



PEEKSKILL HIGH SCHOOL



2018-19 COURSE CATALOG

*Building Bridges of Excellence
Every Student, Every Day*

Peekskill City School District

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MISSION STATEMENT

is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

PHILOSOPHY OF PEEKSKILL CITY SCHOOL DISTRICT

It is the philosophy of the Peekskill City School District that all students are encouraged to consider the most rigorous selection of courses. The PCSD administration, subject area supervisors, and school counselors oversee the course selection. In the event your child is not placed in the level of course he/she considered, please contact the appropriate supervisor for an appointment

Our slogan for the year is Every Child, Every Chance, Every Day. It is our goal to do all in our power to ensure that all children achieve at their highest levels. This goal must be more than just a phrase. It must be a clear path of action that is planned, published and implemented.

The New York State Education Department has determined that all children in the state of New York can do better. Based on this determination, our benchmarks have been raised significantly. Children that were acknowledged a year ago for high achievement are now being told that their achievement is no longer good enough. Our schools are expected to meet even more rigorous expectations than those that we have reached in the past. We do not shirk from this responsibility, though daunting, we welcome it because the end result will be children who are more prepared to become productive citizens in a community of promise.

OUR MISSION

Our Mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

WE BELIEVE THAT:

- all people can learn, contribute and have value
- embracing and understanding cultural diversity is imperative to strengthening and enriching a school community
- when a school community provides a respectful, safe, supportive, resource-rich environment, people thrive and meet their goals
- a school district excels when strong partnerships exist among families, schools and community
- educating the whole child will develop life-long learners who are compassionate, confident, critical thinkers
- a school district is responsible for aligning and carrying out the conditions for learning, leadership and commitment

GENERAL INFORMATION

PLANNING A COURSE OF STUDY

Planning a course of study involves input from the student, parent, teacher, and school counselor. The Peekskill High School Counselors' role in programming is to assist students in proper planning and course selection.

School Counselors help to:

1. Establish realistic goals.
2. Interpret the course offerings in each of the subject areas.
3. Explain prerequisites, and graduation requirements.
4. Assist students and parents in making elective choices.

Procedures include:

1. Dissemination of program planning information to students and parents through classroom presentations and evening programs.
2. Submission by teachers of recommendations for student course placement.
3. Scheduling of students to meet individually with counselors during Spring in order to select next year's courses.
4. Using the guidelines for fulfilling graduation requirements in addition to teacher recommendations and the student's goals for post-graduation, the student and school counselor develop an appropriate academic program.
5. Course verification forms are sent home to parents to review in late spring.
6. Finalized student schedules are mailed home in late August.

GRADUATION REQUIREMENTS

Graduation from Peekskill High School requires that students successfully complete all prescribed courses and exams. Only students who have successfully completed all graduation requirements will be allowed to participate in graduation commencement ceremonies at the end of the year.

DIPLOMA TYPES

Following is a description of the various types of diplomas that can be earned based on a student's choice of courses and performance on associated NYS Regents Exams.

Regents Diploma

REQUIRED SUBJECTS	Number of Credits	Regents Exams Required
ENGLISH	4 CREDITS	1 Regents Exam in English
SOCIAL STUDIES	4 CREDITS	Global History and Geography and United States History & Government
MATHEMATICS	3 CREDITS	1 Regents Exam in Math
SCIENCE	3 CREDITS (At least one credit each in physical and life science)	1 Regents Exam in Science
L.O.T.E.	1 CREDIT*	
HEALTH	0.5 CREDIT	
ART AND/OR MUSIC	1 CREDIT	
ELECTIVES	3.5 CREDITS	
PHYSICAL EDUCATION**	2.0 CREDITS	

GRAND TOTAL 22 CREDITS

*Students identified as having a language-based disability may be exempt from the LOTE requirement if the student's I.E.P. states that the requirement is not appropriate.

**All students must take Physical Education each year.

Regents Diploma with Advanced Designation

REQUIRED SUBJECTS	Number of Credits	Regents Exams Required
ENGLISH	4 CREDITS	1 Regents Exam in English
SOCIAL STUDIES	4 CREDITS	Global History and Geography and United States History & Government
MATHEMATICS	3 CREDITS	3 Regents Exam in Math: Algebra and Geometry and Algebra II
SCIENCE	3 CREDITS (At least one credit each in physical and life science)	2 Regents Exam in Science
L.O.T.E.	3 CREDIT	FLACS Exam
HEALTH	0.5 CREDIT	
ART AND/OR MUSIC	1 CREDIT	
ELECTIVES	1.5 CREDITS	
PHYSICAL EDUCATION**	2.0 CREDITS	

**All students must take Physical Education each year.

REGENTS DIPLOMAS WITH HONORS

Students may earn the designation “With Honors” for both the Regents Diploma and the Regents Diploma with Advanced Designation if the average of their scores on all required Regents Exams for that diploma is at least 90%.

REGENTS DIPLOMA WITH MASTERY IN MATH AND/OR SCIENCE

Students may earn the designation for both Regents Diplomas and Regents Diplomas with Advanced Designation. Students must score 85 or above on 3 Math Regents Exams to qualify for Mastery in Math. Students must score 85 or above on 3 Science Regents Exams for Mastery in Science.

APPEAL OF REGENTS GRADE

Any student may appeal their scores on up to two Regents exams if they score a 60, 61, 62, 63, or 64 and meet the additional requirements below. Students who successfully appeal two Regents Exams and meet all other testing and course requirements will be awarded the Local Diploma.

ENGLISH LANGUAGE LEARNER (ELL) APPEAL:

Any student who first enrolled in a New York school in 9th grade or later and is identified as an ELL may appeal their score on the English Language Arts (ELA) Regents exam if they score in between a 55-61 and meet the additional requirements below. Any ELL who uses this appeal is also allowed to appeal one other exam under the Low Score Appeal. For example, a student who scores a 55 on the ELA exam and a 63 on the Science exam may appeal both exams and graduate with a local diploma.

ADDITIONAL REQUIREMENTS:

To be eligible for the appeals listed above, students must:

- Have taken the exam they are appealing at least twice;
- Have taken advantage of academic help at their school in the same subject as the exam they are appealing;
- Have earned a passing course grade in the same subject as the exam they are appealing; and
- Be recommended by their teacher or the chair of the department in the same subject as the exam they are appealing

GRADE CHANGE AND TRANSCRIPT EDITS

There is a review procedure of when a student's grade is changed or when an edit occurs to a transcript. The teacher of record must submit in writing a rationale for the change. The rationale must be accompanied with documented evidence. The submission will go to the head of guidance and the building Principal for initial review and approval. After the building Principal is satisfied it is sent over to the Assistant Superintendent for Secondary Education for final approval. If the ASI approves, he/she will then sign off on the grade change. A hard copy of the signed form, and all supporting documentation, are placed in the student file. The procedure will be the same for any transcript edits as well.

OTHER ACADEMIC PROGRAMMING CONSIDERATIONS

CAREER AND TECHNICAL EDUCATION

Students interested in receiving training in certain trades or technical occupations should consider attending the Career and Technical Education Center at BOCES for their junior and senior years. Students can complete their graduation requirements by attending PHS for part of the day and spending the rest of the school day at the CTE Center learning a specific skill to become better equipped for the world of work. Many CTE students attend college after graduation. Several CTE programs have articulation agreements with colleges offering credit or advanced standing.

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program, in conjunction with the Educational Testing Service of Princeton, NJ, is designed to offer very capable students an opportunity to earn college credit while in high school. College credit is dependent upon the student's performance on the Advanced Placement Examination and on the college's/university's credit policy. Students in selected 11th and/or 12th grade advanced courses in English, Mathematics, Science, Social Studies, and Language Other Than English, in addition to qualified students from Regents courses may avail themselves of this program. Advanced Placement options are also available in selected Art and Music courses.

UNIVERSITY IN HIGH SCHOOL PROGRAM

Offered through the State University of New York at Albany and SUNY Orange, the University in High School Program provides PHS students with the opportunity to earn college credit by satisfactorily completing selected advanced PHS courses. A reasonable per credit fee is the responsibility of the student.

COURSE LOAD

Students are required to carry a minimum credit load of 6 credits and Physical Education. Students needing additional credits in order to either 1) progress with their academic program or 2) meet graduation requirements may be required to take additional credits annually.

PROGRAM AND SCHEDULE CHANGES

Students may be given permission to drop a course without adding as long as they continue to carry the minimum number of credits as previously indicated. Any course dropped after the "Drop Deadline" will result in a transcript note of "withdraw passing" or "withdraw failing". For the 2018-2019 school year, the first semester and full year "Drop Deadline" is October 15, 2018. The second semester "Drop Deadline" is March 15, 2019.

Any other request to DROP a course must be combined with an ADD request. Students will generally not be permitted to enroll in a new course beyond the fifteenth day of the course unless administrative approval is granted. All program changes will be completed only after a request for program change form has been submitted. A student must attend the class he/she has requested to drop until the request is honored.

SPECIAL PROGRAMS AND SERVICES ACADEMIC INTERVENTION SERVICES (AIS)

These classes are intended for recommended students who have difficulties in English, Mathematics, Science and Social Studies who do not meet minimum state or district standards.

AFTER SCHOOL INSTRUCTION AT PEEKSKILL HIGH SCHOOL

Students may benefit from our after school educational program, Elton Brand. Students with interest should discuss the program with their school counselors.

ELTON BRAND ACADEMY



Elton Brand Academy (EBA) is an afterschool program that runs Monday through Friday, from 3:00 to 4:30. During this time, English, Spanish, math, science and social studies teachers of different grade levels are readily available to provide students with extra academic support. There are also staff members available for homework help and organizational assistance. Just in time for the January and June Regents exams, Regents review is offered two days a week. The college application has various components: SAT prep, essay writing, numerous applications and scholarship information which all provided through the EBA program. And for those students who are considered English as a New Language (ENL), there is academic support in various subjects as well.

A registration form is required to be completed in order for students to attend EBA. All students are welcome.

SUMMIT PROGRAM

ATTENDANCE

ATTITUDE

ACADEMICS

Summit Academy promotes productivity and accountability for student success. Here, young people will understand the importance of taking ownership over their education. Summit Academy provides an environment of individualized attention, differentiation, and focus on social and emotional learning to promote confidence and self-assurance. Our climate is nurturing; our classes are rigorous. We provide a foundation for students to look beyond their senior year and plan for a future that emphasizes their talents and strengths. At Summit Academy, an engaging and high-standards course of study will mobilize students to become independent adults.

PROGRAM OBJECTIVES

- Prepare graduates to meet or exceed state standards through a customized learning environment featuring small class sizes, interdisciplinary curricula, an attention to student learning styles, and a focus on social and emotional growth
- Graduate students who respect and appreciate cultural diversity through literacy and outreach
- Help students prepare to be contributing citizens by emphasizing volunteer and work opportunities and involving community and family mentors
- Continuously Improve Student Learning by helping students improve on their performance and set higher and higher goals for themselves
- Summit Academy will be a safe, disciplined, state of the art environment where everyone works to help students to achieve

Summit is a small learning environment that provides a personalized learning community to students who may have difficulty meeting the expectations in a traditional learning environment. Students who are interested in attending Summit Academy should speak with their school counselor. The intake process is outlined below.

Intake Process:

The following outlines the process for both current PHS students and incoming PHS students who would like to be considered for Summit Academy

- PHS counseling department will recommend potential candidates at the pre-intake meetings held 3 times a year (1st and 2nd quarter progress reports and 1st week of February)
- PHS counseling department will submit an application along with the required documents to the Summit Academy Intake Coordinator, after the pre-intake meeting for any child who has been determined to be a potential candidate
- After the application, along with the documents above are submitted to the Intake Coordinator, the multi-disciplinary Summit intake team will conduct a review of the students files.
- A parent meeting will be scheduled through the PHS counseling department
- The Intake Coordinator will make a recommendation to the High School principal for final review
- The student will be notified by the PHS guidance department as to the status of their application within three weeks.
- Students will begin Summit Academy in either September or at the start of 2nd or 3rd Quarter.

ELL/BILINGUAL PROGRAMS

“Program of bilingual education” means a program of instruction in which eligible children are placed until such time as such children attain a level of proficiency in English which is sufficient to assure equal educational opportunity in the regular school program, including, but not limited to, educational experiences to enable eligible children to become proficient in English, subject matter instruction in the dominant language of eligible children, and provision of opportunities for eligible children to participate with and learn from children for other linguistic and cultural backgrounds that:

- Makes instructional use of both English and an eligible student's native language;
- Enables eligible students to achieve English proficiency and academic mastery of subject matter content and higher order skills, including critical thinking, so as to meet appropriate grade promotion and graduation requirements;
- Provides for the continuous increase in the use of English and corresponding decrease in the use of the native language for the purpose of instruction.
- May develop the native language skills of eligible students; and May include the participation of English-proficient students if the program is designed to enable all enrolled students to become more proficient in English and a second language.

The Peekskill High School Spanish bilingual program consisting of a two year sequence supported by ESL language arts and content-area classes allows first and second year eligible Spanish dominant students to attend classes taught in their native language and English. Classes are offered in:

- Mathematics: Algebra I
- Social Studies: US History, Global I, Global II, Economics and PIG.
- ESL: English Language Development ESL I, ESL II, ESL III
- Science: Conceptual Biology, Living Environment

THE PEEKSKILL CITY SCHOOL DISTRICT
TEST ASSESSING SECONDARY COMPLETION
(TASC) Program

The PCSD TASC program allows students to go for their New York State High School Equivalency Diploma. The program is a district run program designed for students that are overage and under credited. Students who are eligible for this program are those whose cohort class has already graduated.

CONTACT INFORMATION

Students or parents interested in the program must contact the high school guidance office and speak to Ms. Torres, School Counselor at (914) 737-0201 ext. 3512. Students and parents will be asked to come in and meet with their guidance counselor so the student's entire transcript can be examined. After meeting with the guidance counselor, a decision will be made as to the best program fit for the student. The TASC program has a limited amount of seating available for the program. For any program details or assistance please contact:

- Ms. Amy Torres at (914)737-0201 ext. 3512 or email at atorres@peekskillcsd.org
- Mr. Daniel Callahan at (914) 737-3300 or email at dcallahan@peekskillcsd.org.

PROGRAM DETAILS

The TASC program is housed over at the Central Administration building. The initial enrollment begins with the pre-TASC program. It is 90 minutes a day from 9:15 to 10:45. The program is run by a certified teacher and the students will use an online program to prepare them for the TABE exam. After the student passes the TABE exam, he/she will be enrolled in the TASC program which takes place in the Putnam/Northern Westchester BOCES in Yorktown. The students are considered to be Peekskill City School District students and they are expected to follow the Peekskill CSD Code of Conduct. The Code of Conduct can be found on the district website at [http://www.peekskillcsd.com /domain/592](http://www.peekskillcsd.com/domain/592). The students must abide by, and are subject to, the entirety of the Code of Conduct, in behavioral expectations and attendance. Failure to comply will result in removal from the program. The students are expected to attend class every day. The district will be working in conjunction with Putnam/Northern Westchester BOCES to set up students to take the TABE screening exam and the TASC exam. The TABE and the TASC exam are offered every two months and the dates are given to the students prior to the exams.

TEST ASSESSING SECONDARY COMPLETION (TASC)

New York State has selected a new high school equivalency test called the Test Assessing Secondary Completion (TASC™) to replace the General Educational Development (GED®) as the primary pathway to a New York State High School Equivalency Diploma effective January 2, 2014. The TASC™ is a secure, reliable and valid instrument that is used to verify that examinees have knowledge in core content areas equivalent to that of graduating high school seniors.

The exam includes five sections:

1. Language Arts -Reading
2. Language Arts -Writing (which includes an essay)
3. Mathematics (which includes a calculator section and a section in which calculators are not allowed)
4. Science (calculators are permitted)
5. Social Studies

COURSE AVAILABILITY

In the event of insufficient enrollment, staffing considerations, and fiscal restraints, the Board of Education reserves the right to cancel a course. Courses within the same discipline, but on different levels, may be combined because of low enrollment.

GRADE LEVEL CLASSIFICATIONS (SOPHOMORE, JUNIOR, SENIOR)

All freshmen, sophomores, juniors are required to be enrolled in seven (7) instructional periods each semester. All seniors are required to be enrolled in a minimum of five (5) instructional periods each semester.

SOPHOMORE

- At least 5.5 credits
- A minimum of 4.5 core credit classes (English I, Integrated Algebra ®, Living Environment ®, U.S. History & Government ® and Physical Fitness 9).

JUNIOR

- At least 11.0 credits,
- A minimum of 9.0 core credit classes (English I, English II, Integrated Algebra ®, Geometry ®, Living Environment ®, Earth Science ®, U.S. History & Government ®, Global History I, Physical Education 9 and Fitness for Life 1).

SENIOR

- At least 16.0 credits
- A minimum of 14 core credit classes: (English I, English II, English III, Integrated Algebra ®, Geometry ®, Living Environment ®, Earth Science ®, U.S. History & Government ®, Global History I, Global History II ®, Physical Fitness 9, Fitness for Life 1, Fitness for Life 2, Foreign Language, Art / Music and Health).

GRADUATION CANDIDATE ELIGIBILITY

As per New York State a student needs at least 22.0 credits and meet all NYS graduation requirements: English (4.0 credits), Math (3.0 credits), Social Studies (4.0 credits), Science (3.0 credits), Physical Education (2.0 credits), Health (0.5 credits), Foreign Language (1.0 credit), Arts (1.0 credit) and Electives (3.5 credits) to graduate.

SAMPLE SCHEDULES BY GRADE

FRESHMAN YEAR – GRADE 9

Marking Period 1 and 2	Period	Marking Period 3 and 4
Integrated Algebra ®	1	Integrated Algebra ® [1.0]
Living Environment ®	2	Living Environment ® [1.0]
Living Environment Lab ® / Physical Fitness 9	3	Living Environment Lab ® / Physical Fitness 9 [0.5]
English 9	4	English 9
Lunch	5	Lunch
U.S. History and Government ®	6	U.S. History and Government ® [1.0]
Spanish I	7	Spanish I [1.0]
Art or Music or Academy Elective	8	Art or Music or Academy Elective
Call Back	Call Back	Call Back

Note:

- [] denotes credit value of course
- ® denotes Regents Course (Student will sit for the Regents in January, June, and/or August.)
- Call Back is required of all 9th grade students.
- All freshmen are required to be enrolled in at least seven (7) instructional periods each marking period.

