exam)
- Physics (no Regents exam)
- Applied Sciences (no Regents exam)

2. Juniors are encouraged to take a course in one of the categories for which they have not yet taken a course, satisfying their graduation requirement. Any junior wishing to take an AP Course, subject to availability, may request an AP course in accordance with the following if they have completed both Living Environment and one Physical Science: Earth Science, Chemistry or Physics.

- It is recommended that students who requests 1 AP course alone or with a non-AP science course have at least a 3.0 in their 2 prior science classes.
- It is recommended that a student who requests 2 AP courses have a 4.0 in both previous science courses.

3. Seniors are guaranteed admission to any one science course for which they qualify. They may request a second science

course, subject to availability. Specific prerequisites for courses are listed below with each course description.

4. Second science requests are filled based upon seniority and availability.

Course prerequisites:

<b>COURSES OFFERED</b>	<b>PREREQUISITES</b>
Regents Earth Science	Open to students in all grades.
Regents Living Environment	Open to students in all grades.
Regents Chemistry A	One Regents Level Science class.
Chemistry B	One Regents Level Science class.
Physics	One Science class and completion of Math 4105.
Technology and Design Integration (Maker Course)	Open to students in 10th, 11th and 12th grade.
Introduction to Engineering and Design	Open to students in all grades (one semester class).
SUPA Earth Systems	Open to students in 11 <sup>th</sup> and 12 <sup>th</sup> grade.
SUPA Forensics	Open to 12 <sup>th</sup> graders only.
AP Physics 1	Completion of Math 4209 (Math 10 Honors) or Math 4307 (Enriched Algebra 2 and Trig).
AP Physics C	AP Physics 1 and Co-requisite AB or BC Calculus.
AP Biology	Living Environment and Chemistry A. It is recommended that students have a grade of at least a 3.0 in Living Environment and Chemistry A.
AP Chemistry	Chemistry A, a second pillar science course, and Math 4307-Enriched Algebra 2 & Trigonometry. It is recommended that students have a grade of at least a 3.0 in Chemistry A.
AP Environmental	Open to 12th graders only. Completion of 3 science courses. It is recommended that students have a grade of at least a 3.0 in 2 of the 3 science courses taken before AP Environmental Science and have no grade lower than a 2.5 in any science course.
Neuroscience: The Brain, Biology, and Behavior	Open to 12th graders only. Completion of 3 science courses.



## SCIENCE COURSES

### 6000 REGENTS EARTH SCIENCE (1 credit)

*Open to all students in all grades.* This is a course of study designed to engage students in investigating their world and integrating scientific principles. Students will gain new understanding of the world around them and the processes of change. Topics will include meteorology, plate tectonics, geology, astronomy, laboratory research and geologic history. Students will choose and implement a long-term project during the third quarter and participate in an "Earth Science Project Night" for the community. One field trip to a geologic site will be taken during the year. Students are required to take the Regents Exam as their final exam. This course provides a strong foundation for Chemistry, Physics, SUPA Earth Systems, AP Environmental Science, as well as a strong background for the ACT content portion of Earth/Space Science.

### 6005 REGENTS LIVING ENVIRONMENT (1 credit)

This Regents course will include the significant themes and elements of the curriculum of the State Education Department, but is not limited to them. Topics will include biochemistry, structure and processes of cells and organisms, reproduction and development, heredity, evolution, and ecology. Frequent lab work will stress the design and implementation of the experimental process, with required written reports. Successful completion of the laboratory requirements is required. Students are required to take the Regents exam as their final exam. This course is required for admission to AP Biology.

### 6010 REGENTS CHEMISTRY A (1 credit)

*(Prerequisite: One Regents-level science course)*

This course follows the curriculum described by both the State Education Department and the College Board. Topics of study include atomic structure, chemical bonding, chemical periodicity, acids and bases, equilibrium, oxidation/reduction and electrochemistry, nuclear chemistry, and topics of organic chemistry. Students are prepared, but are not required, to take the SAT Subject Test in Chemistry. Successful completion of the laboratory requirement is required for course credit. Students are required to take the Regents exam as their final exam. This course is designed for the more mathematically oriented science student. This course is a prerequisite for AP Chemistry. It is strongly recommended for AP Biology.

### 6015 CHEMISTRY B (1 credit)

*(Prerequisite: One Regents-level science course)*

This is an introductory chemistry course which allows students to explore chemistry and its relevance to our world. Practical and real world applications will be stressed throughout the year. This course will cover most of the topics typically included in an introductory high school chemistry class. The following skills will be used and practiced throughout the year: laboratory, critical thinking, cooperative learning, and self-direction towards course learning goals. This class ends with a performance assessment as the final exam. The Regents exam is optional.

### 6020 PHYSICS (1 credit)

*(Science Prerequisite: One science course; Math Prerequisite: Completion of Math 4105)* A project-based mathematical course in the science of matter-energy relationships; units of study include Mechanics (the mathematical study of motion), Energy, Electromagnetism, Waves, as well as optional topics as time permits. A local exam will be given as the final.

### 6003 INTRODUCTION TO ENGINEERING AND DESIGN (.5 Elective Credits)

*Open to students in all grades.* This semester long course covers Computer Aid Design (CAD), basic electrical engineering, an introduction to robotics, basic programming, and the design process. This course prepares, but is not a prerequisite for further studies in engineering and computer science and the Greeley classes of: Java, Robotics, Computer Science, and Technology and Design Integration.

### 6034 TECHNOLOGY AND DESIGN INTEGRATION (MAKER COURSE) (1 credit)

*Open to students in 10th, 11th and 12th grade.* The first semester of the course is a survey of design, building techniques and technologies. Students will have an introduction to Adobe Illustrator and Autodesk 123D for drawing in 2D and 3D, building using hand tools, 3D printers and laser cutters, and electronics and programming using Arduino for automated control of projects. During the second semester, students will plan and carry out an individual project, during which they are expected to teach themselves a skill or a topic of their choosing. The project will culminate in a public presentation of student work. Throughout the course, a project design cycle will encourage students to develop self-reliance, creativity, communication skills, teamwork and flexibility.