SOPHOMORE YEAR – GRADE 10

A sophomore must have **at least 5.5 credits**, with a minimum of **4.5 core credit classes** (English I, Integrated Algebra ®, Living Environment ®, U.S. History & Government ®, Physical Fitness 9).

- A sophomore must have passed **at least 1 Regents** (Integrated Algebra ® or Living Environment ® or U.S. History & Government ®).

Marking Period 1 and 2	Period	Marking Period 3 and 4
Geometry ®	1	Geometry ® [1.0]
Earth Science ®	2	Earth Science ® [1.0]
Earth Science Lab ® / Physical Education 10	3	Earth Science Lab ® / Physical Education 10 [0.5]
English 2	4	English 2 [1.0]
Global History I ®	5	Global History I ® [1.0]
Lunch	6	Lunch
Spanish II	7	Spanish II [1.0]
Health [0.5] or Academy Elective [0.5]	8	Academy Elective or Health [0.5]
Call Back	Call Back	Call Back

Note:

- [] denotes credit value of course
- ® denotes Regents Course (Student will sit for the Regents in January, June, and/or August.)
- All sophomores are required to be enrolled in at least seven (7) instructional periods each marking period.

JUNIOR YEAR – GRADE 11

A Junior must have **at least 11.0 credits**, with a minimum of **11.0 core credit classes** (English I, English II, Integrated Algebra®, Geometry®, Living Environment®, Earth Science®, U.S. History & Government®, Global History I, Physical Education 9, Fitness for Life 1).

A Junior must have passed at least 2 Regents (Integrated Algebra® or Living Environment® and U.S. History & Government®) or at least 2 Regents Competency Tests Marking Period 1 and 2	Period	Marking Period 3 and 4
Algebra 2 and Trigonometry®	1	Algebra 2 and Trigonometry® [1.0]
Chemistry®	2	Chemistry® [1.0]
Chemistry Lab® / PE –	3	Chemistry Lab® / PE – [0.5]
English 3®	4	English 3® [1.0]
Global History II®	5	Global History II® [1.0]
Lunch	6	Lunch
Spanish III®	7	Spanish III® [1.0]
Elective	8	Elective

Note:

- [] denotes credit value of course
- All juniors are required to be enrolled in a minimum of at least six (6) instructional periods each marking period.

SENIOR YEAR – GRADE 12

A Senior must have **at least 16.0 credits** and with a minimum of 14 core credit classes: (English I, English II, English III, Integrated Algebra®, Geometry®, Living Environment®, Earth Science®, U.S. History & Government®, Global History I, Global History II®, Physical Fitness 9, Fitness for Life 1, Fitness for Life 2, Foreign Language, Art / Music, Health).

- A senior must pass **at least 4 Regents** (Integrated Algebra®, Living Environment®, Comprehensive English®, U.S. History & Government®) or **at least 4 Regents Competency Tests – RCT** (Math, Science, U.S. History, and Global).

Marking Period 1 and 2	Period	Marking Period 3 and 4
Pre-Calculus	1	Pre-Calculus [1.0]
Physics®	2	Physics® [1.0]
Physics Lab® / PE – Fitness For Life	3	Physics Lab® / PE – Fitness For Life [0.5]
English 4	4	English 4 [1.0]
Participation in Government [0.5]	5	Economics [0.5]
Elective	6	Elective
Lunch	7	Lunch
Elective	8	Elective

Note:

- [] denotes credit value of course
- A senior must register for at least five (5) instructional periods each marking period.
- A senior may have at least 22.0 credits and must have completed all NYS pre-requisites – English (4.0 credits), Math (3.0 credits), Social Studies (4.0 credits), Science (3.0 credits), Physical Education (2.0 credits), Health (0.5 credit), Foreign Language (1.0 credit), Arts (1.0 credit), Electives (3.5 credits) – to graduate from Peekskill City School District.

Student's
Name: _____

Peekskill City School District
Grades 9-12 Worksheet

Use this sheet as a guideline in planning your four-year program.

Subjects	Required Credits	Important Information	9 th Grade	10 th Grade	11 th Grade	12 th Grade
English	4.0	+ Regents in English Language Arts				
Social Studies	4.0	+ Regents in Global History + Regents in US History and Government				
Mathematics	3.0	+ Regents in Integrated Algebra or Geometry or Algebra 2 & Trigonometry				
Science	3.0	+ Regents in Living Environment or Earth Science or Chemistry or Physics				
Physical Education	2.0	State Required Course (4 years)				
Health	0.5	State Required Course				
Languages other than English (LOTE)	1.0	+ Regents in Spanish, Italian or French (Advanced Regents Diploma)				
The Arts (Art / Music)	1.0					
Electives	3.5					
Diploma Requirements	22 Minimum					

ACCELERATED/HONORS PROGRAM

The goals of the Accelerated / Honors Program offered at Peekskill High School are to:

Provide students with rigorous, challenging coursework that will prepare them for the Regents Diploma with Advanced Designation. Enhance student success in meeting the standards for the SAT II Examinations. Provide increased opportunities for students to receive college credit while still in high school through Advanced Placement and college courses offered at Peekskill High School.

These programs will focus on continuing the accelerated strand for Math and Science and Foreign Language begun in the Middle School.

The honors seminars will be into grades 9-12:

- Programs in Living Environment, Earth Science, Chemistry and Physics.
- A two-year World History Advanced Placement Course is offered in grades 10 and 11. This course parallels the Global History I and II courses. Students will take the AP US History exam and the Regents exam in 9th grade.
- A pre-AP English Language and Composition course is offered in grade 10.

ADVANCED PLACEMENT (AP), COLLEGE LEVEL COURSES (CLC) and ONLINE COURSES

COURSES OFFERED	
AP English Language	Advanced Placement Calculus (AB)
AP English Literatures	AP Biology
African Diaspora	AP Spanish Language
AP U.S. History	AP Spanish Literature
AP U.S. Government and Politics	Intermediate French 4 (CLC)
Classism, Racism, Sexism (CLC) SUNY	Advanced French 5 (CLC)
Latin America and the Caribbean (CLC) SUNY	Authentic Science Research
Entrepreneurship (CLC) SUNY	Astronomy 1
World History I	Astronomy 2
AP World History	WCC Human Biology
Introduction to Psychology	WCC Environmental Science

ONLINE COURSES

EDGENUITY	
SUBJECT	COURSES OFFERED
English	
Mathematics	
Social Studies	a. Global History & Geography I b. Global History & Geography II c. US History & Government d. Economics e. Participation In Government
Science	
PE/Health	

Art	
Electives	

OC21 ONLINE CLASSES FOR THE 21 st CENTURY	
Adventures in Programming **	Introduction to Anthropology *
Architecture Across The Centuries *	Sports Management, Media, Marketing and Analysis *
Beyond Mindfulness **	You are What You Eat, The Trust Behind Your Food *
Brain Games, The Psychology of How to Focus *	Zero to Sixty: Writing Your First Novel ***
Fake News and Other Hot Topics **	

* (Fall Semester Only)

** (Spring Semester Only)

*** (Fall and Spring Semester)

COURSE DESCRIPTIONS

ENGLISH DEPARTMENT

COURSE OFFERINGS

Course	Credit	Weight	Length	Prerequisite
English 9	1		Full Year	English 8

English 9 is designed to strengthen student skills as readers, writers, speakers, listeners, and thinkers. Over the course of the year, students will become more proficient as readers of both literature and informational texts. Class units include examinations of a variety of genres, including poetry, short stories, play, novels, and nonfiction texts, as well as texts and projects that align with Social Studies to facilitate interdisciplinary connections. Part of the curriculum involves reading plays by William Shakespeare and collaborating with the Hudson Valley Shakespeare Festival for a series of hands on workshop. A core component of the English curriculum is independent reading, which requires students to continually strengthen literacy skills and broaden intellectual horizons through reading choice texts. Students will also complete a wide range of writing assignments (argumentative, narrative, and informative/explanatory) over varying periods of time. For the final assessment, students develop a year-end writing portfolio compiling their best work and reflecting on the year. *NCAA approved course.*

Course	Credit	Weight	Length	Prerequisite
English 9/Reading	2		Full Year	Students must meet at least two of the following three criteria: English 8; N.Y.S. ELA score 1/low 2 Reading more than 3 grades below level (F & P score below level V); Teacher Recommendation

This is an intensive, specially designed Academic Intervention course designed to assist students who are in need of additional support, as evidenced by a variety of academic indicators. Placement in this course is based on multiple indicators that reveal individuals are below proficiency, including the 8th grade N.Y.S. English Language Assessment (1 or 2), teacher recommendation, and performance on literacy assessments. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. Curriculum also integrates the central understandings and required projects for English 9. *NCAA approved course*

Course	Credit	Weight	Length	Prerequisite
English 9 Honors	1	1.05	Full Year	Students must meet at least two of the following three criteria: 85+ in English 8; N.Y.S. ELA score 3 or 4; Reading on grade level (F & P score level Z).

This rigorous course will provide students with an accelerated and enriched curriculum. The already existing English 9 curriculum will be supplemented with units including additional activities, readings, and assessments in order to give students the foundation they will need to prepare for the AP Language and Composition and AP Literature and Composition courses. The course will have a unit on rhetorical techniques. Students will learn to analyze rhetorical strategies used in various modes of discourse. In addition, a more rigorous independent reading curriculum, beginning with summer reading and extending throughout the year, will expose students to representative works of literary merit. There will be a poetry and short story unit that will facilitate interdisciplinary planning and projects that align with the Social Studies courses. In analyzing poetry and short stories, students will learn to look beyond the surface of a work of literature and examine the techniques utilized by authors and the effects created by the use of these techniques. This course is writing intensive and students will have six additional benchmark writing assessments to complete for their final portfolio. One of the writing pieces will be a research project. This research piece will introduce students to the research process and MLA formatting. Learning this research process will provide students with the critical thinking skills that will not only benefit students in their English coursework but also support students in other classes. *NCAA approved course*

Course	Credit	Weight	Length	Prerequisite
English 10	1		Full Year	English 9

English 10 continues to strengthen student skills as readers, writers, speakers, listeners, and thinkers. The curriculum incorporates both literary and informational texts, with many texts drawn from 20th century British and American literature examining the impact of war, the prevalence of inequality, and the enduring strength of the human spirit. Once again, a core component of the English curriculum is independent reading, which requires students to continually strengthen literacy skills and broaden intellectual horizons through reading choice texts. Students will also complete a wide range of writing assignments (argumentative, narrative, and informative/explanatory) over varying periods of time. For the final assessment, students develop a year-end writing portfolio compiling their best work and reflecting on the year. *NCAA approved course*

Course	Credit	Weight	Length	Prerequisite
English 10 Honors	1	1.05	Full Year	Students must meet at least two of the following three criteria; 85+ in English 9/80+ in English 9H; High Proficient (80+) or Distinguished (85+) English 9 final grade; Reading on grade level (SRI Score: Proficient or Advanced)

This course incorporates the entire curriculum in English 10, but is also designed to provide enrichment to students through additional units with rigorous examinations of challenging texts and additional projects, readings, and seminars. Enrollment in English 10 Honors establishes a foundation for future Advanced Placement courses, as much of the coursework examines the relationship between speaker, audience and purpose, and analyzes how effective communicators utilize rhetorical techniques to achieve desired results. *NCAA approved course*

Course	Credit	Weight	Length	Prerequisite
English 10/ Reading	2		Full Year	Sophomore students who meet the following two criteria: teacher recommendation; Reading 2 grades or more below grade level (SRI Score: Below Basic/Basic (below 900))

This intensive, specially designed Academic Intervention course is designed to assist students who are in still in need of additional support, as evidenced by academic performance in English 9. Placement in this course is based on multiple indicators that reveal individuals continue to read below proficiency, as indicated by teacher recommendation, performance on literacy assessments, and performance in 9th grade. The program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. The curriculum also integrates the central understandings and required projects for English 10. *NCAA approved course*

Course	Credit	Weight	Length	Prerequisite
English 11	1		Full Year	English 10

English 11 further refines student skills as readers, writers, speakers, listeners, and thinkers. Curriculum incorporates both literary and informational texts, including class units examining the portrayal of the American dream in literary works ranging from the 18th century until today. Once again, a core component of the English curriculum is independent reading, which requires students to continually strengthen literacy skills and broaden intellectual horizons through reading choice texts. Students will also complete a wide range of writing assignments (argumentative, narrative, and informative/explanatory) over varying periods of time (long term, on demand). As the final assessment, students are required to take the N.Y.S. E.L.A. Regents examination in June and also compile a final portfolio. *NCAA approved course*

Course	Credit	Weight	Length	Prerequisite
English 11 AP English Language	1	1.1	Full Year	Students must meet at least two of the following three criteria: 85+ in English 10/80+ in English 10H; High Proficiency (80+) or Distinguished (85+) English 10 final grade; Reading on grade level (SRI Score; Proficient or Advanced)

This rigorous, engaging, and thought-provoking course prepares students for the AP examination in English Language and Composition in May, as well as the N.Y.S. English Regents. Many undergraduate schools award college credit to students who exhibit proficiency on the AP exam; therefore, this course requires exceptional commitment as writers and readers in order to justify potentially receiving undergraduate credit. Course objectives are aligned with both national and state learning standards designed to facilitate mastery of the English Language. A few of the primary objectives include further understanding the relationship between speaker, audience and purpose; becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts; identifying and explaining the author's use of rhetorical strategies and techniques; and producing different types of compositions (synthesis, analytical, argumentative). As the final assessment, students are required to take the N.Y.S. English Regents examination in June and also compile a final portfolio. *NCAA approved course*

Course	Credit	Weight	Length	Prerequisite
African Diaspora: Intro to Africa/African American History	1		Full Year	English 11 65+ on English Regents

African Diaspora centers on the movements and culture of Africans and their descendants to places around the world. Students are introduced to literary, religious, historical, cultural, political, and social topics related to Africa and the African Diaspora with a focus on the conditions that produced the African Diaspora, the face of Africa around the world, the African Diaspora in the United States, and a contemporary, global look at the African Diaspora. The purpose of the course is to enlighten students about the world in which they live as well as themselves. Students will read a variety of literary works of merit, prepare research papers, write and deliver speeches, moderate and participate in weekly student-constructed Socratic Seminars, as well as a myriad of other thought-provoking, academically rigorous activities. Students have the option of earning three college credits for this course through SUNY Albany's College of Arts and Sciences *University in the High School Program* (2017-18 cost= \$225.00; subject to change in future years). This course also meets the University at Albany's General Education Requirement of U.S. Diversity and Pluralism and will enable students to demonstrate the 4 points listed at http://www.albany.edu/gened/ch_diversity.shtml *NCAA approved course*

Course	Credit	Weight	Length	Prerequisite
English 12 A.P. English Literature	1	1.1	Full Year	Students must meet at least two of the following three criteria; 85+ in English 11/ 80+ in English 11 AP; High Proficient (80+) or Distinguished (85+) English Regents score; Reading on grade level (SRI Score; Proficient or Advanced)

This course is a college-level course in which students will engage in careful reading and critical analysis of works of recognized literary merit. These works will be from various genres and periods, ranging from the sixteenth to the twenty-first century. Students will examine a work's structure, style and theme, as well as literary techniques such as figurative language, imagery, symbolism and tone. Through close reading, the students will thoroughly understand the following elements: the experience of literature, the interpretation of literature, and the evaluation of literature. These aspects of reading will correspond to an approach to writing about literary works. Writing to evaluate a literary work will involve the students in making and explaining judgments about a work's artistry and exploring its underlying social and cultural values through analysis, interpretation and argument. Students take the Advanced Placement Examination in May. *NCAA approved course*

Course	Credit	Weight	Length	Prerequisite
English 12 Creative Writing A/ Creative Writing B	1		Full Year	English 11 65+ on English Regents

This course is designed for students in their senior year who enjoy the process of writing. Students will explore and analyze different genres of literature (poetry, short stories, memoir, children's literature, etc.) through reading the works of a varied group of writers and poets. Following their studies of each genre, students will create their own pieces and incorporate similar literary techniques to become more creative, expressive authors. **Creative Writing A** will focus on the college essay and building a resume, an introduction to creative writing, and children's literature. **Creative Writing B** will focus on poetry, short stories, and memoir. Students are encouraged to enroll in both Creative Writing A and B for the full year experience. *NCAA approved course*

Course	Credit	Weight	Length	Prerequisite
English 12A: Memoir and Nonfiction Stories, Films and Social Issues	1/2		Half Year	English 11 65+ on English Regents

This one semester course has two main components. The first component is college and career preparation. Units include memoirs and crafting a multi-draft polished college essay, creating a resume, and completing a career exploration project. The second component involves both short non-fiction and a research paper. Through completing a major inquiry project, students will develop college-ready research skills by analyzing and crafting arguments.

Course	Credit	Weight	Length	Prerequisite
English 12B Media Literacy	1/2		Half Year	English 11 65+ on English Regents

This one semester course has two main components: media literacy and global social issues. Students will look at a variety of media, including advertising, music, news, and social networking, and learn to look at the media with a more critical eye. The class will explore issues such as how advertising presents gender roles, how the news shapes our understanding of the world, and how our technology-laden world has changed our lives in both positive and negative ways. The global issues component of the course will examine issues such as women's rights and income inequality through film, fiction and nonfiction. Projects will include creation of a public service advertisement and a digital story or book.

Course	Credit	Weight	Length	Prerequisite
Analyzing Photography	1/2		Half Year	English credit: 65+ on English Regents/ Art credit: Junior or Senior

Students will view and analyze recognized masters in a variety of photographic genres, such as photo journalism, landscape, portrait and art photography. Students will develop the vocabulary and analytical tools to understand and analyze photos and styles within each genre. Each genre study will be paired with a hands-on unit, where students create portfolios of their own photos within that genre. This course is open to juniors and seniors, and is designed as a half year, half credit course. It can be used as either an art or English elective.

Course	Credit	Weight	Length	Prerequisite
English 12: P.I.S.E.	½ English; ½ Credit Social Studies		Half Year	English 11 65+ on English Regents

P.I.S.E. (PISE Peekskill Individualized Senior Experience) is a program which gives seniors in good academic standing the opportunity for hands-on experiences in schools, local businesses, non-profit organizations, and health care institutions. This program is designed for second semester seniors who are mature and responsible. A P.I.S.E. internship provides one half credit of English 12 and/or one half credit of Participation in Government. Students who plan to participate in this internship program for both English and P.I.G. credit must take Economics and another ½ credit English 12 course during the fall semester. Student

credit is in alignment with documented time spent at the assigned site (50* hours = ½ credit; 100* hours = 1 credit) Students enrolled in a full year, 1 credit English course (African Diaspora, English 12AP) can enroll in P.I.S.E. for an elective credit, if their schedule permits.