## ADVANCED SCIENCE COURSES

### 6035 ADVANCED PLACEMENT BIOLOGY (1 credit)

*(Prerequisites: Completion of Living Environment and Chemistry A. It is recommended that students have a grade of at least a 3.0 in Living Environment and Chemistry A.)* This fast-paced college level course covers an in-depth examination of biochemical, cellular, molecular, organismic, and ecological concepts, with a focus on evolution as a connecting theme throughout the year. Recent advances in the field of biology have occurred at the molecular level, which means that there is a strong emphasis on molecular biology. Emphasis is placed on the Four Big Ideas as outlined in the AP curriculum by the College Board. Laboratory work is based on the AP guidelines of suggested labs, and emphasizes design, technique, data collection, and data analysis. The Advanced Placement Examination in Biology at the beginning of May is required to receive course credit. Text: **Biology**, 9<sup>th</sup> Edition, Campbell and Reece.

### 6040 ADVANCED PLACEMENT CHEMISTRY (1 credit)

*(Prerequisites: Completion of Chemistry A, a second pillar science course, and Math 4307-Enriched Algebra 2 & Trigonometry. It is recommended that students have a grade of at least a 3.0 in Chemistry A.)* This course is the equivalent of a chemistry course taken in the first year of college. Topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, and the basic concepts of thermodynamics will be considered in depth. The class will be presented in a problem-solving, laboratory-based context. Emphasis will be placed on the mastery of chemical calculations and the mathematical formulation of chemical principles. This course will progress at a rapid pace and will require a substantial individual effort on the part of the student. Students will be provided with a comprehensive review, summer assignment before starting the course in September. The Advanced Placement Examination is required for the successful completion of the course. Text: **Chemistry**, 9th Edition, Steven S. Zumdahl: Houghton/Mifflin.

### 6047 ADVANCED PLACEMENT PHYSICS 1 (1 credit)

*(Math Prerequisite: Completion of Math 4209 [Math 10 Honors] or 4307 [Enriched Algebra 2 and Trig.])* This AP curriculum focuses on mechanics and electric circuits, which requires a thorough understanding of algebra and trigonometry. The course will move at a rapid pace and require a substantial time commitment on the part of the student. The Advanced Placement exam is required for the successful completion of the course. Topics include: linear and rotational mechanics, energy, charge, electric circuits and waves. Text: **Physics**, 6<sup>th</sup> Edition, Wilson.

### 6050 ADVANCED PLACEMENT PHYSICS C: MECHANICS, ELECTRICITY AND MAGNETISM (1 credit)

*(Prerequisite: AP Physics 1; Math Co-requisite: Calculus AB or BC)* This course is open to students who have completed AP Physics 1. It is a calculus-based course following the standard curriculum for first-year college physics and engineering students, involving one semester of mechanics topics and one semester of electricity and magnetism topics. Following the AP exam in May, students will be introduced to physical computing using Arduino microprocessor boards. The AP exam is required for successful completion of the course. Text: **Physics for Scientists & Engineers**, 5<sup>th</sup> Edition, Tipler & Mosca: W.H. Freeman.

### 6060 NEUROSCIENCE: THE BRAIN, BIOLOGY, AND BEHAVIOR (1 credit)

*(Prerequisite: Open to 12th graders only. Completion of 3 science courses.)* Neuroscience is an emerging field in science that focuses on studying the brain and nervous system. Neuroscience integrates many different areas of study - biology, chemistry, physics, psychology, computer science and math to name a few. This course will have an interdisciplinary approach dealing with the connections between biology and psychology. It will focus on the role the human brain plays in our behavior. Various aspects of human biology, genetics, evolution, psychological perspectives, and research methods will be discussed as we explore topics like human development, sensation and perception, learning, cognition, memory, conscious experience, motivation, emotional response, and social interactions. In addition, we will explore what happens when the body and brain do not function as intended, how the body changes under stress, and possible results of these problems (i.e disease and/or disorders) and how these impact human behavior.

### 6055 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (1 credit)

*(Prerequisites: Open to 12th graders only. Completion of 3 science courses. It is recommended that students have a grade of at least a 3.0 in 2 of the 3 science courses taken before AP Environmental Science and have no grade lower than a 2.5 in any science course.)* This course will provide students with the scientific principles, concepts and methodologies required to understand the inter-relationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Students get experiences with active reading skills that practice identifying claims, evidence and counter

arguments for scientific research. A strong laboratory and field investigation component will be included in this course. The Advanced Placement Examination is required for successful completion of this course. Text: **Environment: The Science Behind The Stories**, Withgott and Brennan: Pearson Publishers.

### **6085 SUPA (Syracuse University Project Advance) FORENSIC SCIENCE (1 credit)**

*(This course is open to seniors only.)* This course is intended to provide an introduction to understanding the science behind crime detection. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system, and this course will present a number of those methods that are relevant to crime detection and analysis. The course will emphasize the techniques used in evaluating physical evidence; laboratory exercises will include techniques commonly employed in forensic investigations. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass composition and fragmentation, fingerprints, soil comparisons, and arson investigations, among others. This is a college course offered through Syracuse University, and students paying the (discounted) fee for Syracuse University credit will receive a Syracuse University transcript. Successful completion of this course may earn students 4 credits from Syracuse. This course also provides a strong foundation for the ACT content portion of Earth/Space Science. Students may opt to take the course for high school credit and not as a SUPA course.

### **6090 SUPA (Syracuse University Project Advance) EARTH SYSTEM SCIENCE (1 credit)**

*(This course is open to juniors and seniors.)* This course is the equivalent to an introductory college level Earth Science Course. It is considered a prerequisite course for Earth and Environmental Studies in college. Students taking this course will gain an understanding of a Systems approach to understanding the Earth. Study will include atmospheric, oceanic and nutrient circulation, as well as the origin of earth, global changes over time, and continental landforms. The major goal of this course is to supply students with basic yet comprehensive information and focus on environmental issues as well as geology. This new approach to geology reflects a more integrated view toward the study of the Earth. This course will include and apply some basic arithmetic, algebra and geometry to earth science concepts. This is a college course offered through Syracuse University, and students paying the (discounted) fee for Syracuse University credit will receive a Syracuse University transcript. Successful completion of this course may earn students 4 credits from Syracuse. Students may opt to take the course for high school credit and not as a SUPA course.

## **SCIENCE RESEARCH PROGRAM**

These courses are open to students who have demonstrated outstanding ability and interest in science. They are taken in **addition** to the normal science sequences.

### **6064 INTRODUCTION TO SCIENCE RESEARCH (1 credit)**

This highly selective program is offered to motivated sophomores possessing keen interest in science. Application for admission is made mid-way through the freshman year. Students will learn a number of basic skills required to conduct science research. Students will pursue a topic of interest, and focus on that topic during the first year. The topics covered in the course include literary search techniques, oral and written presentation skills, problem-solving and experimental design. Students will be prepared to pursue independent research should they choose to continue in the advanced science research program. This course is optional and is taken in addition to the core science course in which students are enrolled. *Prerequisites:* 3.5 in a freshman science course; 3.0 in English; 3.0 in Math Enriched Algebra, Enriched Geometry or Math 10 Honors. Students will be required to submit an application which includes several essays. *Applications are available online on Greeley's website.* Enrollment is limited to **15 students per section**.

### **6070 SCIENCE RESEARCH (1 credit)**

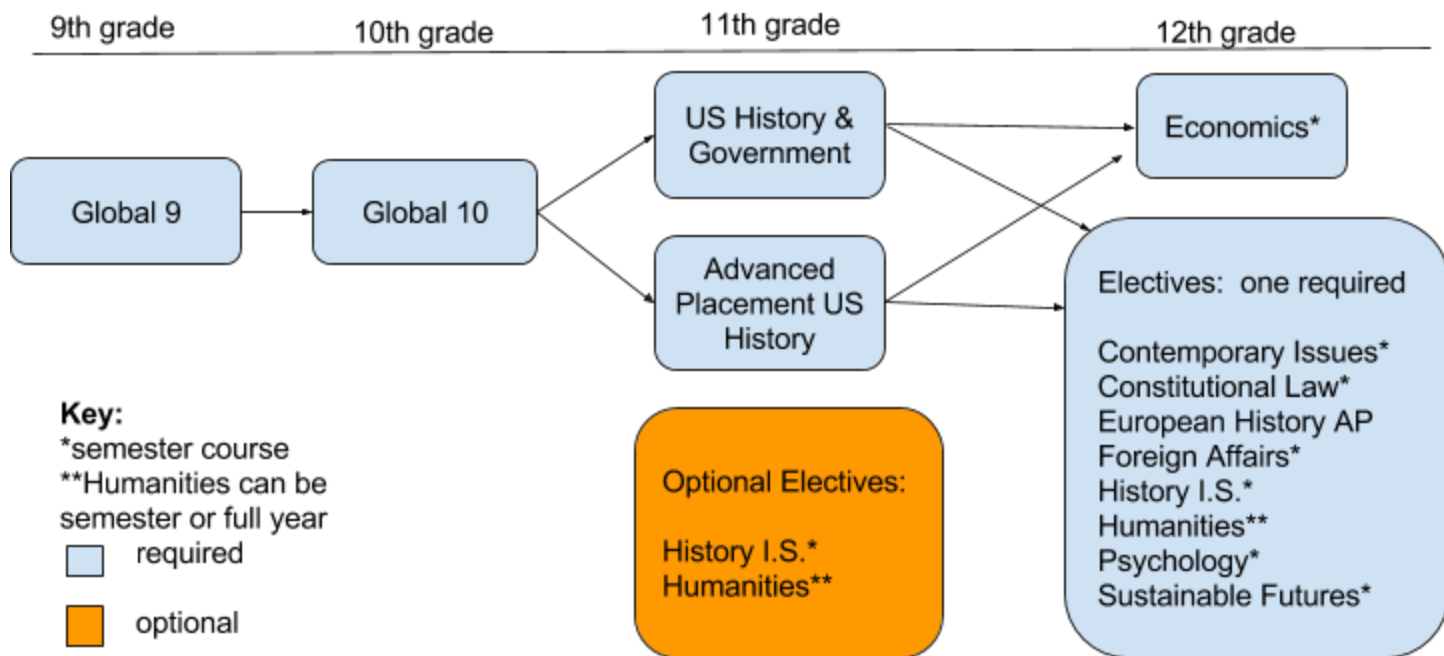
*(Prerequisites: Introduction to Science Research, a summer assignment.)* This course is intended for students who have completed the Introduction to Science Research course. It offers them the opportunity to work on an independent research project. Students are encouraged to work with mentors from the scientific community and are supervised by Greeley faculty. The intent is to prepare the students to design and implement an authentic scientific research project. Scheduled group (three classes a cycle) and individual meetings (during the school day but outside of class time) are required. Presentation of research will be required in poster format at the Horace Greeley High School Science Research Symposium in the spring. Students are required to work a minimum of three hours outside of scheduled class per week.

**6075 ADVANCED SCIENCE RESEARCH** (1 credit)

*(Prerequisite: Science Research. Students must complete all data collection prior to enrollment.)* Students in this course have the opportunity to complete their research. Students are required to submit their research papers and posters to local, regional, statewide and national competitions. Attendance at these competitions (JSHS and WESEF) is mandatory. A speaker presentation at the Horace Greeley High School Science Research Symposium in the spring is expected as well. Scheduled group (three classes a cycle) and individual meetings (during the school day but outside of class time) are required. Students are required to work a minimum of three hours a week outside of class, with mentors and/or faculty advisors to complete their research and to prepare their project for presentation.