Course	Credit	Weight	Length	Prerequisite
English 12: Regents Review A Regents Review B	.5		Half Year	Did not pass English Regents 4 th year students

This course is designed for students who did not pass the E.L.A. Regents as juniors. Students will be required to read, write, listen, and speak for A) information and understanding, B) literary response and expression, and C) critical analysis and evaluation. The primary focus of this course is to build reading and writing skills needed to pass the English Regents exam and complete writing assignments directly aligned to the E.L.A. Regents. All students will be required to take the E.L.A. Regents in January: students who pass the Regents in January will be enrolled in another ½ credit senior elective; students who do not pass the Regents in January will be enrolled in E12 Regents Review B for the second semester.

Course	Credit	Weight	Length	Prerequisite
Writing Literacy Lab 9	1/2		Full Year	Students who are not enrolled in English9/Reading and meet two of the following three criteria: 8 th grade N.Y.S. ELA score 1/low 2 (below state cut-off for AIS); Reading 1-3 grades below level (i.e., F & P level X or below).

The course is designed to provide Academic Intervention Services and instructional support for 9th grade students who are in need of additional support in literacy. Placement in this course is based on multiple indicators that reveal individuals are below proficiency, including the 8th grade N.Y.S. English Language Assessment (1 or 2), teacher recommendation, and performance on reading and writing assessments. The goal of this course is to provide students with additional, targeted instruction designed to improve reading and writing skills across all content areas.

Course	Credit	Weight	Length	Prerequisite
Writing Literacy Lab 10	1/2		Full Year	Intervention Indicators Sophomore students who meet the following two criteria: teacher recommendations: Reading below grade level (SRI Score: Basic (below 975))

The course is designed to provide Academic Intervention Services and instructional support for 10th grade students who are in need of additional support in literacy. Placement in this course is based on multiple indicators that reveal individuals are below proficiency, including the Scholastic Reading Inventory (SRI), teacher recommendation, and performance on reading and writing assessments. The goal of this course is to provide students with additional, targeted instruction designed to improve reading and writing skills across all content areas.

Course	Credit	Weight	Length	Prerequisite
Writing Literacy Lab 11	1/2		Full Year	Intervention Indicators Junior students who meet the following two criteria: teacher recommendation; Reading below grade level (SRI Score: Below Basic (below 984))

The course is designed to provide Academic Intervention Services and instructional support for 11th grade students who are in need of additional support in literacy in order to attain proficiency on the N.Y.S. English Regents. Placement in this course is based on multiple indicators that reveal individuals are in need of additional support, including the Scholastic Reading Inventory (SRI) teacher recommendation, and performance on reading and writing assessments. The goal of this course is to provide students with additional, targeted instruction designed to improve reading and writing skills across all content areas, but also to specifically provide them with additional instruction to assure success on required state assessments.

Course	Credit	Weight	Length	Prerequisite
English 9/10/11 Repeater	1		Half Year	Intervention Indicators Previously enrolled and failed English 9/10/11

This course is designed for students to recover credit in English 9, 10, or 11 due to previous failure. Students will be enrolled in a one semester course and have the opportunity to earn a full credit, due to previous time spent enrolled in the course without success. Students will continue to build skills in reading, writing, and thinking and be required to exhibit understanding through performance-based assessments. A satisfactory portfolio, which is a collection of a student's best works, is a required product to recover credit. Students who are not successful in recovering credit in the first half of the year will be enrolled in the course for the second half of the year.

Course	Credit	Weight	Length	Prerequisite
Intro to Drama	1		Half Year	None

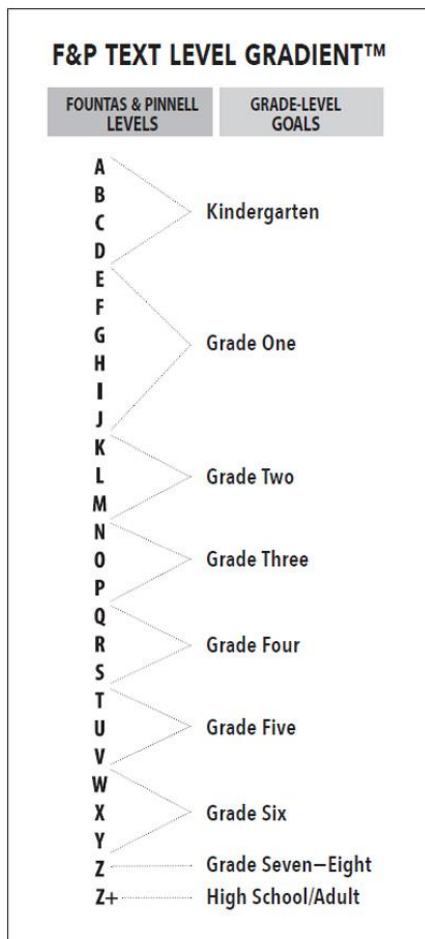
Intro to Drama covers a wide variety of topics including: an introduction to acting and directing; voice and diction; improvisation, playwriting, stage vocabulary, and scene study; Shakespeare and dramatic literature. Written critiques of theatre performances satisfy the writing component for the course. At the end of the year, students hold a special performance of monologues showcasing their talents. Visits from guest artists and field trips to shows are included as part of the classroom experience.

Course	Credit	Weight	Length	Prerequisite
Advanced Drama	1		Half Year	Drama 1

This course is a continuation of the Intro to Drama course, spending the majority of focus on the directing and playwriting aspects of theatre. The end of the year culminates in an evening of drama, showcasing original one-act plays written throughout the year. Dramatic literature and theatre critiques are covered. Visits from guest artists and field trips to shows are once again included as part of the classroom experience. (Students who have passed the English Regents Exam may take this course as seniors to count as an English 12 course credit.)

INTERVENTION INDICATORS

** For students entering 9th grade, Fountas & Pinnell scores are used to determine placement in Literacy Intervention courses. Placement is based on the following document identifying F & P levels and corresponding grade levels for reading.



The grade-level goals on the F&P Text Level Gradient™ are intended to provide general guidelines, which should be adjusted based on school/district requirements and professional teacher judgement.

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** At the high school, Lexile Scores determining placement in Literacy Intervention courses are based on the following document, provided by the Common Core Learning Standards (CCLS), describing appropriate text complexity levels for each grade level.

Grade Band	Current Lexile Band	"Stretch" Lexile Band*
K–1	N/A	N/A
2–3	450L–730L	420L–820L
4–5	640L–850L	740L–1010L
6–8	860L–1010L	925L–1185L
9–10	960L–1120L	1050L–1335L
11–CCR	1070L–1220L	1185L–1385L

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# Peekskill High School: English Flow Chart Departmental Pathways: 9<sup>th</sup>-12<sup>th</sup>

| <u>9<sup>th</sup> Grade Course(s)</u> | <u>10<sup>th</sup> Grade Course(s)</u><br><i>(Options)</i> | <u>11<sup>th</sup> Grade Course(s)</u>       | <u>12<sup>th</sup> Grade Course(s)</u>                      |
|---------------------------------------|------------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------|
| English 9                             | English 10                                                 | English 11                                   | English 12<br>English 12 Electives<br>AP English Literature |
| English 9 Honors                      | English 10 Honors                                          | A.P. English<br>Language                     | AP English<br>Literature                                    |
| English 9/Reading 9                   | English 10/Reading 10                                      | English 11                                   | English 12<br>English 12 Electives                          |
|                                       |                                                            | Students can also start<br>to take electives | Electives                                                   |

# ENGLISH AS A NEW LANGUAGE (ENL) COURSE OFFERINGS

Through a content integrated curriculum, students engage in activities designed to promote English language acquisition in the domains of speaking, listening, reading, and writing, while also developing skills they need to understand academic concepts. Instruction includes vocabulary development, syntax, phonetics, grammar, public speaking, reading and writing strategies, research, and computer literacy. Placement in the ENL program is determined by NYSITELL/NYSESLAT scores, which determine English language proficiency levels: Entering, Emerging, Transitioning, Expanding, and Commanding. Students may exit the program by scoring Commanding on the NYSESLAT or a passing score on the NYS ELA Regents Examination.

| Course                   | Credit | Length    | Prerequisite      |
|--------------------------|--------|-----------|-------------------|
| <b>101, 102, 103 ENL</b> | 1      | Full Year | NYSESLAT/NYSITELL |

A course for English language learners who have been determined to be at the Entering and Emerging stages of English language ACQUISITION. Students require intensive Sheltered English listening, speaking, reading, and writing instruction. Emphasis is placed on pronunciation, comprehension, grammar, syntax, vocabulary building, and idiomatic expressions.

| Course         | Credit | Length    | Prerequisite      |
|----------------|--------|-----------|-------------------|
| <b>104 ENL</b> | 1      | Full Year | NYSESLAT/NYSITELL |

A course for English language learners who have been determined to be at the Transitioning stage of English language. Students continue developing their English listening, speaking, reading, and writing skills while receiving intensive language support. Emphasis is placed on complex English language structures, vocabulary development, grammar, mechanics, and exposure to different genres. **All 11th grade students are required to take the E.L.A. Regents.**

| Course             | Credit | Length    | Prerequisite      |
|--------------------|--------|-----------|-------------------|
| <b>105 ENL ENG</b> | 1      | Full Year | NYSESLAT/NYSITELL |

A course for English language learners who have been determined to be at the Expanding stage of English language, pursuant to the NYSESLAT. This class serves as a bridge between ENL and mainstream English classes. Students may also be enrolled in a mainstream English class. Instruction focuses on English language structures, vocabulary development, grammar, mechanics, research, expository and creative writing, and extensive reading of all genres of literature . **All 11th grade students are required to take the E.L.A. Regents.**

| Course                          | Credit | Length    | Prerequisite |
|---------------------------------|--------|-----------|--------------|
| <b>150 ESL Newcomer Program</b> | 1      | Full Year | NYSITELL     |

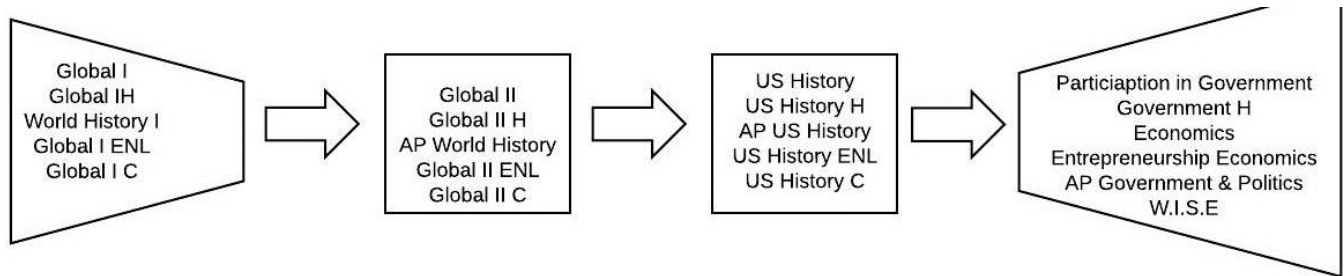
The Newcomer Program is specifically for culturally and linguistically diverse English language learners who have recently immigrated to the United States and never experienced the American education system. During a daily three-period block, content integrated instruction focuses on English language acquisition (speaking, listening, reading, and writing), literacy, and American culture. Although English language acquisition is a primary objective, students are encouraged to use their first languages and share their cultures in order to successfully participate in class activities and complete assignments. Students generally remain in the program from 6 months to 1 year. Readiness for exiting the Newcomer Program is determined by multiple factors, including NYSESLAT scores, classwork, class exams, etc.

# SOCIAL STUDIES DEPARTMENT

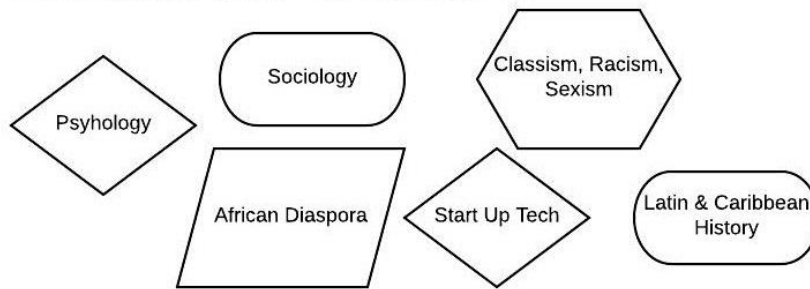
## COURSE OFFERINGS

All students must complete four units of Social Studies and pass one Regents Examination in Global History and Geography II and one Regents exam in US History and Government. Below are our Core Courses and Pathway options:

### Core Courses and Pathway Options



### Electives and Enrichment



| Course                                  | Credit | Length    | Prerequisite |
|-----------------------------------------|--------|-----------|--------------|
| <b>Global History &amp; Geography I</b> | 1      | Full Year | None         |

This course provides students with the opportunity to study world regions in Global History and their cultures within a framework that is designed to develop a global perspective for the period beginning in the Paleolithic Era to circa 1750. This approach aims to cultivate students' knowledge, and skills of gathering, interpreting and using evidence, chronological reasoning and causation, comparison and contextualization, and geographic reasoning, which will help develop them to function effectively in a world characterized by ethnic diversity, cultural pluralism, international and domestic conflicts and the importance of climate and geography. *NCAA approved course*

| Course                                         | Credit | Length    | Prerequisite |
|------------------------------------------------|--------|-----------|--------------|
| <b>Global History &amp; Geography I Honors</b> | 1      | Full Year | None         |

This course provides students with the opportunity to study world regions in Global History and their cultures within a framework that is designed to develop a global perspective for the period beginning in the Paleolithic Era to circa 1750. This approach aims to cultivate students' knowledge, and skills of gathering, interpreting and using evidence, chronological reasoning and causation, comparison and contextualization, and geographic reasoning, which will help develop them to function effectively in a world characterized by ethnic diversity, cultural pluralism, international and domestic conflicts and the importance of climate and geography. A significant amount of work is required, including extensive reading and writing, analysis of primary sources at a level which demonstrates high proficiency in social studies skills. *NCAA approved course*

| Course                 | Credit | Weight | Length    | Prerequisite                            |
|------------------------|--------|--------|-----------|-----------------------------------------|
| <b>World History I</b> | 1      |        | Full Year | Teacher's recommendation or Application |

World History I is the first year of a two-year program designed to prepare students to take the AP Advanced Placement World History exam. The course will focus on the interactions between communities and cultures across time and place. Within a chronological approach, students will examine how different societies have historically addressed complex political, economic and social issues. This course addresses history from approximately 8000 BC to 1450 AD, and focuses on the development of skills specific to the study of history, including document analysis and persuasive writing. *NCAA approved course*

| Course                                   | Credit | Length    | Prerequisite |
|------------------------------------------|--------|-----------|--------------|
| <b>Global History &amp; Geography II</b> | 1      | Full Year | Global 1     |

This course consists of the continued study of Europe and Non-European World History. It consists of the study of the political, historical, social, cultural and economic events that shaped history from the defeat of Napoleon (1815) to the present. All students will take the Global History & Geography Regents Examination. *NCAA approved course*

| Course                                          | Credit | Length    | Prerequisite |
|-------------------------------------------------|--------|-----------|--------------|
| <b>Global History &amp; Geography II Honors</b> | 1      | Full Year | Global 1     |

This course consists of the continued study of Europe and Non-European World History. It consists of the study of the political, historical, social, cultural and economic events that shaped history from the defeat of Napoleon (1815) to the present. A significant amount of work is required, including extensive reading and writing, analysis of primary sources and individual research at a level which demonstrates a high proficiency in social studies skills combined with extensive information, showing breadth of scope and depth. *NCAA approved course*

| Course                  | Credit | Weight | Length    | Prerequisite    |
|-------------------------|--------|--------|-----------|-----------------|
| <b>AP World History</b> | 1      | 1.1    | Full Year | World History I |

The AP World History course focuses on developing students' understanding of world history from approximately 600 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. *NCAA approved course*

| Course                               | Credit | Length    | Prerequisite |
|--------------------------------------|--------|-----------|--------------|
| <b>U.S. History &amp; Government</b> | 1      | Full Year | None         |

This course begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two World Wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world.\* *NCAA approved course*

| Course                                      | Credit | Length    | Prerequisite |
|---------------------------------------------|--------|-----------|--------------|
| <b>U.S. History &amp; Government Honors</b> | 1      | Full Year | None         |

This course begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. A significant amount of work is required, including extensive reading and writing, analysis of primary sources and individual research at a level which demonstrates a high proficiency in social studies skills combined with extensive information, showing breadth of scope and depth. *NCAA approved course*

| Course                 | Credit | Weight | Length    | Prerequisite           |
|------------------------|--------|--------|-----------|------------------------|
| <b>AP U.S. History</b> | 1      | 1.1    | Full Year | Teacher Recommendation |

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. *NCAA approved course*

| Course                             | Credit | Length    | Prerequisite |
|------------------------------------|--------|-----------|--------------|
| <b>Participation in Government</b> | .5     | Half Year | None         |

This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included so that the course can adapt to present, local, national, and global, circumstances allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participating in government in our communities is fundamental to our success of American democracy. *NCAA approved course*

| Course           | Credit | Length    | Prerequisite |
|------------------|--------|-----------|--------------|
| <b>Economics</b> | .5     | Half Year | None         |

Economics, the Enterprise System, and Finance examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges. *NCAA approved course*

| Course                            | Credit | Weight | Length    | Prerequisite |
|-----------------------------------|--------|--------|-----------|--------------|
| <b>Entrepreneurship Economics</b> | 1      | 1.1    | Full Year | None         |

Entrepreneurship economics is designed to teach Economics through the lens of an entrepreneur. The skills and concepts taught will help students to become Entrepreneurial Citizens who are opportunity focused, solution driven, and holistic thinkers, with skills that are adaptable and transferable in any field they choose to study in. Students will engage in problem based learning, relevant to real life. There is a focus on critical thinking, communication skills, and collaboration. Economic topics include banking, finance, wealth management, supply and demand problems, debt, budgeting, and investing; this course qualifies for the state economics requirement. The course is supported by the Network for Teaching Entrepreneurship Program and includes field trips and competitions that students will submit their business plans to. Course credit at SUNY WCC available.



| Course                                   | Credit | Weight | Length    | Prerequisite |
|------------------------------------------|--------|--------|-----------|--------------|
| <b>AP U.S. Government &amp; Politics</b> | 1      | 1.1    | Full Year |              |

This course explores the political theory and everyday practices that direct the daily operation of our government and shape our public policies. The purpose of this course is not only to prepare students to take the AP U.S. Government and Politics Exam, but also to have them become active participants in *their* government. The course is, for all intents and purposes, taught on a college level and it requires a substantial amount of reading and preparation for every class that must happen outside of the classroom. Students taking this AP course need to be willing to enhance their understanding of concepts by listening to or reading the news, spending time outside of class experiencing politics and government in action, and coming to class consistently. The objectives of this course go beyond a basic analysis of how our government “works.” Students will develop a critical understanding of the strengths and weaknesses of the American political system, as well as their rights and responsibilities as citizens. *NCAA approved course*

| Course                          | Credit | Weight | Length    | Prerequisite |
|---------------------------------|--------|--------|-----------|--------------|
| <b>Classism, Racism, Sexism</b> | .5     | 1.1    | Half Year |              |

This course analyzes the connections between classism, racism and sexism, their mutually reinforcing nature, and the tensions arising from their interrelations. Critical thinking skills will be developed as we examine a variety of readings and media (theoretical, factual, and creative), to deconstruct systems of oppression and move towards social justice. Particular attention will be given to the ideological and personal aspects of these phenomena, as well as to the creation of strategies for students to critique and change existing structures of inequity and group oppression. A major portion of the course revolves around developing the student’s ability to have an open exchange of ideas, how to grapple with the issues that are present in today’s society, and how to be substantive contributors in these areas of discourse. Course credit at SUNY Albany available SUNY Albany’s College of Arts and Sciences *University in the High School Program* offers junior and seniors the opportunity to earn three college credits for this course. This course also meets the University at Albany’s General Education Requirement satisfy the UAlbany General Education Program category of **Challenges for the 21<sup>st</sup> Century**. *Pending NCAA approval*

| Course                                            | Credit | Weight | Length    |
|---------------------------------------------------|--------|--------|-----------|
| <b>Latin America and The Caribbean (CLC) SUNY</b> | .5     | 1.1    | Half Year |

This course is an intensive examination of Latin American and Caribbean Societies including an overview from first inhabitants, through the 20th century. The purpose of the course is to use non-traditional forms of knowledge such as music, art, literature, and film excerpts from anthropological and sociological, historical, and cultural texts, maps, poems, and photographs to formulate an understanding of these historical narratives beyond a Eurocentric perspective. The scope includes (but is not limited to) the regions of Latin America (Central and South) and the Circum-Caribbean islands in the 19th and 20th centuries; independence and self-determination; independent nations and colonies; foreign interventions and intrusions; social and economic change; revolutions; and comparative Caribbean studies. Course credit at SUNY Albany available. *Pending NCAA approval*

| Course                                                                | Credit | Length    | Prerequisite                         |
|-----------------------------------------------------------------------|--------|-----------|--------------------------------------|
| <b>African Diaspora:<br/>Intro to Africa/African American History</b> | 1      | Full Year | English 11<br>65+ on English Regents |

African Diaspora centers on the movements and culture of Africans and their descendants to places around the world. Students are introduced to literary, religious, historical, cultural, political, and social topics related to Africa and the African Diaspora with a focus on the conditions that produced the African Diaspora, the face of Africa around the world, the African Diaspora in the United States, and a contemporary, global look at the African Diaspora. The purpose of the course is to enlighten students about the world in which they live as well as themselves. Students will read a variety of literary works of merit, prepare research papers, write and deliver speeches, moderate and participate in weekly student-constructed Socratic Seminars, as well as a myriad of other thought- provoking, academically rigorous activities. Students have the option of earning three college credits for this course through SUNY Albany’s College of Arts and Sciences *University in the High School Program* (2017-18 cost= \$225.00; subject to change in future years). This course also meets the University at Albany’s General Education Requirement of U.S. Diversity and Pluralism and will enable students to demonstrate the 4 points listed at [http://www.albany.edu/gened/ch\\_diversity.shtml](http://www.albany.edu/gened/ch_diversity.shtml) *NCAA approved course*

| Course                                                            | Credit | Length    | Prerequisite                                                     |
|-------------------------------------------------------------------|--------|-----------|------------------------------------------------------------------|
| <b>P.I.S.E. (PISE Peekskill Individualized Senior Experience)</b> | .5     | Half Year | Economics, global 1 & 2<br>US History & Gov. Passed all Regents. |

P.I.S.E. is a program to provide students with the opportunity to participate in internships or do original, creative projects. This program is for second semester seniors. The program provides academic credit in both English and Social Studies. The program's overall value lies in encouraging students to develop their independence, confidence, and sense of responsibility.

| Course            | Credit | Length    | Prerequisite |
|-------------------|--------|-----------|--------------|
| <b>Psychology</b> | .5     | Half Year |              |

Introduction to Psychology is a social studies elective that enables students to study topics in general psychology at the introductory college level. Topics include the Theoretical Perspectives of Psychology, Research Methodology, the Biological Basis of Behavior, Sensation and Perception, Motivation and Emotion, and Learning and Memory. *NCAA approved course*

| Course           | Credit | Length    | Prerequisite |
|------------------|--------|-----------|--------------|
| <b>Sociology</b> | .5     | Half Year |              |

Sociology is the science of society. Essentially, it deals with the way people behave in groups. Emphasis is placed on such topics as the meaning of culture, group dynamics and cultural change. This course deals with contemporary issues such as marriage and the family, crime, aging and terrorism. *NCAA approved course*

| Course               | Credit | Weight | Length    | Prerequisite           |
|----------------------|--------|--------|-----------|------------------------|
| <b>Start Up Tech</b> | 1      |        | Full Year | 10 <sup>th</sup> Grade |

The NFTE Startup Tech Intro is a blended learning tech-entrepreneurship course that asks students to identify ways to improve their world and to build marketable digital solutions using MIT App Inventor. Students create an original app that addresses a community need, develop a corresponding original abbreviated business plan and marketing materials, and present in a Startup Showcase expo for the chance to win funding and publicity. *Pending NCAA approval*

| Course                            | Credit | Weight | Length        | Prerequisite                               |
|-----------------------------------|--------|--------|---------------|--------------------------------------------|
| <b>OC21 Intro to Anthropology</b> | .5     |        | Spring & Fall | 10 <sup>th</sup> – 12 <sup>th</sup> Grades |

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 my culture? Or cultures? 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? Or 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. *Students enrolled in this course may apply for college credit from SUNY Albany.*

| Course                         | Credit | Weight | Length      | Prerequisite |
|--------------------------------|--------|--------|-------------|--------------|
| <b>OC21 Beyond Mindfulness</b> | .5     |        | Spring 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.

| Course                                                                                                                | Credit | Weight | Length    | Prerequisite |
|-----------------------------------------------------------------------------------------------------------------------|--------|--------|-----------|--------------|
| <b>OC21 BRAIN GAMES: The Psychology of how to focus, remember, and communicate effectively with the Teenage Brain</b> | .5     |        | Fall Only |              |

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.

| Course                                     | Credit | Weight | Length      | Prerequisite |
|--------------------------------------------|--------|--------|-------------|--------------|
| <b>OC21 Fake News and Other Hot Topics</b> | .5     |        | Spring Only |              |

Fake News, Trolls, and bots have influenced and changed the way we view and understand the world around us. In this course, students will explore the surprising history of propaganda fake news, the fracturing of modern media, and the 24 hour news cycle. Students will evaluate different sources of media and their impacts on free societies. Finally, students will better understand how the internet, computing, and company algorithms have led to the balkanization of political opinion in the United States.

# MATH DEPARTMENT

## COURSE OFFERINGS

The mission and expectation of the Peekskill High School Math Department is for all students to take a math class for all four years of their high school experience. Accelerated and Advanced Placement offerings give all our students the opportunity to attempt math courses taught at the highest levels. All of our courses are aligned with the Common Core Learning Standards.

| Course                       | Credit | Length    | Prerequisite                                        |
|------------------------------|--------|-----------|-----------------------------------------------------|
| <b>Common Core Algebra I</b> | 1      | Full Year | Successful completion of 8 <sup>th</sup> Grade Math |

Algebra I is a one-year Regents-ending course which introduces students to variables, algebraic expressions, equations, functions, inequalities, and their multiple representations. The students develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. This course covers various applications of real number systems, polynomials, equations and inequalities, functions, linear systems, graphing linear and non-linear functions, quadratic equations, factoring, sequences, and statistics. *NCAA approved course*

| Course                          | Credit | Length    | Prerequisite                                        |
|---------------------------------|--------|-----------|-----------------------------------------------------|
| <b>Common Core Algebra I-E1</b> | 1      | Full Year | Successful completion of 8 <sup>th</sup> Grade Math |

Algebra I-E1 is the first year of a 2-year Algebra I course, ending in a local final. This course introduces students to variables, algebraic expressions, equations, functions, inequalities, and their multiple representations. The students develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. This course covers various applications of real number systems, polynomials, equations and inequalities, functions, linear systems, graphing linear functions and quadratic equations. The curriculum is designed to allow for discovery and practice of new skills and knowledge. *NCAA approved course 1/2*

| Course                          | Credit | Length    | Prerequisite                                    |
|---------------------------------|--------|-----------|-------------------------------------------------|
| <b>Common Core Algebra I-E2</b> | 1      | Full Year | Successful completion of Common Core Algebra E1 |

Algebra I-E2 is the second year of a 2-year Algebra I course, ending in the Algebra I Regents exam. This course reinforces the ideas of variables, algebraic expressions, equations, functions, inequalities, and their multiple representations. The students continue to develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. This course covers reviews topics from Algebra E1 (real number systems, polynomials, equations and inequalities, functions, linear systems, graphing linear and quadratic equations) and advances the concepts of graphing non-linear functions, factoring, sequences and statistics. The curriculum is designed to allow for discovery and practice of new skills and knowledge. *NCAA approved course 1/2*

| Course                           | Credit | Length    | Prerequisite                                        |
|----------------------------------|--------|-----------|-----------------------------------------------------|
| <b>Common Core Algebra I-1.5</b> | 1.5    | Full Year | Successful completion of 8 <sup>th</sup> Grade Math |

Algebra I-1.5 is a one-year Regents-ending course which introduces students to variables, algebraic expressions, equations, functions, inequalities, and their multiple representations. The students develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. Contrary to Algebra I, Algebra I-1.5 includes an attached lab period on alternating days for further reinforcement and retention. This course covers various applications of real number systems, polynomials, equations and inequalities, functions, linear systems, graphing linear and non-linear functions, quadratic equations, factoring, sequences and statistics. The curriculum is designed to allow for discovery and practice of new skills and knowledge. *NCAA approved course*

| Course                                | Credit | Length    | Prerequisite                                        |
|---------------------------------------|--------|-----------|-----------------------------------------------------|
| <b>Common Core Algebra I Extended</b> | 2      | Full Year | Successful completion of 8 <sup>th</sup> Grade Math |

Common Core Algebra I Extended is a one-year, double block, Regents-ending course which introduces students to variables, algebraic expressions, equations, functions, inequalities, and their multiple representations. The students develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, communicate mathematical ideas clearly, build foundational skills and increase Mathematics literacy skills. This course covers various applications of real number systems, polynomials, equations and inequalities, functions, linear systems, graphing linear and non-linear functions, quadratic equations, factoring, sequences, and statistics. The curriculum is designed to allow for discovery and practice of new skills and knowledge. *Pending NCAA approval*

| Course                      | Credit | Length    | Prerequisite                                                                                              |
|-----------------------------|--------|-----------|-----------------------------------------------------------------------------------------------------------|
| <b>Common Core Geometry</b> | 1      | Full Year | Successful completion of Common Core Algebra 1; Common Core Algebra 1 Regents; and Teacher Recommendation |

Common Core Geometry is a one year course ending in the Geometry Regents exam. This course covers the concepts of formal Euclidean geometry outlined in the NYS Common Core Learning Standards. Areas of study include precise definitions, angle relationships, parallel and perpendicular lines, constructions, transformations, formal proofs, congruent and similar figures, coordinate and spatial geometry, trigonometry, and circles, arcs, and radians. In addition to including problems which serve to review algebra, inductive and deductive thinking skills are used in problem solving situations, formal proofs, and applications to real world problems. *NCAA approved course*

| Course                             | Credit | Weight | Length    | Prerequisite                                                                                                                    |
|------------------------------------|--------|--------|-----------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Common Core Geometry Honors</b> | 1      | 1.05   | Full Year | Successful completion of 8 <sup>th</sup> Grade Common Core Algebra 1; Common Core Algebra 1 Regents; and Teacher Recommendation |

Common Core Geometry Honors is a one year course ending in the Geometry Regents exam. This course is an extensive in-depth study of the topics and concepts of Geometry and covers the concepts of formal Euclidean geometry outlined in the NYS Common Core Learning Standards. Areas of study include precise definitions, angle relationships, parallel and perpendicular lines, constructions, transformations, formal proofs, congruent and similar figures, coordinate and spatial geometry, trigonometry, and circles, arcs, and radians. In addition to including problems which serve to review algebra, inductive and deductive thinking skills are used in problem solving situations, formal proofs, and applications to real world problems. *NCAA approved course*

| Course                                               | Credit | Length    | Prerequisite                                   |
|------------------------------------------------------|--------|-----------|------------------------------------------------|
| <b>Principles of Geometry (Formerly Geometry NR)</b> | 1      | Full Year | Successful completion of Common Core Algebra 1 |

Principles of Geometry, ending in a local final exam and rooted in the NYS Common Core Learning Standards, covers concepts of Euclidean geometry including basic definitions, postulates, and theorems. Areas of study include angle relationships, parallel and perpendicular lines, constructions, transformations, congruent and similar figures, coordinate geometry, 3-dimensional geometry, introductory trigonometry, and circle theorems. In addition to including problems which serve to review algebra skills, this course familiarizes students with basic conceptual and procedural geometric knowledge. The curriculum is designed to allow for discovery and practice of new skills and knowledge.

| Course                      | Credit | Length    | Prerequisite                                                    |
|-----------------------------|--------|-----------|-----------------------------------------------------------------|
| <b>Intermediate Algebra</b> | 1      | Full Year | Successful completion of<br>Common Core Geometry or Geometry NR |

Intermediate Algebra is a one year course that expands upon the concepts learned in Algebra I and Geometry to promote a deeper understanding of more complex algebraic topics. Topics include solving linear and quadratic equations and inequalities, systems of equations, factoring, quadratic functions, absolute value functions, exponential functions, rational functions, radical functions, rational exponents, the real and complex number systems, and applications. Students will take a department examination in June.

| Course                        | Credit | Length    | Prerequisite                                                                                                     |
|-------------------------------|--------|-----------|------------------------------------------------------------------------------------------------------------------|
| <b>Common Core Algebra II</b> | 1      | Full Year | Successful completion of<br>Common Core Geometry;<br>Common Core Geometry Regents; and<br>Teacher Recommendation |

Common Core Algebra II is the 3rd in a sequence of three Regents level courses. Topics include real numbers, algebraic equations and fractions, radicals, functions, complex numbers, exponential functions, logarithmic functions, sequence and series, trigonometric functions, identities, graphs, applications, and equations, probability and statistics. Students will take a department examination and the Common Core Algebra II Regents examination in June. *NCAA approved course*

| Course                                     | Credit  | Length    | Prerequisite                                                                                              |
|--------------------------------------------|---------|-----------|-----------------------------------------------------------------------------------------------------------|
| <b>Advanced Algebra &amp; Trigonometry</b> | .5 each | Half Year | Successful completion of<br>Intermediate Algebra or Common Core<br>Algebra II; and Teacher Recommendation |

Advanced Algebra & Trigonometry is a college preparatory course taught in two half-year segments. Advanced Algebra and Trigonometry expands on the topics of functions and their graphs introduced in Common Core Algebra II. The course investigates the trigonometric functions and their applications. The department examination in Advanced Algebra will be administered in January. The department examination in Trigonometry will be administered in June. *NCAA approved course*

| Course                     | Credit | Weight | Length    | Prerequisite                                                                     |
|----------------------------|--------|--------|-----------|----------------------------------------------------------------------------------|
| <b>Pre-Calculus Honors</b> | 1      | 1.05   | Full Year | Successful completion of<br>Common Core Algebra II and<br>Teacher Recommendation |

This rigorous course is designed to prepare students for Advanced Placement Calculus (AB). The primary focus of this course is to combine all the critical skills and concepts from algebra and geometry while integrating the language and concepts of functions. Fundamental to the study of higher mathematics is thorough understanding of polynomial, exponential, logarithmic, rational, trigonometric functions. These topics are needed to strengthen students' conceptual understanding of problems and mathematical reasoning in solving problems. Students will also be exposed to theory of equations, conic sections, solid geometry, limits, and derivatives. A department examination will be administered in June. *NCAA approved course*

| Course                                  | Credit | Weight | Length    | Prerequisite                                                        |
|-----------------------------------------|--------|--------|-----------|---------------------------------------------------------------------|
| <b>Advanced Placement Calculus (AB)</b> | 1      | 1.1    | Full Year | Successful completion of Pre-Calculus<br>and teacher recommendation |

An advanced Placement (AP) course in calculus consists of a full high school academic year of work that is comparable to a calculus course in colleges and universities. AP Calculus will follow the topics outlined by the College Board, along with additional topics. Each student will complete several simulated AP exams at the end of the semester. During the last weeks we will cover topics from BC calculus. The course is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to Calculus, with concepts, results and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations are demonstrated through the unifying themes of derivatives, integrals, limits, approximations, and modeling. Students are required to take the Advanced Placement Examination in May.