## SOCIAL STUDIES

### SEQUENCE OF COURSES



Social Studies draws its material from history, the social sciences, the humanities and science. The goal of the Horace Greeley Social Studies program is to educate students to become informed and involved citizens of our democratic society and to prepare students to identify, analyze and work to solve the problems that face our increasingly diverse nation and interdependent world. Our program also seeks to teach skills essential to effective participation in the political and economic processes of our country including research, writing and speaking.

New York State requires all students to take four full years of Social Studies. Ninth and tenth graders take a two-year sequence in Global History and Geography followed by United States History & Government in eleventh grade in that order. Students who are in Advanced Placement United States History in 11<sup>th</sup> grade may substitute that course for United States History and Government. In 12th grade, students may choose from a variety of electives. One of the electives must be a semester of Economics, which is required by New York State. All of the other elective courses include a participation in a government project which is also required by New York State.

### THE THREE REQUIRED FULL YEAR COURSES

#### 7000 GLOBAL HISTORY & GEOGRAPHY 9 (1 credit)

This initial year of a two-year survey of world history spans from ancient history to the Enlightenment. Students explore themes such as the development of civilization, empires, golden ages, belief systems, cultural diffusion, and changes in the balance of power in the world up to 1750. While examining this content, students build their capacity to think historically, write persuasively, and analyze documents.

#### 7005 GLOBAL HISTORY & GEOGRAPHY 10 (1 credit)

The second year of Global History and Geography focuses on the modern world. The themes explored by students include revolution, imperialism, nationalism, global conflict, independence movements, and contemporary issues. Students refine their historical thinking and writing skills and deepen their reading of primary sources. The course concludes with the New York State Regents Exam which, beginning with the 2018 administration of the test, will focus solely on the modern world.

**7010 UNITED STATES HISTORY AND GOVERNMENT** (1 credit)

Eleventh grade provides a survey of United States History concentrating on the nation's political, economic, and social development. The course concludes with the New York State Regents Examination in United States History & Government. It is possible to satisfy the requirement for this course by taking AP United States History (APUSH).

**SEMESTER LENGTH ELECTIVE COURSES FOR JUNIORS & SENIORS****7075 HISTORY: INDIVIDUALIZED STUDY (HISTORY IS)** (1/2 credit) (NOT NCAA APPROVED)

A one-semester tutorial course in which highly motivated students can explore, in-depth and with intellectual rigor, a topic of strong personal interest within the social studies under the personalized guidance of the teacher. Topics may be drawn from the full spectrum of the social studies, comprising history and the social sciences. One-to-one tutorial meetings of twenty minutes will be scheduled with the teacher once a cycle during the student's unassigned time. Projects must involve inquiry and research, and typically consist of a major, documented paper (5,000 words). The latest instructional technology is used in all aspects of the course to support research, organize student work, and facilitate teacher feedback. After taking History IS, a student should have gained in-depth content knowledge on a particular topic, while also mastering the research process and developing some of the self-management skills so essential to success in college and beyond. Enrollment is limited to fifteen students per semester. Interested students should submit project proposals during the Fall semester of the academic year before intended enrollment.

**HUMANITIES** (1 credit for full year; 1/2 credit for semester)

*The following general description applies to both Humanities I (Fall Semester) and Humanities II (Spring Semester):* What does it mean to be human? What is the "being human" part of the "human being"? In this interdisciplinary, team-taught course, we explore the human condition through the thematically interrelated study of literature, philosophy, visual arts (including film), and music. The focus throughout is on the students' development of cultural literacies and the capacity to comprehend the many "languages" of intellectual and creative expression. By encountering and critically interrogating select works from the cultural legacy, the student is expected to work towards thoughtful stances in regard to fundamental questions of human value, stances that should be deeply connected to life as it is actually lived. Writing is frequent, focused, and centered on topics of genuine human interest. Assessments are varied, ranging from traditional individual essays to creative group projects.

**1300 HUMANITIES I** (Fall Semester) Focuses on themes of Self, Creativity, Freedom, Love, and Death. Readings, art, and music span different cultures and range from the classic to the contemporary (texts may include Plato, Aristotle, Buddhist philosophy, Sartre, Sigmund Freud, Derrida, Oliver Sacks, Tolstoy, Kafka, various poets, Alice Walker, Van Gogh, Rembrandt, Giacometti, Lucian Freud, Wim Wenders, various artists, Mozart).

**1305 HUMANITIES II** (Spring Semester) Focuses on the theme of State and Society: justice and the "Good Society," freedom vs. authority, utopias and dystopias, war and peace. We also examine the way humans perceive their relationship to Nature. Texts typically include works of Plato, More, Sophocles, Huxley, various poets, Rousseau, Bacon, Goldsworthy, various artists, Beethoven.

*(Fall Humanities is not a prerequisite for Spring Humanities. Humanities may be taken as either a one-semester or full year course, for either English, Social Studies, or Art credit.)*

**SEMESTER LENGTH ELECTIVE COURSES FOR SENIORS ONLY****7035 CONSTITUTIONAL LAW** (1/2 credit)

This course offers a survey of several constitutional law topics including privacy, free speech, separation of church and state, and constitutional criminal law. Most assignments and discussions come from actual Supreme Court decisions, and quizzes on the opinions of the Justices are common.

**7030 CONTEMPORARY ISSUES** (1/2 credit)

This course is designed to increase understanding of the political process through the examination of current issues. Students will explore a variety of aspects of public policy, actively engage in research and discourse and defend opinions in topical debates. Likely topics include: the media, the environment, immigration, political campaigns, lobby groups, court decisions and the legislative process.

**7070 ECONOMICS** (1/2 credit)

All students are required by New York State to take this semester course in Economics. A fundamental knowledge of everyday economic terms is stressed, and concepts which are basic to fundamental economic understanding and to reasoned economic decision-making are taught. The course combines both microeconomic and macroeconomic theories. Topics include fiscal and monetary policy, concepts of supply and demand, investment in the stock market and personal finance.