**GRAPHING CALCULATOR IS REQUIRED**

| Course                 | Credit | Length    | Prerequisite           |
|------------------------|--------|-----------|------------------------|
| <b>Problem Solving</b> | .5     | Half Year | Teacher Recommendation |

Problem Solving is a half year course that focuses on the ability to develop multiple ideas and strategies to solve a wide variety of problems. Students will work independently and in small groups developing divergent thinking skills with an emphasis on critical thinking ability. *NCAA approved course 1/2*

| Course                    | Credit | Length    | Prerequisite           |
|---------------------------|--------|-----------|------------------------|
| <b>Financial Literacy</b> | .5     | Half Year | Teacher Recommendation |

Financial Literacy is a half year course with a focus on the knowledge and skills required to manage financial resources for a lifetime of financial well being. The emphasis will be on the ability to manage personal finance matters in an effective manner. Included in this course is the knowledge of making appropriate decisions about personal finance such as investing, insurance, real estate, budgeting, paying for college, retirement, spending, choosing a career, and consumer knowledge.

| Course                                                                            | Credit | Length    | Prerequisite           |
|-----------------------------------------------------------------------------------|--------|-----------|------------------------|
| <b>Common Core Algebra Concepts<br/>(Formerly Algebra AIS Regents<br/>Review)</b> |        | Half Year | Teacher Recommendation |

This course is designed to help struggling students achieve proficiency on the New York State Common Core Algebra Regents exam. This course will follow the New York State Common Core Algebra I curriculum and provide students with targeted intervention to fill gaps in their understanding of critical topics.

# Peekskill High School

## Mathematics Flow Chart

### Departmental Pathways: 9<sup>th</sup>-12<sup>th</sup>

| 9 <sup>th</sup> Grade Course(s)                | 10 <sup>th</sup> Grade Course(s)<br>(Options)                        | 11 <sup>th</sup> Grade Course                                                               | 12 <sup>th</sup> Grade Course(s)                                            |
|------------------------------------------------|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Common Core Geometry Honors<br>June Regents    | Common Core Algebra II<br>June Regents                               | Pre-Calculus Honors                                                                         | AP Calculus                                                                 |
| Common Core Geometry<br>June Regents           | Common Core Algebra II<br>June Regents<br>Or<br>Intermediate Algebra | Pre-Calculus Honors<br>or<br>Advanced Algebra/Trig.<br>(.5/.5)                              | Pre-Calculus Honors<br>or<br>AP Calculus                                    |
| Common Core Algebra I<br>Year 1/June Regents   | Common Core Geometry<br>June Regents<br>Or<br>Non-Regents Geometry   | Common Core Algebra II<br>June Regents<br>Or<br>Intermediate Algebra                        | Pre-Calculus<br>or<br>Advanced Algebra/Trig. (.5/.5)                        |
| Common Core Algebra I<br>Year 1.5/June Regents | Common Core Geometry<br>June Regents<br>Or<br>Non-Regents Geometry   | Common Core Algebra II<br>June Regents<br>Or<br>Intermediate Algebra                        | Pre-Calculus<br>or<br>Advanced Algebra/Trig. (.5/.5)<br>Or<br>Math Elective |
| Common Core Algebra I Extended<br>Year 2       | Common Core Geometry<br>June Regents<br>Or<br>Non-Regents Geometry   | Common Core Algebra II<br>June Regents<br>Or<br>Intermediate Algebra<br>Or<br>Math Elective | Pre-Calculus<br>or<br>Advanced Algebra/Trig. (.5/.5)<br>Or<br>Math Elective |



# SCIENCE DEPARTMENT

## COURSE OFFERINGS

The Science Department of Peekskill High School offers a wide variety of science opportunities for all students. Our high school science course offerings promote valuable science skills such as observation, measurement, inferring, predicting, classifying, analysis, synthesis, application, interpretation of data, hypothesis formulation, problem-solving and experimentation. The Science Department believes that science education should prepare individuals to utilize science to improve their own lives and to cope with an increasingly technological world. Additionally, science education should allow students who are likely to pursue science academically as well as professionally to acquire the academic knowledge appropriate for their needs. As a result, the Science Department believes that a strong science foundation is vital for all high school students who are planning to attend college or enter the work force and, therefore, offer several elective courses that supplement the core science areas of biology, earth science, chemistry and physics.

| Course                     | Credit | Length    | Prerequisite                                          |
|----------------------------|--------|-----------|-------------------------------------------------------|
| <b>Astronomy I (CLC)**</b> | .5     | Half Year | 3 credits in Science<br>(or permission of instructor) |

This course has been divided into two half year classes and serves as an introduction to the fundamentals of astronomy. The first half of the year covers the history of astronomy, tools used in astronomy and the solar system. Topics include ancient astronomers, telescopes, constellations, motions of objects in the sky, the Moon and its effects on earth, planets and the “vagabonds” of the solar system—asteroids, meteors and comets. A final exam is administered in the class in January. *NCAA approved course*

| Course                      | Credit | Length    | Prerequisite                                          |
|-----------------------------|--------|-----------|-------------------------------------------------------|
| <b>Astronomy II (CLC)**</b> | .5     | Half Year | 3 credits in Science<br>(or permission of instructor) |

This is the second half of the Astronomy I class and covers deep space. The topics include types of stars, life cycle of stars, black holes, neutron stars, galaxies and the universe. A final exam will be given in the class in June

| Course                      | Credit | Length    | Prerequisite                                                       |
|-----------------------------|--------|-----------|--------------------------------------------------------------------|
| <b>**WCC SUNY Astronomy</b> | 4      | Full Year | Successful completion of Astronomy I and II during the school year |

This course serves as an introduction to the fundamentals of astronomy for the non-science major. Upon successful completion of Astronomy I and 2 a student can earn 4 credits from SUNY Westchester Community College. The science course examines how we have learned about the structure and organization of the universe through observation and experimentation. Emphasis is placed on stars, galaxies and cosmology. Other topics include appearance and motions of the sun, moon and stars, the nature of light and gravity and the search for extraterrestrial intelligence. The course includes a planetarium activities, computer simulations and hands-on investigations. The final grade for the year-long course is determined by the average of the two semester grades and follows SUNY WCC college guidelines. *NCAA approved course*

| Course                                                     |   |           |                                  |
|------------------------------------------------------------|---|-----------|----------------------------------|
| <b>Chemistry: The Physical Setting<br/>– Regents Level</b> | 1 | Full Year | Living Environment/Earth Science |

The Regents chemistry course is designed to acquaint students with basic knowledge of the fundamental principles of chemistry. Successful completion of the course consists of a solid understanding of the following 12 units: Behavior of Matter, Atomic Theory, Periodic Table, Properties of Solutions, Bonding, Formulas and Equations, Math of Chemistry, Oxidation and Reduction, Kinetics and Equilibrium, Acids Bases and Salts, \*Organic Chemistry, and Nuclear Chemistry. A 1200-minute laboratory requirement in addition to class time is State mandated and is an integral part of this course. All labs must be completed by the last week in May for a student to be eligible to take the Regents exam. *NCAA approved course*

| Course                  |     |           |                                                              |
|-------------------------|-----|-----------|--------------------------------------------------------------|
| <b>Chemistry Honors</b> | 1.5 | Full Year | Earth Science and Living Environment<br>Algebra I regents 80 |

The Honors chemistry course satisfies the New York State Regents Chemistry syllabus and includes the study of advanced chemistry content. This course is enriched beyond the scope of the Regents curriculum providing students with a deeper understanding of concepts while widening the extent of knowledge presented on those topics. Students may be required to do independent research. A 1200-minute laboratory requirement in addition to class time is State mandated and is an integral part of this course. All labs must be completed by the last week in May for a student to be eligible to take the Regents exam. *NCAA approved course*

|                      |   |           |                    |
|----------------------|---|-----------|--------------------|
| <b>Earth Science</b> | 1 | Full Year | Living Environment |
|----------------------|---|-----------|--------------------|

Earth Science is an interdisciplinary course that focuses on geology, meteorology, oceanography and astronomy and touches on other areas including geophysics and environmental science. Through the study of rocks, weather, the cosmos and the processes that form them, students will develop an understanding and appreciation of the earth, its place in the universe and how earthquakes, volcanoes, winds and the atmosphere work. In addition, they will see how fundamental physical principles such as density and energy transfer control all of these processes. A 1200-minute laboratory requirement in addition to class time is State mandated and is an integral part of this course. All labs must be completed by the last week in May for a student to be eligible to take the Regents exam. *NCAA approved course. NCAA approved course*

| Course                       | Credit | Length    | Prerequisite                                            |
|------------------------------|--------|-----------|---------------------------------------------------------|
| <b>Environmental Science</b> | 1      | Full Year | 2 years of Regents Science or<br>Teacher Recommendation |

This course prepares a student with the knowledge to promote an understanding, awareness and a greater sensitivity toward the importance of the environment to the survival of living things. It will also provide knowledge concerning the interrelationships among plants, animals and their environment, and discuss the role of human inhabitants in the conservation of natural resources and natural habitats. This course is designed to meet the third year of science to fulfill the graduation requirement. Success in this course will be assessed through student generated projects, assignments and exams. *NCAA approved course*

| Course                       | Credit | Length    | Prerequisite                                                   |
|------------------------------|--------|-----------|----------------------------------------------------------------|
| <b>Forensic Science I/II</b> | 1      | Full Year | Earth Science, Living Environment or<br>Teacher Recommendation |

Students who find the practical application of science to criminal investigations interesting will enjoy this course. Students are exposed to observational skills, experimental techniques, data interpretation and problem solving through systematic analysis. Possible topics include analysis of fingerprints, odontology (teeth), anthropology (bones), entomology (bugs), documents, handwriting, ballistics, art forgery, toxicology, DNA fingerprints, blood typing and spatter, fiber and hair analysis. Students will solve crime scene scenarios using their newly acquired skills. *NCAA approved course*

| Course                           | Credit | Length    | Prerequisite  |
|----------------------------------|--------|-----------|---------------|
| <b>Living Environment Honors</b> | 1.5    | Full Year | Earth Science |

The Honors Living Environment course is designed to contribute to the development of the students' ability to think critically through classroom lectures, hands-on and inquiry-based laboratory experiments. The NYS Living Environment Syllabus forms the foundation of the course however Honors curriculum covers concepts in greater depth and detail. The course involves advanced readings in order to strengthen reading and comprehension across the curriculum and to better prepare students for future AP courses and the SAT exam. Areas of concentration include: research skills, scientific inquiry, biochemical aspects of modern biology, cells, genetics, evolution, ecology, human anatomy and physiology. This class will prepare students for the NYS Regents exam which will be taken in June at the conclusion of the school year. A 1200-minute laboratory requirement, in addition to class time, is State mandated and is an integral part of this course. Lab reports must be completed and submitted before students take the Regents exam. *NCAA approved course*

| Course                            | Credit | Length    | Prerequisite |
|-----------------------------------|--------|-----------|--------------|
| <b>Living Environment Regents</b> | 1      | Full Year | None         |

This Regents level course is designed for the study of basic concepts that apply to all life forms. The course stresses the relationships between living things and their environment. The main topics of discussion include ecology, evolutionary theory, genetics, molecular biology, properties of living things and human physiology. Using the scientific method, students will develop a sense of how science is carried out. A 1200-minutes laboratory requirement, in addition to class time is State mandated and is an integral part of this course. Lab reports must be completed and submitted by the last week in May before students can take the Regents exam. *NCAA approved course*

| Course                    | Credit | Length    | Prerequisite                                    |
|---------------------------|--------|-----------|-------------------------------------------------|
| <b>Conceptual Biology</b> | 1      | Full Year | Teacher Recommendation:<br>Passing Regents exam |

This course allows students an additional opportunity to continue working on concepts in Living Environment in order to satisfy Regents requirements.

| Course           | Credit | Length    | Prerequisite               |
|------------------|--------|-----------|----------------------------|
| <b>Nutrition</b> | .5     | Half Year | 2 years of Regents Science |

This elective one semester course is an introduction to food and nutrition, fitness, safety, consumer buying skills, food storage and food preparation skills. Lab experiences will include a variety of techniques including various labs and several field trips. This course will help students realize the benefits of sound nutrition and exercise and allow them to apply these principles to their daily lives.

| Course                  | Credit | Length    | Prerequisite       |
|-------------------------|--------|-----------|--------------------|
| <b>Physical Science</b> | 1      | Full Year | Living Environment |

This course is ideal to introduce students to the physical science concepts of chemistry and physics. This course provides students with the basic science concepts needed to better understand the many science elective courses and may prepare them to take either Regents Physics or Regents Chemistry later in their high school career. Students will study chemistry topics which include physical and chemical changes, atomic structure, the periodic table, bonding, chemical reactions and nuclear reactions. Students will study Physics topics which include the nature of science, science and technology, describing motion and Newton's laws and the nature of energy. An opportunity also exists to explore heat and states of matter, work, power and simple machines.

| Course                                        | Credit | Length    | Prerequisite                        |
|-----------------------------------------------|--------|-----------|-------------------------------------|
| <b>Physics – The Physical Setting Regents</b> | 1      | Full Year | Common Core Algebra II/Trigonometry |

This course follows the Regents Physics curriculum and laboratory experience is a required component. The course quantitatively treats mechanics, electricity, wave motion and atomic physics. For successful completion of the course, students must accomplish stated learning objectives, complete approved laboratory assignments and take the Physics Local Exam which serves as the final examination for the course. It should be noted that students must successfully complete a minimum of 1,200 minutes of laboratory activities with satisfactory reports submitted, in order to meet the requirement for the final exam. Students may opt to take The New York State Regent exam in Physics. *NCAA approved course*

| Course                | Credit | Length    | Prerequisite                                                                                                                                   |
|-----------------------|--------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Physics Honors</b> | 1.5    | Full Year | Teacher recommendation 80 or better in Chemistry; and scored an 80 or better on the Chemistry Regents; and Common Core Algebra II/Trigonometry |

This course enhances the Regents Physics curriculum and laboratory experience is a required component. This course will contribute to the development of the students' ability to think critically through classroom lectures, hands-on and inquiry-based laboratory experiments. The course quantitatively treats mechanics, electricity, wave motion and atomic physics. For successful completion of the course, students must accomplish stated learning objectives, complete approved laboratory assignments and take the Physics Local Exam which serves as the final examination for the course. It should be noted that students must successfully complete a minimum of 1,200 minutes of laboratory activities with satisfactory reports submitted, in order to meet the requirement for the final exam. Students must take the New York State Regent exam in Physics to receive honors credit. *NCAA approved course*

| Course                            | Credit | Length    | Prerequisite                                                                              |
|-----------------------------------|--------|-----------|-------------------------------------------------------------------------------------------|
| <b>Peekskill Science Research</b> | 1      | Full Year | Successful completion of the Living Environment Regents Course and Approved applications. |

PSR is a three-year college course program, provided in collaboration with the State University of New York (SUNY) at Albany. PSR students conduct scientific research on a topic of their choice with a career scientist. Students gain valuable research skills; they learn to retrieve and read peer reviewed articles from scientific journals, write literature reviews, and design experiments. At the end of their sophomore year, students procure a mentor, who is an expert in their chosen field of study, and work closely with them to conduct their experiment and collect data. Beginning their junior year, students analyze their data, and prepare posters to present their research and defend it in local and regional competitions. In their senior year, students continue research, analysis, and presentation work. At the end of each year, PSR students participate in an annual symposium, where they share their research experience with their parents, teachers and classmates. Senior PSR students present their culminating work via Power Point presentations at the symposium, and all other students display their posters. Students who work with a mentor can obtain a total **12 college credits** from SUNY Albany for reduced cost. Students can earn **2 college credits** for each summer after their sophomore year, and **4 college credits** for each of the two following years in the program. In addition, students obtain **3 Science credits** from Peekskill High School for each year in the program. Students are graded based on classwork, homework, and mainly the biweekly meeting with their teacher where they are assessed based on the completion of goals they have previously set. Freshmen and Sophomore students may apply. *NCAA approved course*

| Course          | Credit | Length    | Prerequisite |
|-----------------|--------|-----------|--------------|
| <b>STEM I -</b> |        | Full Year | <b>None</b>  |

This course is intended to provide high school students with an introduction to the field of engineering. The goal of this course is to provide a realistic exposure to the wide variety of disciplines of engineering. The class will cover multiple disciplines of engineering, including civil, mechanical, structural, environmental, electrical and energy generation, water supply, and computer design. Each discipline will be its own discreet unit with projects, guest lecturers, case studies and field trips. This course features a strong math component. Students must be able and willing to apply formulas to solve real world technical problems. *NCAA approved course*

| Course                   | Credit | Weight | Length    | Prerequisite            |
|--------------------------|--------|--------|-----------|-------------------------|
| <b>WCC Human Biology</b> | 1      | 1.1    | Full Year | 2 to 3 years of science |

An analysis of the systems of the human body, the structure and functions of the circulatory, digestive, respiratory, excretory, skeletal-muscular, nervous, endocrine and reproductive systems. These systems are approached through an understanding of their functioning in the healthful condition followed by a study of the common disease conditions resulting from their dysfunction. Four college credits are available through WCC. *NCAA approved course.*

| Course                         | Credit | Length    | Prerequisite       |
|--------------------------------|--------|-----------|--------------------|
| <b>Introduction to Zoology</b> | .5     | Half Year | 2 Years of Science |

Zoology is a one semester course which examines the diversity of the animal kingdom, focusing on the major groups of invertebrates and vertebrates. The course focuses on the study of these animals from an evolutionary perspective emphasizing taxonomy, morphology, reproduction and ecology. The lab component will include dissections to examine physical differences across the major phyla. *NCAA approved course*

**Peekskill City School District**  
**Science Flow Chart**  
**Departmental Pathways: 7<sup>th</sup>-12<sup>th</sup>**

| 9 <sup>th</sup> Grade Course(s) | 10 <sup>th</sup> Grade Course(s)                                     | 11 <sup>th</sup> Grade Course(s)                                                 | 12 <sup>th</sup> Grade Course(s)                             |
|---------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------|
| Honors Living Environment       | Honors Chemistry                                                     | Honors Physics<br><b>or</b><br>Physics<br><b>or</b><br>College Elective          | AP College Course<br><b>or</b><br>College Elective           |
| Living Environment              | Chemistry                                                            | Physics<br>or<br>AP College Course<br>or<br>College Elective                     | AP College Course<br><b>or</b><br>College Elective           |
| Living Environment              | Earth Science                                                        | Regents Chemistry<br><b>or</b><br>Non Regents Chemistry<br><b>or</b><br>Elective | Physics<br>or<br>AP College Course<br>or<br>College Elective |
| Topics of Science (cc)          | Earth Science<br>or<br>Living Environment<br><br><i>June Regents</i> | Non Regents Chemistry<br><b>or</b><br>Elective                                   | Elective<br><b>or</b><br>College Elective                    |

# WORLD LANGUAGE

## COURSE OFFERINGS

The ability to communicate in languages other than English is becoming increasingly important in today's world. The World Language Department is committed to fostering that ability, providing students with sensitivity and appreciation of the language, values, and customs of other cultures.

| Course           | Credit | Length    | Prerequisite |
|------------------|--------|-----------|--------------|
| <b>Spanish 1</b> | 1      | Full Year | None         |

This course of the Spanish language begins with the basic skills of speaking, writing, listening, and reading. Emphasis is placed on developing comprehension of everyday situations by mastering simple vocabulary while introducing Spanish grammar. The customs, attitudes and beliefs of Spanish-speaking countries are taught and discussed throughout the course.