**7085 FOREIGN AFFAIRS** (1/2 credit)

This course looks at major issues around the world. The course will use a variety of theoretical frameworks to understand our world today and will focus on a series of topics or case studies. Possibilities include: democracy movements, nationalism, international terrorism, foreign trade, globalization, war and conflict. Students will engage in research, discussion, and debate of foreign policy.

**7055 HISTORY THROUGH FILM** (1/2 credit)

This course will take a look at historical events through the lens of a motion picture camera. We will explore film representations of key historical and socio-political events of the past century. An analysis of the historical accuracy of the films will serve as the primary means for learning history and for developing critical thinking skills. To develop background knowledge with accurate sources, students will begin each unit by reading materials (including primary source documents) and discussing a particular topic or issue. Students will then view and discuss a film portraying that historical topic under study and be evaluated both on the knowledge they acquire about the historical period and on the interpretations they develop regarding the historical accuracy of the film.

**7050 PSYCHOLOGY** (1/2 credit)

This course is designed to expose students to the scientific study of human behavior. Major topics that will be presented are the environmental and hereditary influences on human development and behavior, states of consciousness, learning theories and memory, motivation and emotions, personality development, psychological disorders and breakdown, therapy and treatment, social and applied psychology. All topics, as well as class experiments, activities, films and debates, will be used to stimulate critical thinking.

**7080 SUSTAINABLE FUTURES** (1/2 credit)

Sustainable Futures is a project-based Social Studies course that focuses on the problems and solutions of a sustainable society. The course is seamlessly integrated with Canvas and meets 3X/cycle. The interdisciplinary approach combines natural and social sciences to help us examine the broad problems of sustainability, including climate change, lifestyle, energy, transportation, urban planning, food, and economics. Students choose four sequential projects, working in groups or as individuals.

## ADMISSIONS POLICY FOR HISTORY AP COURSES

The Social Studies Department offers two Advanced Placement History courses: Advanced Placement United States History (APUSH) to 11th graders and Advanced Placement European History (EHAP) to 12th graders. Students interested in taking an advanced history course should:

- Review the “Am I Ready for College-Level Work?” document with parents
- Consider the teacher recommendation in Infinite Campus
- Consult with their teacher, parents, and school counselor

**7025 ADVANCED PLACEMENT EUROPEAN HISTORY: (EHAP)** (1 credit)

History is an inquiry. What were the major causes, characters, and consequences of the main events and trends in European history? How were these events and trends interconnected? In EHAP we tell the story of Europe from about 1400 to the present in an attempt to answer these questions, weaving together the different strands of history (political, economic, social, intellectual, cultural, etc.). Mastery of rigorous content is our indispensable foundation, but our approach treats history more as a series of questions for exploration rather than a set of facts for memorization. Our goal is to learn how to analyze historical evidence critically and creatively so we can weigh competing arguments in the balance, form our own well-supported points of view, and express our thoughts in clear, persuasive rhetoric (speaking and writing). The class is highly collaborative. As appropriate for a college-level course, there is an emphasis on primary source reading, historiography, and issues in the philosophy of history. The curriculum includes social history, demographics, and women’s history. In May, all students are required to take the AP exam, which may—depending on the grade and the college attending—result in college credit.

**7020 ADVANCED PLACEMENT US HISTORY: (APUSH)** (1 credit)

The Advanced Placement Program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Students will learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. Students are expected to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. In May, all students are required to take the AP exam, which may—depending on the grade and the college attending—result in college credit. The course culminates in an in-depth research paper, which is also a requirement of the course.

APUSH prepares students for the Advanced Placement exam administered in May and is required for Greeley AP credit. A passing score on the APUSH exam (3 or higher) counts for the Regents graduation requirement and exempts students from the Regents U.S. History and Government exam requirement. Any student who fails to score a 3 or higher, needs to take the U.S. History Regents exam the following August or January or score 560 or higher on the SAT Subject Test in U.S. History. Students who have previously taken United States History may not take AP United States History for Social Studies credit.



## Am I Ready for College-Level Work?

While Advanced Placement (AP) courses offer an excellent opportunity for many students to challenge themselves, the Horace Greeley Social Studies Department wants AP history candidates to understand the characteristics of a college level history course and the intellectual rigor required.

In brief, AP history courses require a much greater degree of student initiative, organization, and responsibility. Students should enter Advanced Placement courses with these skills and behaviors. On average, students can expect to spend more than one hour per night on homework -- and more still during projects or before exams. Students with overloaded academic and personal schedules often find this extremely stressful.

Because AP history course exams take place in May, the course pace is fast and the workload steady in order to complete the curriculum by late April. Class time is generally spent analyzing the knowledge base developed during homework.

To be able to engaged in class activities, students are expected to independently distinguish between broad concepts and factual detail in order to develop a conceptual framework of history. To do so, students rely on college textbooks and unedited primary and secondary sources with a more complex narrative and sophisticated vocabulary.