*NCAA approved course*

| Course           | Credit | Length    | Prerequisite                       |
|------------------|--------|-----------|------------------------------------|
| <b>Spanish 2</b> | 1      | Full Year | Successful completion of Spanish 1 |

Spanish 2 continues the entry level curriculum taught in Spanish 1. Students begin by reviewing vocabulary and grammar from the previous course. Verb tenses besides the present tense are introduced (preterite, imperfect and present progressive). Vocabulary is increased through topics on school, extracurricular activities, daily routine, shopping, community, giving directions, childhood, etc.

*NCAA approved course*

| Course           | Credit | Length    | Prerequisite                       |
|------------------|--------|-----------|------------------------------------|
| <b>Spanish 3</b> | 1      | Full Year | Successful completion of Spanish 2 |

Students begin the year reviewing material from Spanish 2. Previously taught tenses are reinforced in reading, writing, listening & speaking situations. Additional grammar will be introduced (the future, the present perfect, etc.).

Vocabulary is expanded to include topics on travel, competition, arts, music, environmental, health/nutrition, relationships, etc. This course culminates with the FLACS exam which is an additional requirement for the advanced regents diploma.

*NCAA approved course*

| Course           | Credit | Length    | Prerequisite                       |
|------------------|--------|-----------|------------------------------------|
| <b>Spanish 4</b> | 1      | Full Year | Successful completion of Spanish 3 |

This course places emphasis on communication skills. These skills are further enhanced through the acquisition of advanced grammar, vocabulary, writing compositions, oral presentations and reading. This course has selected works from Enrique Anderson Imbert, Sabine Ulibarrí, Amelia Pardo Bazán, Marco Denevi, José Martí and Jorge Luis Borges.

*NCAA approved course*

| Course                  | Credit | Weight | Length    | Prerequisite                       |
|-------------------------|--------|--------|-----------|------------------------------------|
| <b>Spanish 5 Honors</b> | 1      | 1.05   | Full Year | Successful completion of Spanish 4 |

This course is the foundation for the Advanced Placement course. The emphasis is on the AP test requirement including sophisticated vocabulary, grammar and usage, speaking, listening, writing and advanced reading. The course will include selected literary works from Julio Cortázar, Jorge Borges, José Martí.

| Course                     | Credit | Weight | Length    | Prerequisite                                                  |
|----------------------------|--------|--------|-----------|---------------------------------------------------------------|
| <b>AP Spanish Language</b> | 1      | 1.1    | Full Year | Successful completion of Spanish 4 and Teacher Recommendation |

This Advanced Placement Spanish Language course covers advanced Spanish writing and conversation, it is the equivalent of a college course. It encompasses oral skills, reading comprehension, grammar, and composition. Students taking this course emphasize the use of Spanish for active communication, having the following objectives:

- The ability to comprehend formal and informal spoken Spanish.
- The acquisition of vocabulary and the grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as modern literature in Spanish.
- The ability to compose expository passages.
- The ability to express the ideas orally with fluency.

Students are expected to take an AP exam in May.

| Course                       | Credit | Weight | Length    | Prerequisite                                                            |
|------------------------------|--------|--------|-----------|-------------------------------------------------------------------------|
| <b>AP Spanish Literature</b> | 1      | 1.1    | Full Year | Successful completion of AP Spanish Language and Teacher Recommendation |

This Advanced Placement Spanish Literature course covers selected works from the Literatures of Spain and Latin America. This course will cover material intended to be the equivalent of a third-year college course. Students read and analyze literature orally and written. The function of the AP Spanish Literature course is to prepare students for the following:

- To understand a lecture in Spanish and participate actively in discussion of literary topics in Spanish.
- To do close reading of literary texts of all genres in Spanish.
- To analyze critically the form and content of literary works, including poetry.
- The required reading list will include authors from the Golden Age, 19<sup>th</sup> and 20<sup>th</sup> century, like Tirso de Molina, Pedro Antonio de Alarcón, Miguel de Cervantes, Federico García Lorca, Jorge Borges, Gabriel García Marquez.

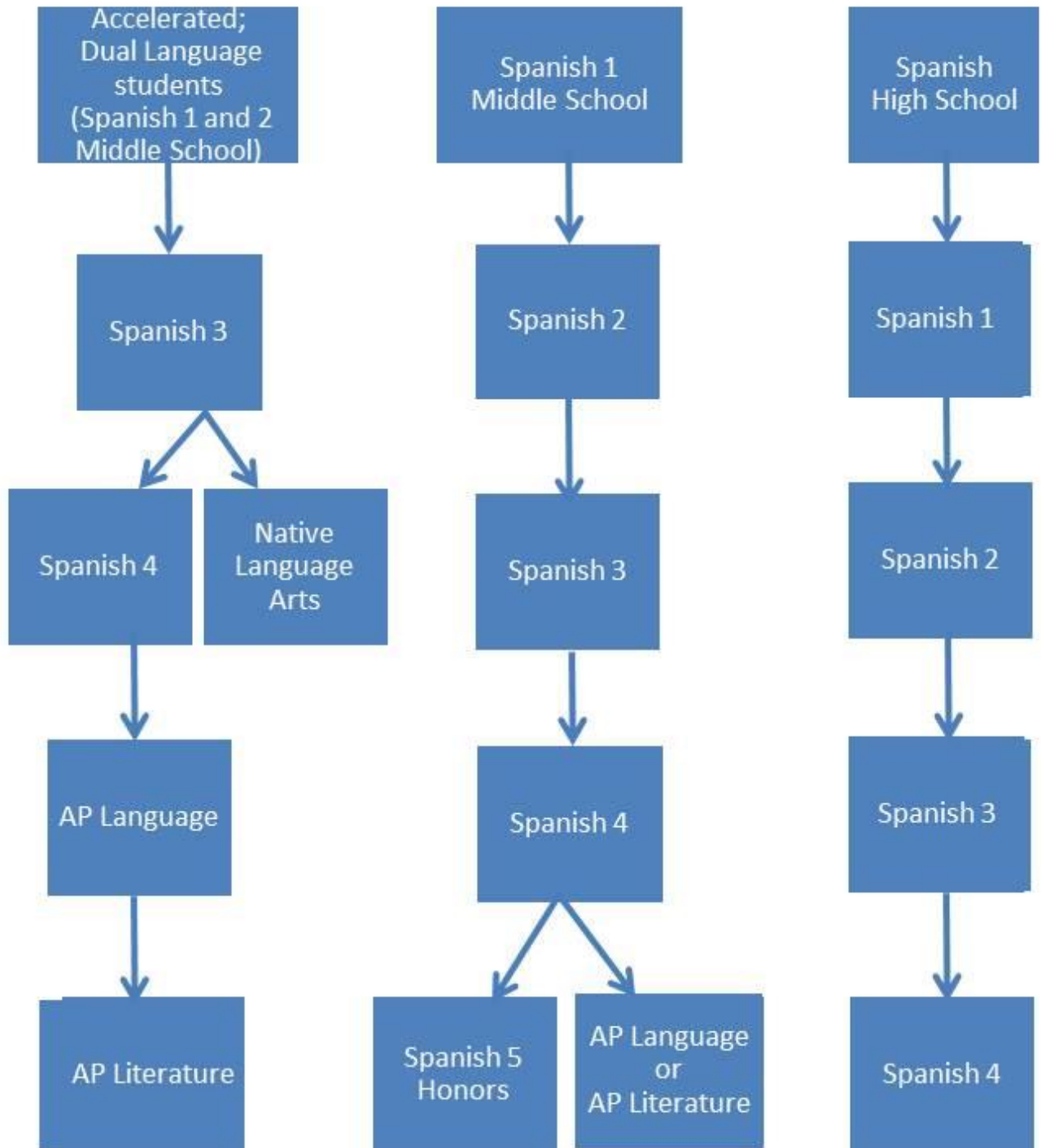
Students are expected to take AP Exam in May.

| Course                      | Credit | Length | Prerequisite                  |
|-----------------------------|--------|--------|-------------------------------|
| <b>Native Language Arts</b> | 1      |        | ENL Spanish Speaking Students |

Create an opportunity for the native language learners to develop the critical thinking skills and writing ability in their native language to generate a standard essay of literary analysis. The literary techniques and writing styles that students acquired through the whole process would inevitably help them to produce a satisfactory essay that meets the requirements for the English Regents, advanced reading. The course will include selected literary works from Julio Cortzar, Jorges Borges, José Martí.



## World Language Department





# VOCATIONAL TECHNOLOGIES

The economic era in which we are living demands a more highly educated populace and work force. With this understanding, the United States Department of Education has revised the vision of “No Child Left Behind”, from a strictly college preparation approach to a *College and Career Ready* approach. With this in mind, the Peekskill City School District has elected to meet the challenge set before us by the United States Department of Education, as well as that of the New York State Education Department, and provide more diversified opportunities for our students.

**Vocational-Technology** is a new option for students at Peekskill High School which promises to prepare them for the ever-increasingly competitive workforce environment. There are courses available that can be used as a substitute for the required English, Math and Science credits for graduation.

***Vocational-Technology (Vo-Tec) Education now has many functions:***

1. It provides students with exposure and experience to career opportunities, which are highly sought in the world of work.
2. The courses are designed to incorporate and reinforce the NY State standards in the English Language Arts, Math and Science curricula to help students’ academic performance and prepare students to pass the state tests.
3. Provide enough training so that some students can seek direct employment upon graduation.
4. Provide pre-vocational opportunities for special education students and helps them make career decisions.
5. Provide college bound students with the depth of program necessary to be accepted to the college of their choice and ease them into their freshman year or to help them in the selection of a college major.

## **COURSE OFFERINGS**

| Course          | Credit | Length    | Prerequisite |
|-----------------|--------|-----------|--------------|
| <b>Robotics</b> | 1      | Full Year | None         |

Robotics class is an in-depth exploration of the design process known as the Engineering Design Process, to build a mobile robot. During this process they will learn key STEM principles such as basic electronics, telecommunications, physics principles and robotics concepts. Several teams will also be involved in head –to-head competition to inspire and engage students. At the culmination of this class, they will compete in the US FIRST FTC Competition. This modular and project-based curriculum teaches the design process in an engaging, hands-on manner that challenge, motivate and inspire students. Students will also compete in the Rube Goldberg Challenge, as well as build a drone.

| Course          | Credit | Length              | Prerequisite |
|-----------------|--------|---------------------|--------------|
| <b>Culinary</b> | 1/.5   | Full Year/Half Year | None         |

Students learn fundamental cooking and baking/pastry arts skills through the ProStart Curriculum. Training in safety, sanitation, and basic nutrition is provided. You will learn management principles of menu planning, purchasing, culinary service, sanitation, basic nutrition, and computer applications. In our kitchen you’ll learn to dice, slice, broil, poach, grill, braise, and sauté your way through our program. In addition, students learn applied cultural, English, and technical skills. In addition, you’ll prepare cookies, pies, breads, candies, and decorate cakes.

| Course               | Credit | Length              | Prerequisite |
|----------------------|--------|---------------------|--------------|
| <b>Consumer Math</b> | 1/.5   | Full Year/Half Year | None         |

Students learn consumer math skills, tracking inventory, ordering stock, delivering items, and the use of a cash register. Students work on the computer navigating the use of Microsoft Office.



# FINE ARTS DEPARTMENT

Peekskill High School

Art Flow Chart

Departmental Pathways:

9<sup>th</sup>-12<sup>th</sup>

| 9 <sup>th</sup> Grade Course(s)                                      | 10 <sup>th</sup> Grade Course(s)<br>(Options)                                                                                             | 11 <sup>th</sup> Grade Course(s)                                                                                                          | 12 <sup>th</sup> Grade Course(s)                                                                                                                 |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Advanced Art 1-9th grade (full year)</i>                          | <i>Printmaking (half year)<br/>and Sculpture (half year)</i>                                                                              | <i>Advanced Art 2 ( full year)<br/>OR<br/>Printmaking (half year)<br/>and Sculpture (half year)</i>                                       | <i>Portfolio Development (full year)</i>                                                                                                         |
| <i>Studio Art (full year)<br/>OR<br/>Creative Crafts (full year)</i> | <i>Creative Crafts (full year)<br/>OR<br/>Advanced Art 1 (full year)<br/>OR<br/>Printmaking (half year)<br/>and Sculpture (half year)</i> | <i>Creative Crafts (full year)<br/>OR<br/>Advanced Art 2 (full year)<br/>OR<br/>Printmaking (half year)<br/>and Sculpture (half year)</i> | <i>Creative Crafts (full year)<br/>OR<br/>Portfolio Development (full year)<br/>OR<br/>Printmaking (half year)<br/>and Sculpture (half year)</i> |

The Art Department embraces the four New York Learning Standards for the Arts in all of its programs of study. The standards are:

- *Creating, Performing and Participating in the Arts*
- *Knowing and Using Arts Materials and Resources*
- *Responding to and Analyzing Works of Art*
- *Understanding Cultural Dimensions and Contributions of the Arts*

For the Advanced Regents Diploma, a student may substitute a 5 unit sequence in Art for the 3 unit Foreign Language Requirement. Students interested in developing a portfolio as part of a college admissions requirement should plan a sequence in art through the Art Department.

| Course                                    | Credit | Length    | Prerequisite |
|-------------------------------------------|--------|-----------|--------------|
| <b>Studio in Art-9<sup>th</sup> Grade</b> | 1      | Full Year | None         |

Studio in Art is a one year foundation course for students. The studio course offers a wide variety of art experiences learned for the most part through participation. This course gives the student a broad base introduction to art. The Elements of Art and the Principles of Design are examined in this course as students complete projects in two and three dimensions. It covers a wide variety of materials including drawing, painting and the use of pencils, ink, pens, chalks, pastels, tempera, watercolors, oils and acrylics. Students also study the major movements in arts from prehistoric through contemporary times. Students are required to develop a portfolio. Studio in Art is the prerequisite for art electives and students interested in art sequences are required to take this course first. This course can be used to fulfill the arts requirement.

| Course                                 | Credit | Length    | Prerequisite |
|----------------------------------------|--------|-----------|--------------|
| <b>Creative Crafts<br/>Grade 10-12</b> | 1      | Full Year | None         |

Creative Crafts is a one year foundation course for students. The crafts course offers a wide variety of art experiences learned for the most part through participation. This course gives the student a broad base introduction to art. The Elements of Art and the Principles of Design are examined in this course as students complete projects in two and three dimensions. Some of the materials include: printmaking, plaster, clay, weaving, paper making, jewelry design and batik. Students who enjoy hands on activities may enjoy this course and will gain an appreciation of crafts as an area of art. Students are required to develop a portfolio. Students may *either* take Creative Crafts or Studio in Art but not both since they are parallel courses in Art. This course can be used to fulfill the art requirement.

| Course                                         | Credit | Length    | Prerequisite                                                         |
|------------------------------------------------|--------|-----------|----------------------------------------------------------------------|
| <b>Advanced Art 1<br/>9<sup>th</sup> Grade</b> | 1      | Full Year | Middle School Accelerated Art or Ceramics and Teacher Recommendation |

Advanced Art 1 is a course for the serious 9th grade art student who wishes to continue with the art sequence. The course emphasizes developing a greater depth of understanding of art and application of the Elements of Art and Principles of Design to their work in a variety of media. Studio experiences include drawing, painting, illustration, printmaking projects and three dimensional art. An opportunity is provided for experimentation with individual approaches. The goal of this class is to help students gain familiarity with various mediums, to broaden their artistic vision and to develop personal appreciation of the world around us. Students are required to develop a portfolio.

| Course                                | Credit | Length    | Prerequisite           |
|---------------------------------------|--------|-----------|------------------------|
| <b>Advanced Art 1<br/>10-12 Grade</b> | 1      | Full Year | Teacher Recommendation |

Advanced Art 1 is a course for the serious 10-12th grade art student who wishes to continue with the art sequence. The course emphasizes developing a greater depth of understanding of art and application of the Elements of Art and Principles of Design to their work in a variety of media. Studio experiences include drawing, painting, illustration, printmaking projects and three dimensional art. An opportunity is provided for experimentation with individual approaches. The goal of this class is to help students gain familiarity with various mediums, to broaden their artistic vision and to develop personal appreciation of the world around us. Students are required to develop a portfolio.

| Course                                | Credit | Length    | Prerequisite           |
|---------------------------------------|--------|-----------|------------------------|
| <b>Advanced Art 2<br/>11-12 Grade</b> | 1      | Full Year | Teacher Recommendation |

Advanced Art 2 is a course for the serious 11-12th grade art student who wishes to continue with the art sequence. Students continue to develop a greater depth of understanding of art and application of the Elements of Art and Principles of Design to their work in a variety of media. Studio experiences include drawing, painting, illustration, printmaking projects and three dimensional art. The course content concentrates on themes, big ideas, working with local galleries, museums and artists to develop a better art appreciation and understanding in careers in art. Students are challenged to find themselves as an artist through creative expression, history and culture, art criticism and aesthetic perception. Students are required to develop a portfolio.

| Course                                       | Credit | Length    | Prerequisite           |
|----------------------------------------------|--------|-----------|------------------------|
| <b>Portfolio Development<br/>11-12 Grade</b> | 1      | Full Year | Teacher Recommendation |

This is an advanced elective for the serious 11-12th grade art student who is planning to pursue art in college.

The coursework demands a high level of commitment and requires a considerable amount of outside work. This course is structured for the independent worker who is able to be motivated out of the strong desire to succeed in the visual arts. Other aspects of the course include preparing and photographing portfolios, the development of an artist's statement, art criticism and extensive work in a variety of medias. Students will be required to complete one portfolio comprised of 10-15 portfolio quality works of art.

| Course                        | Credit | Length    | Prerequisite                                         |
|-------------------------------|--------|-----------|------------------------------------------------------|
| <b>Printmaking-9-12 Grade</b> | .5     | Half Year | 1 Foundation Art Course or<br>Teacher Recommendation |

Printmaking is a half credit course which can be taken in either the fall or spring semesters.