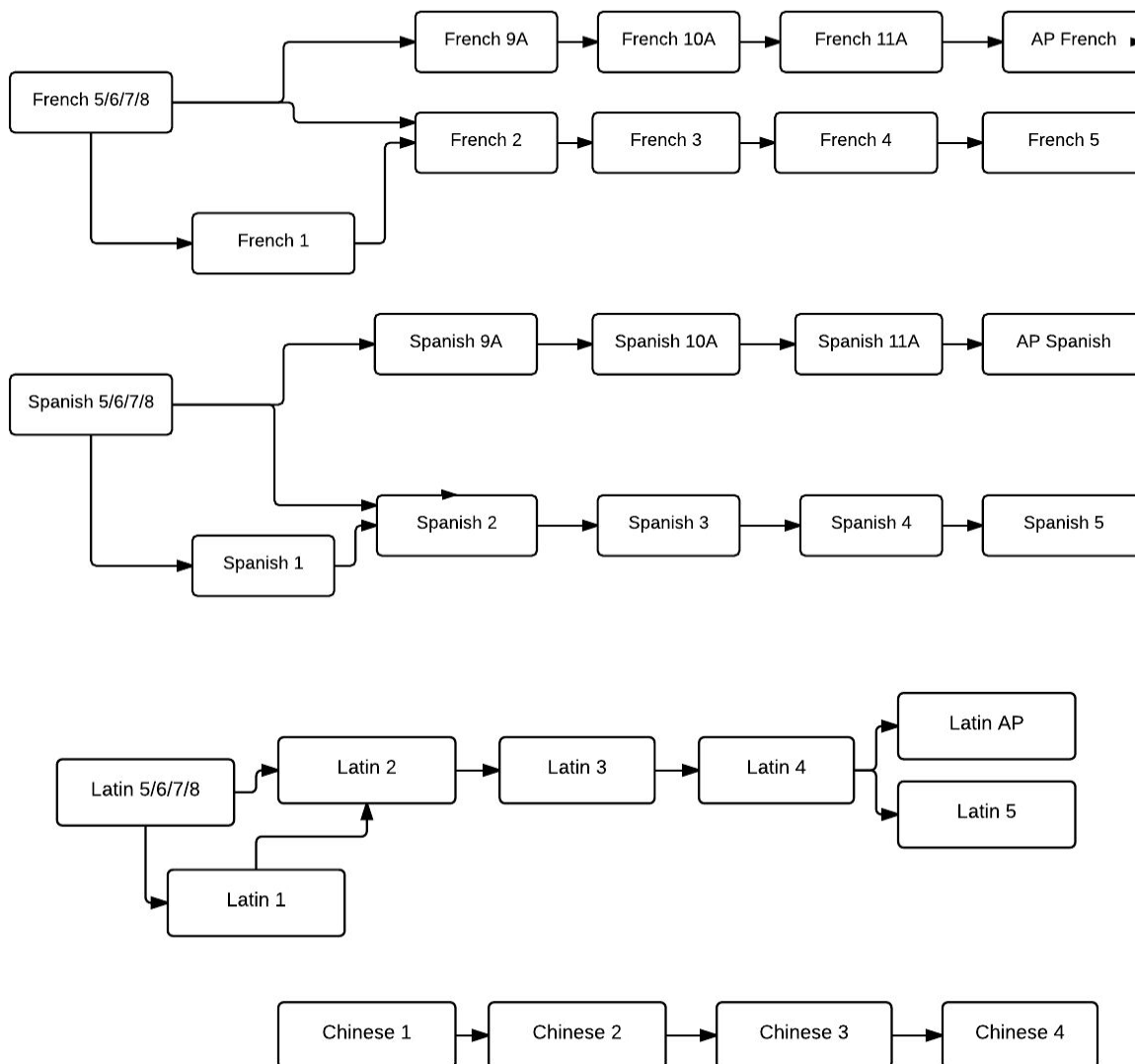
AP History students should be able to answer "Yes" to most of the following:

- Do I enjoy learning about history?
- Do I like to read? Do I have the vocabulary and reading skills needed to quickly read and comprehend long and difficult materials without assistance or prompting?
- Can I efficiently write concise notes that capture main ideas and concepts from lectures, text readings, or video presentations?
- Do I have excellent time management skills?
- Can I balance ongoing homework and independent project work simultaneously?
- Am I overscheduled? Is my schedule -- in and outside of school hours -- flexible enough to allow for intensive project work and study sessions with classmates?
- Can I write a clear argument in a limited amount of time, effectively supported by specific evidence in a well-organized, well-written essay?
- Do I actively participate in class discussions and work well in small groups?
- Do I feel comfortable presenting my own or my group's work to the class?
- Do I know how to accurately cite sources using MLA or Chicago style?
- Have I reviewed the sample test from the College Board to see the level of difficulty, and have I assessed if this is the appropriate challenge for me? [APUSH](#) or [EHAP](#)
- Do I currently have an average of 90 or higher in my social studies course? The Social Studies department strongly suggests an average of 90 or higher as this typically indicates a level of skill and student behaviors necessary for success in an AP course. This is merely a guide, not a requirement.

# WORLD LANGUAGE

The study of a world language is an extremely important part of a high school education. It provides a point of entry into ways of thinking and living different from those which the student already knows. It also develops communication skills which will be useful in whatever career the student may choose to pursue. Student placement at the high school will be made in consideration of achievement and recommendation from the school the student previously attended, and students are encouraged to continue the study of their chosen language through their four years at Greeley. Teacher recommendations are made for each individual student for their placement the following year. If a student wants an opportunity to change tracks, then the student is encouraged to meet with the Department Chair to discuss options. Students also are encouraged to consider starting a second world language at some time during their high school career to give added strength to their program, as well as to broaden their knowledge base.

## SEQUENCE OF COURSES



## FRENCH

### 2000 FRENCH 1 (1 credit)

French 1 is the first course in the high school sequence. A competency-based approach is used in teaching the basic skills of a world language: listening comprehension, speaking, reading, and writing. The cultural aspects of the Francophone world are introduced through readings and supplementary materials.

### 2005 FRENCH 2 (1 credit)

*(Prerequisite: French 8/based on the placement process or French 1)* French 2 is the second course in the high school sequence. Continued emphasis is placed on developing oral skills and on functioning in a second language. More complex grammar is presented and students learn to function in simple conversational situations. Cultural aspects of France are broadened.

### 2012 FRENCH 9 ACCELERATED (1 credit)

*(Prerequisite: French 8/based on the placement process or French 1)* The same four skills are taught as in the first year of French using a competency-based approach. Grammatical structure becomes more complicated and vocabulary is extended. Cultural aspects of France are studied in more depth. Students are encouraged to use French as much as possible. Various sources and supplementary readers may be used.

### 2015 FRENCH 3 (1 credit)

*(Prerequisite: successful completion of French 2 or French 9)* French 3 continues to improve linguistic skills already developed in earlier courses and to expand reading and writing abilities. Oral competency in functional situations is stressed. Cultural knowledge of the Francophone world is deepened.

### 2022 FRENCH 10 ACCELERATED (1 credit)

*(Prerequisite: successful completion of French 9)* French 10 continues to refine linguistic skills so that students are able to express themselves reasonably well in French. Reading is done from original sources where possible. Further emphasis is placed on writing skills. Culture of the Francophone world will continue to be emphasized. Selected readers, grammar supplements, a play, short stories, appropriate films and listening comprehension materials will be used.

### 2025 FRENCH 4 (1 credit)

*(Prerequisite: Successful completion of French 3 or French 10)* Emphasis is on maintaining reading, vocabulary and oral language skills through the use of literary texts, films and authentic cultural materials. Instruction is done primarily in French, and the course content varies to meet individual interests. Culture of the Francophone world continues to be emphasized.

### 2032 FRENCH 11 ACCELERATED (1 credit)

*(Prerequisite: successful completion of French 10)* French 11 is designed for qualified students who wish to continue to develop their language skills at an advanced level and to study French cultural aspects in more depth. A variety of media is used: short stories, video tapes, recorded materials, newspapers, etc. Reading selections include both classical and contemporary works and vary from year to year. All instruction will be in French, and students are expected to express themselves orally and in writing with little recourse to English.

### 2035 FRENCH 5 (1 credit)

*(Prerequisite: successful completion of French 4 or French 11)* Fifth year French finishes the sequence begun at Bell and Seven Bridges Schools on an advanced level. A variety of media is used to strengthen skills and to expand students' knowledge of modern France and the Francophone world. Literature, videos, tapes, articles, etc., are chosen to involve students in a variety of settings and situations and vary according to their interests. Instruction and reading are done in French, and students are expected to perform at an appropriate level of proficiency both orally and in writing without recourse to English.

### 2040 ADVANCED PLACEMENT FRENCH LANGUAGE (1 credit)

*(Prerequisite: successful completion of French 11)* This course is intended for qualified students who wish to complete studies in secondary school comparable in difficulty and content to a third-year college course in French Composition and Conversation. It stresses oral skills, reading, and writing with emphasis on communication skills. Materials used will include literary texts, recordings, films, newspapers, magazines, and a review of grammar. Students should have attained the appropriate level of proficiency in listening comprehension, speaking, reading, and writing in order to enroll in this course.

## LATIN

Latin is the foundation of European Romance languages and a powerful influence in English grammar and vocabulary. It is a primary source of literature of the Western world. The study of Latin is the discovery of how language works through the written word as well as its impact on historical and cultural aspects of Western civilization. It is recommended for its own intrinsic value and also as a second language to enhance the study of French, Russian or Spanish. It also integrates materials examined in the Social Studies, Humanities and English courses.

### 2045 LATIN 1 (1 credit)

*(Open to all.)* This introductory course covers the fundamentals of grammar while introducing an extensive vocabulary. The reading of simple stories enhances the student's understanding of patterns of expression in language and deducing meaning within context. Vocabulary work stresses word building in both English and Latin with prefixes, suffixes and derivatives. Roman daily life, Roman social values and Roman and Greek mythology are also examined.

### 2050 LATIN 2 (1 credit)

*(Prerequisite: Latin 1/Latin 8)* This course builds on the foundation of Latin 1 or Latin 7/8 examining more complex grammar while improving reading comprehension and vocabulary skills. The reading of short stories develops the student's comprehension and learning through context. The substance of these stories reinforces cultural knowledge about life in the Roman world.

### 2055 LATIN 3 (1 credit)

*(Prerequisite: Latin 2)* Latin 3 is a prose course in which students read Caesar's **Gallic Wars** for the first half of the year. Cicero's **Orations** are the focus of the second half of the year. The class examines the social and political consequences of what they read, as well as the style and techniques by which they are conveyed. As time permits, the class will read selections from Pliny, Eutropius and Petronius.

### 2060 LATIN 4 COLLEGE (1 credit)

*(Prerequisite: Latin 3)* Latin 4, College Latin, is a reading course in poetry, focusing primarily on the works of Catullus, Horace, Ovid and Vergil. We examine the imagery and political significance of these works to gain insights into Roman life, values and history. In conjunction with the reading, the class examines the impact of the Greco-Roman world on western civilization and translates aspects of Latin literature into modern genre and ideas. Latin 4 has been approved through the SUNY Albany University in High School Programs as ACL201, a third semester course. Students successfully completing UHS course requirements are eligible for three credits. This change means that students who wish to begin Latin 1 at Greeley and cannot take AP, have the opportunity to receive college credit.

### 2065 LATIN 5 (1 credit)

*(Prerequisite: Latin 4)* Latin 5 is a reading course in poetry and prose, continuing the work of Latin 4. Selected works of Roman authors such as Catullus, Ovid, Horace and Pliny, as well as continued reading in Vergil's **Aeneid** and **Caesar's Gallic Wars** are the focus of the course. In conjunction with the reading, the class examines the impact of the Greco-Roman world on western civilization and translates aspects of Latin literature into modern genre and ideas.

### 2070 ADVANCED PLACEMENT LATIN (1 credit)

*(Prerequisite: Latin 4)* This course is for students who, after taking Latin 4, wish to accelerate their efforts and study Vergil's **Aeneid** and **Caesar's Gallic Wars** in greater depth. They must demonstrate mastery of poetry scansion, poetical grammatical patterns and figures of speech, as well as mastery of the content matter as it relates to social and intellectual history. Sight passages will be examined from prose and poetry authors including Aulus Gellius, Catullus, Cicero, Horace, Lucan, Lucretius, Martial, Ovid, Pliny, Propertius, and Tibullus.