In this course, students will be engaged in a wide range of printmaking works of art using a variety of materials, including linoleum, plaster, found objects, wood and silkscreen. Students will be introduced to techniques such as etching, relief, intaglio, and mono prints. Students will gain a better appreciation of printmaking as an art form.

| Course                      | Credit | Length    | Prerequisite                                         |
|-----------------------------|--------|-----------|------------------------------------------------------|
| <b>Sculpture-9-12 Grade</b> | .5     | Half Year | 1 Foundation Art Course or<br>Teacher Recommendation |

Sculpture is a half credit course which can be taken in either the fall or spring semesters. In this course, students will be engaged in a wide range of sculpture projects using a variety of materials, including wood, plaster, metal, found objects and assemblage, clay, paper mache and cardboard. Students will be introduced to techniques such as carving, modeling and working with an armature. Students will gain a better art appreciation of three dimensional art.

# MUSIC & PERFORMING ARTS DEPARTMENT

The goal of the Music & Performing Arts Program is to have each student understand the science of music and the art of performance in various capacities. Strong emphasis is placed on individual achievement as well as group performance in a conservatory-like atmosphere. It is our sincere hope that the students in the Music & Performing Arts Program will develop confidence, musical skills, and an appreciation for the Performing Arts.

## COURSE OFFERINGS

| Course              | Credit | Length    | Prerequisite           |
|---------------------|--------|-----------|------------------------|
| <b>Concert Band</b> | 1      | Full Year | Teacher Recommendation |

This course is designed to meet the New York State Regents Requirement for one unit of music credit. This course is open to students in grades 9-12 who play a wind, brass, or percussion instrument. This is an ensemble that starts the year with challenging music and continues throughout the year striving for musical excellence. The instructional program focuses on improving musicianship through developing students' senses of tonality, meter, and technique, and through the analysis of musical structure and style. Students will have opportunities to compose, arrange, conduct and take part in seminars with critiques by performers, composers, arrangers, and teachers. Emphasis will be placed on individual growth, broad in scope and content that meets the diversified needs of today's instrumental music student. Members are strongly advised to study privately. Weekly group lessons are a part of the curriculum for this class. Each student will be eligible for and have the opportunity to audition and perform in festivals sponsored by the New York State School Music Association, and the National Association for Music Education. This includes opportunities for scholarships where applicable. The Concert Band performs at district activities such as football games, the winter concert and spring concerts, and community events such as Parades, Civic events, and graduation ceremonies. Participation in each performance is required. Honor groups such as the Jazz Ensemble and Pit Orchestra are offshoots of the Concert Band which students are able to participate in upon teacher recommendation and audition.

| Course               | Credit | Length                      | Prerequisite                        |
|----------------------|--------|-----------------------------|-------------------------------------|
| <b>Concert Choir</b> | 1/5    | Full Year/<br>Alternate Day | Audition;<br>Teacher Recommendation |

Concert Choir is offered to students in grades 9-12. This course is designed for students who enjoy singing and wish to develop and improve their vocal skills and technique in an ensemble setting. In order to provide opportunities for individual musical growth, students are encouraged to prepare vocal solos and participate in select ensembles. Choral repertoire includes sacred and secular literature in a variety of styles. Students may receive a full credit for daily attendance, or one half credit for attendance every other day. Performance in the Spring and Winter concerts is required.

| Course                     | Credit | Length    | Prerequisite                       |
|----------------------------|--------|-----------|------------------------------------|
| <b>Vocal Jazz Ensemble</b> | 1      | Full Year | Audition<br>Teacher Recommendation |

The Vocal Jazz Ensemble, also known as "The Peekskill High School City Singers", is offered to students in grades 9-12. This course is designed for students who have extensive experience with vocal performance and have proven their abilities in ear training, pitch recognition, diction and breath support. The vocal repertoire includes a majority of "A capella" works with an emphasis on vocal Jazz pieces. This ensemble participates in the NYSSMA Majors Music Festival at Level VI, annually. The course is designed for those students interested in a possible career in the performing arts. Students may receive a full credit for daily attendance. The Vocal Jazz Ensemble performs in a wide variety of venues frequently throughout the school year in and out of the School building. Participation in each performance is required.



| Course                                  | Credit | Length    | Prerequisite           |
|-----------------------------------------|--------|-----------|------------------------|
| <b>Guitar 1<br/>Introduction Course</b> | 1      | Full Year | Teacher Recommendation |

This is an introductory course for those students who wish to learn how to play the guitar. Students will learn proper guitar technique including how to read music as it relates to music theory. This course provides an excellent opportunity for non-band students to learn a polyphonic instrument (an instrument that can play two or more notes simultaneously i.e. the piano). Singers are strongly recommended to take this course if they do not have the proper piano skills to accompany themselves.

Students will perform in the Jazz concert given by the Music Department. Students in this course will also become a part of a guitar ensemble performing works from the Renaissance to the present in an informal and formal concert setting including ensemble works with other band instruments. This course is highly recommended for any student with a love for the guitar.

| Course                   | Credit | Length    | Prerequisite          |
|--------------------------|--------|-----------|-----------------------|
| <b>Guitar 2 Advanced</b> | 1      | Full Year | Teacher Approval Only |

This is Advanced guitar class selects those students who were in Guitar 1. Exceptions apply upon audition. In this course students advance their guitar technique and perform works in an ensemble setting concentrating on single line melodies, two part classical guitar writing and chords. The repertoire includes works by the great guitar Masters, ie; Granados, Albeniz and Sor including transcriptions by Mozart and Haydn and other works in the repertoire.

Students will perform at both the Winter and Spring Concert proper given by the Music Department.

| Course                | Credit | Length    | Prerequisite     |
|-----------------------|--------|-----------|------------------|
| <b>Music Theory 1</b> | .5     | Half Year | Teacher Approval |

This class is the study of the Elements of music such as sound, pitch, harmony, melody, rhythm, and notation with an emphasis on counterpoint in the style of J.S Bach. Students will learn all the written aspects of music including chord progressions.

This course is designed for (but not limited to) those students who plan to attend a music conservatory or college upon graduation from High school. The curriculum covers all the materials presented on a Music College entrance exam. This course is highly recommended for those students who are participating in the other Performing Arts classes ie; Concert Band, Concert Chorus, Vocal Jazz ensemble and Music technology.

| Course                                              | Credit | Length    | Prerequisite |
|-----------------------------------------------------|--------|-----------|--------------|
| <b>Musical Technology and<br/>Digital Recording</b> | .5     | Half Year | None         |

This course is designed to meet the New York State Regents Requirement for a .5 unit of music credit This course includes instruction in the following areas:

Essentials of Music Technology: Acoustics, psychoacoustics, analog and digital audio, MIDI, and digital notation. Technical competency in recording software, techniques, and equipment. Concepts include analog and digital recording, microphone design and placement, studio design and setup, mixing, and mastering.

Live electronic manipulation and performance: Concepts include hardware and software for live music creation, audio interfaces and live equipment setup, control interfaces for live manipulation of analog and digital instruments, and performance practice.

Creation and Composition through Music Technology: The use of technology in creating, composing, and making music in both live and studio practices. Concepts include composition and notation software, and the theory and practice of composition with music technology.

History of Music Technology: The study of the evolution of Music Technology covering the development of hardware and software both for recording and performance.

| Course                    | Credit | Length    | Prerequisite |
|---------------------------|--------|-----------|--------------|
| <b>Music in Our Lives</b> | 1      | Full Year | None         |

This course is designed to meet the New York State Regents Requirement for one unit of music credit for those students who do not participate in a major performing ensemble. Students will develop skills in critical listening and elements of music theory applied to music from the classical period up to present day. No prior experience in music is necessary for enrollment in this course.

| Course                | Credit | Length    | Prerequisite |
|-----------------------|--------|-----------|--------------|
| <b>Intro to Drama</b> | 1      | Full Year | None         |

Intro to Drama covers a wide variety of topics including: an introduction to acting and directing; voice and diction; improvisation, playwriting, stage vocabulary, scene study, Shakespeare and dramatic literature. Written critiques of theatre performances satisfy the writing component for the course. At the end of the year, students hold a special performance of monologues, showcasing their talents. (Students who have passed the English Regents Exam may take this course as seniors to count as an English 12 course credit.)

| Course                | Credit | Length    | Prerequisite |
|-----------------------|--------|-----------|--------------|
| <b>Advanced Drama</b> | 1      | Full Year | Drama 1      |

This course is a continuation of Intro to Drama, spending the majority of focus on the directing and playwriting aspects of theatre. The end of the year culminates in an evening of drama, showcasing original one-act plays written throughout the year. Dramatic literature and theatre critiques are covered. (Students who have passed the English Regents Exam may take this course as seniors to count as an English 12 course credit.)

| Course                    | Credit | Length    | Prerequisite                         |
|---------------------------|--------|-----------|--------------------------------------|
| <b>Theater Production</b> | 1      | Full Year | Drama 1 or 2; Teacher Recommendation |

This course is designed to give students the opportunity to produce a production from short scenes to full length. This class will have students thinking critically to enhance performance and/or production choices; Practice focus and concentration as it pertains to actor work; Invent, develop and portray characters and relationships; Identify how an ensemble positively affects the production process; Understand the technical aspects of theatrical production in relation to a performance (scenery, costumes, lighting, sound, playbill, props and stage management.) Two public performances will be presented. (*Prerequisite: Intro to acting, Advanced Acting, or teacher recommendation*)

| Course                              | Credit | Length    | Prerequisite           |
|-------------------------------------|--------|-----------|------------------------|
| <b>Intro to Fitness &amp; Dance</b> | 1      | Full Year | Teacher Recommendation |

Intro to fitness and dance investigates the value of fitness in daily life, examines methods of assessing personal fitness levels, and develops the ability to plan an individualized fitness program. Emphasis is placed on the personal development of fitness, with a goal to improve levels of fitness during the course. The personal fitness program will incorporate the health related components of physical fitness and dance. Throughout the year students will develop fitness routines that incorporate various genres of dance. This course can be taken to fulfill physical education credits.

| Course                           | Credit | Length    | Prerequisite           |
|----------------------------------|--------|-----------|------------------------|
| <b>Advance Fitness and Dance</b> | 1      | Full Year | Teacher Recommendation |

Advanced fitness and dance investigates the various components that go into developing muscular strength and cardiovascular endurance. Emphasis is placed on the personal development of fitness, with a goal to improve levels of fitness. The personal fitness program will incorporate the health related components of physical fitness and dance. Students will examine and develop their personal fitness levels and choreograph various dance routines throughout the course. At the end of the year, students will be part of a special performance to showcase their routines. This course can be taken to fulfill physical education credits.

# PHYSICAL EDUCATION/ HEALTH DEPARTMENT

| Course                    | Credit | Length              | Prerequisite |
|---------------------------|--------|---------------------|--------------|
| <b>Physical Education</b> | .5     | Half Year/Full Year | None         |

The goal of the physical education department is for students to have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. The students will be provided a diversified program of developmental activities that will encompass personal fitness, lifetime activities and physical fitness training. This will include individual and team sports and games, weight and cardio training, and rhythmic activities.

| Course                            | Credit | Length    | Prerequisite           |
|-----------------------------------|--------|-----------|------------------------|
| <b>Intro to Fitness and Dance</b> | .5     | Full Year | Teacher Recommendation |

Intro to fitness and dance investigates the value of fitness in daily life, examines methods of assessing personal fitness levels, and develops the ability to plan an individualized fitness program. Emphasis is placed on the personal development of fitness, with a goal to improve levels of fitness during the course. The personal fitness program will incorporate the health related components of physical fitness and dance. Throughout the year students will develop fitness routines that incorporate various genres of dance. This course can be taken to fulfill physical education credits.

| Course        | Credit | Length              | Prerequisite |
|---------------|--------|---------------------|--------------|
| <b>Health</b> | .5     | Half Year/Full Year | None         |

The emphasis of this course is on the development and reinforcement of behaviors that contribute to optimum health and fitness throughout life. Students will analyze their health status and develop prescriptions for positive lifestyle changes.

# **SPECIAL EDUCATION DEPARTMENT**

Peekskill High School provides consultant teacher, co-teach, small class English and Mathematics, and several departmental class programs as well as all required related services (counseling, speech/language, occupational therapy, physical therapy, vision and hearing services) recommended by a student's Individual Education Plan (IEP).

It is through the Committee on Special Education (CSE) that specific programs are recommended. Special education teachers provide differentiated instruction based on a student's strengths, challenges and individual learning style.

All courses listed in this book are available to students who are classified by the District's Committee on Special Education (CSE). The focus of the department is both remedial and academic. The courses are structured to meet the individual styles and needs of the students.

## **CONSULTANT PROGRAM GRADES 9 THROUGH 12**

The Consultant Program primarily evaluates academic achievement and provides instructional and/or behavioral support to students functioning in the general and education classroom. Consultant services provide collaborative consultation between the special education teacher and the general education teacher, which focuses on adjusting the learning environment and/or modifying and adapting instructional techniques and methods to meet the individual needs of the students in the general education classroom.

## **CO-TEACHING/INCLUSION PROGRAM GRADES 9-11**

All students regardless of disability or severity are in the regular education classroom/program full time. All services are taken to the child in that setting. The Co-Teaching Program is a support service provided for students with disabilities within heterogeneous classrooms. The Co-Teacher and/or teacher assistant accompany the inclusion students into their academic classes.

## **SMALL CLASS ELA & MATHEMATICS**

The small classes are self-contained special education setting that provides more support for students with severe reading, writing and/or mathematics deficits. The classes will follow the same NYS Common Core Curriculum as the general education classes. The focuses will be on adjusting the learning environment and/or modifying and adapting instructional techniques and methods to meet the individual needs of the students. The goals recommended by a student's Individual Education Plan (IEP) will also be met through these small classes.

## **LIFE-SKILLS PROGRAM**

The Life-skills program is a self-contained special education setting whose primary function is to help students develop the skills necessary to function independently in a working/living environment. The curriculum concentrates upon the management of practical everyday activities. Field trips, community involvement, and work experiences are all an integral part of the program.

## **PACE PROGRAM GRADES 9-12**

The PACE program is a self-contained special education setting whose primary function is to collaborate with program Psychologist providing therapeutic support for students who are experiencing academic difficulties due to social and emotional factors.

| Course                              | Credit  | Length              | Prerequisite |
|-------------------------------------|---------|---------------------|--------------|
| <b>Study Skills<br/>Grades 9-12</b> | .5 or 1 | Half Year/Full Year | None         |

Study Skills is a class designed to help students improve learning effectiveness and motivation. This course covers strategies and techniques that lead to successful transitions including college and career readiness. The curriculum emphasizes time management and organizational skills; note taking, test prep, and test taking strategies; textbook reading and goal planning. Students will learn how to analyze their personal data to predict learning outcomes. In addition, students will work in small groups or one-to-one with their Special Education Teachers to advocate for Individualized Education Plan (IEP) accommodations and to achieve their IEP goals and Transition Plans.

| Course                                                           | Credit | Length    | Prerequisite |
|------------------------------------------------------------------|--------|-----------|--------------|
| <b>Small Class<br/>English &amp; Mathematics<br/>Grades 9-12</b> | 1      | Full Year | None         |

The small classes are self-contained special education setting that provides more support for students with severe reading, writing and/or mathematics deficits. The classes will follow the same NYS Common Core Curriculum as the general education classes. The focuses will be on adjusting the learning environment and/or modifying and adapting instructional techniques and methods to meet the individual needs of the students. The goals recommended by a student's Individual Education Plan (IEP) will also be met through these small classes.

| Course                              | Credit | Length                        | Prerequisite |
|-------------------------------------|--------|-------------------------------|--------------|
| <b>Literacy Lab<br/>Grades 9-12</b> | .5     | Full Year-<br>Every other day | None         |

The course is designed to provide Academic Intervention Services and instructional support for 9<sup>th</sup> grade- 11<sup>th</sup> grade students who are in need of additional support in literacy. Placement in this course is based on multiple indicators that reveal individuals are below proficiency, including the 8<sup>th</sup> grade N.Y.S. English Language Assessment (1 or 2), teacher recommendation, performance on reading and writing assessments, and, for 10<sup>th</sup> grade students, performance in 9<sup>th</sup> grade. The goal of this course is to provide students with additional, targeted instruction designed to improve reading and writing skills across all content areas.

| Course                          | Credit | Length                        | Prerequisite |
|---------------------------------|--------|-------------------------------|--------------|
| <b>Math Lab<br/>Grades 9-10</b> | .5     | Full Year-<br>Every other day | None         |

Math Lab provides students with instructional support in Algebra. Placement in this course is based on multiple indicators that reveal individuals are below proficiency, including past performance and teacher recommendation. During class students will complete assignments and reinforce skills that connect to their Algebra Ext 2 class. This will help students improve their mathematical abilities and deepen their understanding of the material by targeting specific skills and providing additional instruction and practice. Math Lab is designed to meet the individual needs of each student and to provide the necessary support for that individual. The major focus will be on the mastery of the essential Algebra skills through pre-teaching, re-teaching, extra practice, and assessment. This mastery will be demonstrated through class participation, various collaborative activities, and classwork completion.

# ONLINE COURSES

## OC21 (Online Classes for the 21<sup>st</sup> Century)

### About Blended Learning Courses:

### Courses that Integrate Traditional Teacher-led Learning and Cutting-Edge Technology

OC 21 online courses are offered through PNW BOCES, designed by select Westchester County high school teachers, involving students from over 10 Westchester school districts. They present unique opportunities to “learn the way you live” and prepare students for future educational and career demands. These courses are scheduled outside of the traditional nine-period school day. They are counted towards the 5.5 credits required, as they each represent rigorous academic undertakings. Students who take an online course will work and learn collaboratively using an innovative educational platform and Web 2.0 learning tools. Students will have opportunities to participate in live webinars, discuss learning with their peers using synchronous (students and instructors logging on at the same time) and asynchronous (students and instructors working and responding independently) chats and forums, use networking tools to share resources, create and share work virtually, and learn through a variety of media. Students should see their guidance counselor to enroll. Students seeking to enroll should be able to work independently.

An outstanding opportunity awaits you during the 2015-2016 school year. Interested students from our school will have the opportunity to take dynamic online courses with other students from 16 high schools in the region through a consortium organized by P/NW BOCES. You can choose from among 12 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.