## SPANISH

### **2075 SPANISH 1** (1 credit)

*(Open to all.)* Spanish 1 is the first course in the high school sequence. A competency-based approach is used in teaching the basic skills of a world language: listening comprehension, speaking, reading and writing. The cultural aspects of Spanish speaking countries are introduced through readings and supplementary materials.

### **2080 SPANISH 2** (1 credit)

*(Prerequisite: Spanish 8/based on the placement process or Spanish 1)* Spanish 2 is the second year in the high school sequence. Continued emphasis is placed on developing and refining both oral and written skills. Students are introduced to a deeper understanding of the Hispanic world.

### **2087 SPANISH 9 ACCELERATED** (1 credit)

*(Prerequisite: Spanish 8/based on the placement process or Spanish 1)* The same four skills are taught as in the first year of Spanish using a competency-based approach. Grammatical structure becomes more complicated, vocabulary is extended, and the student's cultural knowledge of Spanish speaking countries is broadened. Students are encouraged to use Spanish as much as possible.

### **2090 SPANISH 3** (1 credit)

*(Prerequisite: Successful completion of Spanish 2 or Spanish 9)* Spanish 3 is the third year in the high school sequence. Students continue to improve linguistic skills already developed earlier and to expand their ability to read and to write in Spanish. Cultural aspects of the Spanish speaking world are further investigated.

### **2097 SPANISH 10 ACCELERATED** (1 credit)

*(Prerequisite: Spanish 9)* Spanish 10 involves increased emphasis on reading and writing skills while maintaining and improving comprehension and speaking skills. Selected readers, grammar supplements, a play, short stories, appropriate films and listening comprehension materials may be used.

### **2100 SPANISH 4** (1 credit)

*(Prerequisite: Successful completion of Spanish 3 or 10)* This is the fourth year in the high school sequence. Emphasis is on maintaining reading, vocabulary and oral language skills through the use of literary texts, films and authentic cultural materials. Instruction is done in Spanish for the most part, and the course content varies to meet student interests.

### **2107 SPANISH 11 ACCELERATED** (1 credit)

*(Prerequisite: Successful completion of Spanish 10)* This course is designed for highly qualified students wishing to continue their study of Spanish at an advanced level. Conversation, literature, culture and composition are all addressed at varying levels, and the course content may be modified to meet the interests and/or abilities of the students. All instruction is done in Spanish, and students are expected to be able to cope with little difficulty. Reading selections vary from year to year to include both classical and contemporary works of several genres.

### **2110 SPANISH 5** (1 credit)

*(Prerequisite: Successful completion of Spanish 4 or Spanish 11)* This is the fifth year in the high school sequence. Conversation, literature, culture and composition are all addressed, but the emphasis depends on the interests and abilities of students. Instruction and reading are done in Spanish, and students are expected to be able to perform reasonably well both orally and in writing without recourse to English.

### **2115 ADVANCED PLACEMENT SPANISH LANGUAGE** (1 credit)

*(Prerequisite: Successful completion of Spanish 11)* This course is intended for qualified students who wish to complete studies in secondary school comparable in difficulty and content to a third-year college course in Spanish composition and conversation. This course stresses oral skills, composition and grammar. Content will reflect intellectual interests shared by students and teacher (the arts, current events, literature, sports, etc.). Materials used will include literary texts, recordings, films, newspapers, magazines, and a review of grammar. Students should have attained a reasonable proficiency in listening comprehension, speaking, reading and writing.

## CHINESE

### 2300 CHINESE 1 (1 credit)

*(Open to all.)* Chinese 1, the first course in the high school sequence, is an introduction to the four essential skills involved in the acquisition of Chinese: listening, speaking, reading and writing. *Pinyin*, which is based on the Roman alphabet, will be introduced as a tool for both Chinese pronunciation and computerized written Chinese. Multi-media will be employed to enrich and enhance learning. The course will also explore Chinese culture, art, and its mysteries through exhibitions, shows and hands-on activities.

### 2305 CHINESE 2 (1 credit)

*(Open to the students who successfully complete Chinese 1 or those who can pass the entrance test.)* Chinese 2 builds on Chinese 1, while the second year will continue to emphasize listening and speaking. The primary philosophy is the communicative approach, designing classroom and home-use exercises that foster the use of Chinese to exchange information and to communicate ideas. Frequent trips to the computer laboratory will provide ample practice for listening comprehension and pronunciation. Furthermore, word games, forming sentences with computer software will also be part of their learning activities. Internet, DVD, as well as supplementary software, will be utilized to both explore Chinese culture and reinforce language acquisition.

### 2310 CHINESE 3 (1 credit)

***(Please note: This course may or may not be available, pending enrollment in other sections of Chinese and/or staffing allocations. Open to the students who successfully complete Chinese 2.)*** Chinese 3, the 3<sup>rd</sup> year of the language study in high school, will continue to develop students' skills in listening and speaking while shifting training progressively towards reading and writing (both computerized and traditional handwriting forms). More authentic reading materials will be introduced to help enhance and expand students' comprehensive skills. Multimedia technologies, audio video clips, and computerized games incorporated with the textbook will be used to make learning more interesting and efficient. Students will demonstrate their language skills through presentations, skits, role playing, etc. Level 3 will continue to study Chinese culture in depth to improve students' understanding of the country, the people and the language itself.

### 2320 CHINESE 4 (1 credit)

***(Please note: This course may or may not be available, pending enrollment in other sections of Chinese and/or staffing allocations. Open to the students who successfully complete Chinese 3, or those who can pass the entrance test.)***

Chinese 4, the 4<sup>th</sup> year of the high school sequence, will develop students' skills in listening, speaking, reading, writing and typing at a higher level. Students will be exposed to different topics of Chinese culture through target language and be able to describe some Chinese traditions and daily life in target language. Extensive reading in authentic Chinese will help students to discover China old and new. Some idioms and fables will be introduced to promote students' understanding of the language and culture.