#### **ARCHITECTURE ACROSS THE CENTURIES**

##### *Technology Elective – Fall Semester Only*

Take a journey across the history of architecture and view architectural examples as both works of art and windows into cultural and engineering developments. In addition to virtual visits to the Great Wall, Aztec and Mayan temples, the Parthenon, European Gothic cathedrals and Japanese ornamental architecture, students in this course will study modern architects, including Wright, Sullivan and Geary, and will examine the Chicago World Exposition Ferris wheel from a completely new perspective! Students will also collaborate to design models using computer aided design programs and visit active New York City construction sites where they will meet the architects and engineers of major construction projects.

#### **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 Semester Only*

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.

## **FAKE NEWS AND OTHER HOT TOPICS**

*Social Studies Elective – Spring Semester Only*

Fake News, Trolls, and bots have influenced and changed the way we view and understand the world around us. In this course, students will explore the surprising history of propaganda fake news, the fracturing of modern media, and the 24 hour news cycle. Students will evaluate different sources of media and their impacts on free societies. Finally, students will better understand how the internet, computing, and company algorithms have led to the balkanization of political opinion in the United States.

## **INTRODUCTION TO ANTHROPOLOGY\***

*Social Studies Elective – Fall Semester Only*

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 AND MARKETING**

*Social Studies 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 and Spring Semester*

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 – Fall and 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.

# Edgenuity Courses

| Course                 | Credit | Length | Prerequisite |
|------------------------|--------|--------|--------------|
| <b>Career Planning</b> | .5     |        |              |

Introducing high school students to the working world, EL4222 provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio

| Course                                 | Credit | Length | Prerequisite |
|----------------------------------------|--------|--------|--------------|
| <b>Strategies for Academic Success</b> | .5     |        |              |

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, EL1087 encourages high school and middle school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one-semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

| Course                         | Credit | Length | Prerequisite |
|--------------------------------|--------|--------|--------------|
| <b>Health Science Concepts</b> | 1      |        |              |

This yearlong course introduces high school students to the fundamental concepts of anatomy and physiology—including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students will learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students will investigate basic medical terminology as well as human reproduction and development. Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks, and practice assignments. This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways.

| Course           | Credit | Length | Prerequisite |
|------------------|--------|--------|--------------|
| <b>Sociology</b> | 1      |        |              |

Providing insight into the human dynamics of our diverse society, EL1120 is an engaging two semester course that delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.



# The Tech Center at Yorktown

Karen Carey, Admissions Counselor, 914-248-2427, Fax 914-245-2041

Maggie Almonte, Bilingual Counselor, 914-248-2404

Gerry Battista, Counselor, 914-248-2220

Stephanie Carnes, Bilingual Social Worker - 914-248-3616

Melissa Crea, Work-Based Learning Coordinator – 914-248-3648

Amanda Keenan, Special Education Services - 914-248-2437

Catherine Balestrieri, Director - 914-248-2452

## Principals:

James Bellucci – 914-248-2212

Stephen Lowery – 914-248-2424

## Adult and Continuing Education:

Alyson Trudeau – 914-248-2408

## Course Codes:

7000 - 8000 – Programs with integrated academics

9500 - 9600 – Life (No academic credit)

900 – Trade Focused (Core)

6000 – ENL, TASC, Internship, Work Study

***Students must be at least 14 years of age to enroll in a Career and Technical Program.***

***All CTE classes are General Education programs.***

**Disclaimer: “Tech Center courses are subject to change or cancellation due to insufficient enrollment.**

**Junior & senior classes may be combined due to CTE Programs in District.”**

## **Number Codes:**

Course ending in 1 = 8:00 am - 10:00 am

Course ending in 2 = 10:00 am - 12:00 pm

Course ending in 3 = 12:00 pm - 2:00 pm

Course ending in 4 = 8:00 am - 12:00 pm

Course ending in 5 = 10:00 am - 2:00 pm

## **Integrated Academics:**

Second year students in 7000 and 8000 levels programs may qualify for integrated academics. To be eligible, students must receive a minimum final average of 75 in the academic portion and a recommendation from the CTE and academic teacher(s) at the end of their first year.

**Trade Focused and Life Level programs are not eligible for integrated academic credit.**

**Integrated Academic offerings in the following Basic and Specialized level programs are:**

### **English 12**

All Career and Technical Education programs

### **Discrete Math**

Business Career Academy, Communications Career Academy,  
Construction Career Academy, Hospitality Career Academy, Teaching  
Career Academy, Transportation Career Academy

## **Senior Four Hour Option:**

**Honors English (Writing & Research), Government, Economics and Physical Education** are offered from 10:00 am-12:00 pm in the Four-Hour Senior Option. To qualify, students must have an 80 average in their CTE and English programs and recommendations from their CTE and academic teachers. First-year Tech seniors interested in the Four-Hour Senior Option will be asked to submit the most recent district report card and provide sample English assignments. Candidates will meet with the Four-Hour team to review course expectations prior to enrollment. Please contact the Tech counselor associated with the student's CTE program for more information or to request student enrollment consideration.

# BUSINESS CAREER ACADEMY

Maggie Almonte – Counselor 914-248-2404

| Session One                                                                     | Session Two                    | Session Three                                                                  |
|---------------------------------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------|
| 6081 – ENL Retail Services                                                      | 9562 – Retail Services         | PEEKSKILL HS                                                                   |
| 7041 – Microcomputer Technology/<br>Cybersecurity/Programming/<br>Coding/Gaming | 982 – Microcomputer Technology | 8043 – Microcomputer<br>Technology/Cybersecurity/<br>Programming/Coding/Gaming |

# COMMUNICATIONS CAREER ACADEMY

Gerry Battista – Counselor 914-248-2220

| Session One                                      | Session 2                       | Session Three                              |     |
|--------------------------------------------------|---------------------------------|--------------------------------------------|-----|
| 7011 – Digital Film, Video & Audio<br>Production | 922 – Digital Media             | 922 – Digital Media                        | 801 |
| 7021 – Computer Graphics                         | FOX MEADOW                      | 8023 – Computer Graphics                   |     |
| 7191 – Fashion Design &<br>Merchandising         | 9582 – Fashion Design Assistant | 8193 – Fashion Design and<br>Merchandising |     |

# CONSTRUCTION CAREER ACADEMY

Karen Carey – Counselor 914-248-2427

| Session One                                                                                                                                                          | Session Two                                                                                | Session Three                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| 7074 – New Visions Engineering<br>SUNY Writing & Research,<br>government, economics, Physics, (Seniors only, interview required)<br>Calculus, and physical education |                                                                                            |                                                                                            |
|                                                                                                                                                                      | 8352 – Introduction to<br>Engineering<br>(9 <sup>th</sup> & 10 <sup>th</sup> Graders Only) | 8353 – Introduction to<br>Engineering<br>(9 <sup>th</sup> & 10 <sup>th</sup> Graders Only) |

**Maggie Almonte – Counselor 914-248-2404**

| Session One                                                                | Session Two                              | Session Three                                                             |
|----------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------|
| 7051 – Architecture/Engineering                                            | 6052 – ENL Architecture/<br>Engineering  | 8053 – Architecture/<br>Engineering                                       |
| 7081 – Heating/Ventilating/<br>Air Conditioning /<br>Plumbing/Pipe Fitting |                                          | 8083 – Heating/Ventilating/<br>Air Conditioning/<br>Plumbing/Pipe Fitting |
|                                                                            |                                          | 8093 – Welding                                                            |
| 901 – Carpentry                                                            | 9612 – Carpenter’s Assistant Trainee     | 6903 – ENL Carpentry                                                      |
| 6901 – ENL Carpentry                                                       |                                          | 8063 – Carpentry                                                          |
| 7071 – Construction Electricity                                            | 972 – Construction Electricity Assistant | 8073 – Construction Electricity                                           |
|                                                                            |                                          |                                                                           |

## COSMETOLOGY CAREER ACADEMY

**Gerry Battista –Counselor 914-248-2220**

| Session One               | Session Two              | Session Three        |
|---------------------------|--------------------------|----------------------|
| 7014 – Cosmetology II     |                          | 8133 – Cosmetology I |
| 6141 – ENL Cosmetology II |                          |                      |
|                           | 6142 – ENL Cosmetology I |                      |
| 7024 – Cosmetology II     |                          | 8143 – Cosmetology I |
| 7034 – Cosmetology II     |                          | 8123 – Cosmetology I |
| 931 – Barbering 2         | 992 – Cosmetic Services  | 933– Barbering 1     |

Students must be 17 years of age to sit for the Cosmetology Licensing Exam.

## ENGLISH NEW LEARNER CAREER ACADEMY

**Maggie Almonte – Counselor 914-248-2404**

| Session One                | Session Two                                  | Session Three        |
|----------------------------|----------------------------------------------|----------------------|
| 6001 – ENL Immersion       | 6002 – ENL Immersion                         | 6003 – ENL Immersion |
| 6011 – ENL TASC            | 6012 – ENL TASC                              | 6013 – ENL TASC      |
|                            | 6062 – ENL Business & Computer<br>Technology |                      |
| 6081 – ENL Retail Services |                                              |                      |
|                            |                                              | 6903 – ENL Carpentry |
|                            | 6052 – ENL Architecture/Engineering          |                      |
|                            | 6182 – ENL Auto Body                         |                      |
|                            | 6112 – ENL Auto Mechanics                    |                      |
|                            | 6142 – ENL Cosmetology I                     |                      |
|                            | 6122 – ENL Medical Assistant                 |                      |
| 6141 – ENL Cosmo II        |                                              |                      |
|                            | 6022 – ENL Urban Forestry                    |                      |

Minimum 70% final average is required for admittance into Spanish Cosmetology II.

Students must be 17 years of age to sit for the Cosmetology Licensing Exam.

# ENVIRONMENTAL SCIENCE CAREER ACADEMY

Karen Carey-Counselor 914-248-2427

| Session One                         | Session Two               | Session Three                       |
|-------------------------------------|---------------------------|-------------------------------------|
| 7201 – Urban Forestry/Arboriculture | 912 – Urban Forestry      | 8203 – Urban Forestry/Arboriculture |
|                                     | 6022 – ENL Urban Forestry |                                     |

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# HEALTH CAREER ACADEMY

Karen Carey – Counselor 914-248-2427

| Session One                                                                                          | Session Two                                                                                           | Session Three                                |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------------------------------------------|
| 7054 – New Visions Health Northwell Northern Westchester Hospital (Seniors only, interview required) | SUNY Writing & Research, science, government, economics, physical education, SUNY Medical Terminology | 8263 – Certified Nurse Aide/Home Health Aide |
| 7064 – New Visions Health NYP/Hudson Valley Hospital (Seniors only, interview required)              | SUNY Writing & Research, science, government, economics, physical education, SUNY Medical Terminology | 8273 – Certified Nurse Aide/Home Health Aide |
| 7221 – Medical Assistant                                                                             | 6122 – ENL Medical Assistant                                                                          | 8223 – Medical Assistant                     |
| 7141 – Law Enforcement/EMS                                                                           |                                                                                                       | 8183 – Law Enforcement/EMS                   |
| 7301 – Sports Medicine                                                                               | 7302 – Intro. to PT/Rehabilitation                                                                    | 8303 – Sports Medicine                       |
| 7321 – Veterinary Science                                                                            | 9732 – Animal Care                                                                                    | 8323 – Veterinary Science                    |
| 8341 – Introduction to Health Occupations (9 <sup>th</sup> & 10 <sup>th</sup> Graders Only)          |                                                                                                       |                                              |
| 8011– Emergency Medical Technician                                                                   | 8032 – Emergency Medical Technician                                                                   | 8433 – Certified First Responder             |

# HOSPITALITY CAREER ACADEMY

Gerry Battista – Counselor 914-248-2220

| Session One                       | Session Two                                           | Session Three                            |
|-----------------------------------|-------------------------------------------------------|------------------------------------------|
| 8081 – Culinary Arts              | 8012 – Baking & Pastry Arts                           | 8163 – Culinary Arts                     |
| 961 – Culinary Arts               | 9752 – Food Preparation Assistant 2                   | 8213 – Culinary Arts                     |
| 6161 – ENL Culinary Arts          |                                                       |                                          |
| 7131 – Culinary Arts              | 9552 – Food Preparation Assistant 1                   | 973 – Culinary Arts                      |
|                                   |                                                       | 9753 – Culinary Arts                     |
| 971 – Culinary Arts @Tilly Foster | 9632 – Food Service Transition to Work @ Tilly Foster | 9533 – Food Prep Assistant @Tilly Foster |
|                                   |                                                       | 923 – Culinary Arts @Tilly Foster        |

# TEACHING CAREER ACADEMY

Gerry Battista – Counselor 914-248-2220

| Session One                             | Session Two               | Session Three                          |
|-----------------------------------------|---------------------------|----------------------------------------|
| 7111 – Child Development & Education II | 952 – Childcare Assistant | 8153 – Child Development & Education I |

# TRANSPORTATION CAREER ACADEMY

Maggie Almonte – Counselor 914-248-2404

| Session One                                | Session Two                | Session Three                             |
|--------------------------------------------|----------------------------|-------------------------------------------|
| 7091 – Auto Body (Srs & Jrs)               | 962 – Auto Body            | 6183 – ENL Auto Body                      |
| 7031 – Auto Mechanics II                   | 902 – Auto Mechanics       | 8033 – Auto Mechanics I                   |
| 7101 – Auto Mechanics II                   | 6112 – ENL Auto Mechanics  | 8113 – Auto Mechanics I                   |
| 8041 – Small Engine/ Motorcycle Technology | 9592 – Small Engine Repair | 913 – Small Engine/ Motorcycle Technology |

# ALTERNATIVE OPTIONS

Karen Carey – Counselor 914-248-2427

| Session One                     | Session Two                        | Session Three                   |
|---------------------------------|------------------------------------|---------------------------------|
| 6071 – Diversified Work Program | 6092 – Alternative Options (TASC)° | 6073 – Diversified Work Program |

TABE testing disclaimer: For students to be tested with accommodations proper documentation is required one week prior to TABE testing. TABE results need to be 9.0 or above in both reading and math to qualify for entrance to our TASC Program.

TASC testing disclaimer: It is the home school's responsibility to submit the special testing accommodations to the Data Recognition Corporation. Please see the link below for further information:

<http://www.tasctest.com/special-needs-accommodations.html>

## GLOSSARY OF TERMS

| TERM       | DEFINITION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ACT        | The ACT® test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| AIS        | Academic intervention services help students who are struggling to achieve the learning standards in English language arts and Mathematics in grades K-12 and social studies and science in grades 4-12. These additional general education services include: <ul style="list-style-type: none"> <li>• Extra instructional time to help students achieve the learning standards in the subject areas requiring AIS, and support services to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family-related issues, discipline problems and health-related issues. Support services could include school guidance and counseling services to improve attendance and coordination of services provided by other agencies.</li> </ul> |
| AP         | Advanced Placement (AP) exams give high school students the opportunity to earn college-level credit while in high school. Courses are taught by specially trained teachers and help raise the academic awareness of all high school students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| AYP        | Adequate Yearly Progress - The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level, and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP). For more information about accountability in New York State, visit: <a href="http://www.emsc.nysed.gov/irts/accountability/">http://www.emsc.nysed.gov/irts/accountability/</a>                                                                                                                 |
| BIP        | Behavior Intervention Plan applies the observations made in the Functional Behavior Assessment (FBA) through an individual plan to reduce or extinguish the student's inappropriate behavior(s) and increase age appropriate behaviors. Commissioner Regulations, Part 200 and 201 require implementation of the BIP under specific circumstances.                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| CDOS       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Cohort     | A group of students who all entered 9th grade for the first time in the same year                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Counseling | Advice or help given by someone qualified to give such advice. Usually provided for students to assist with improving their social skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Credit     | A unit of measure towards meeting the requirements for High School Graduation. Courses are typically either ½ or 1 credit each. Students who are taking a course will qualify for the credit attempted based on successfully passing that course. Partial credits are not awarded for partial completion of a course.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| CSE        | Committee on Special Education responsible for evaluating school-age children, determining the eligibility and recommend special education services for eligible students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| CTE        | Career and Technical Education is committed to providing high-quality CTE opportunities for all students. CTE studies are organized in New York in the following content areas: <ul style="list-style-type: none"> <li>• Agricultural education</li> <li>• Business &amp; Marketing education</li> <li>• Family &amp; Consumer Sciences education</li> <li>• Health Occupations education</li> <li>• Technology education</li> <li>• Trade, Technical &amp; Industrial education</li> </ul>                                                                                                                                                                                                                                                                                                |

| TERM                    | DEFINITION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| ELL                     | English Language Learner - A student who is not proficient enough in the English language to succeed in the school's regular instructional programs and who qualifies for extra help. (Formerly referred to as Limited English Proficient/LEP.)                                                                                                                                                                                                                                                                                                                                                                         |
| ESL                     | English as a Second Language - Classes or support programs for students whose native language is not English.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| SWD Exempt From LOTE    | A Student With a Disability (SWD) which adversely affects the ability to learn a language can be exempt from the Language Other Than English (LOTE) requirement for graduation. The CSE makes the determination, but does not prevent a SWD from participating in a language course. For students seeking to go on to college, courses in LOTE are often required for admission.                                                                                                                                                                                                                                        |
| FBA                     | Functional Behavioral Assessment is the process of gathering and analyzing information about the student's behavior and accompanying circumstances in order to determine the purpose or intent of actions and then to identify positive interventions to reduce/eliminate the undesirable behavior.                                                                                                                                                                                                                                                                                                                     |
| Graduation requirements | The general education and diploma requirement regulations referred to as Part 100 Regulations of the Commissioner of Education, require that every public school student in New York State be provided an opportunity to receive instruction in order to achieve the New York State Learning Standards. Schools and parents are encouraged to collaborate to ensure that all students graduate from high school ready for work, higher education, and citizenship. In order to earn a high school diploma, a student must have a minimum of 22 specific high school credits and pass 5 identified Regents Examinations. |
| Honor GPA               | Grade point average used to calculate the GPA that is used for the honor roll. Honor GPA averages the grade points for all of the counting classes. Not all courses count towards the honor GPA.                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Honor Roll              | A list of names of student worthy of honor because they have met the specific requirements during a specified marking period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| ICT                     | Integrated, Co-Teaching is the practice of two teachers (special education and general education) educating children with special needs in general education classrooms in their neighborhood schools.                                                                                                                                                                                                                                                                                                                                                                                                                  |
| IEP                     | Individualized Education Program is a written education plan for preschool and school aged students in need of special education services developed by a team of professionals and the student's parents. It is reviewed and updated annually and describes how the child is progressing, the student's learning needs, and services that are required.                                                                                                                                                                                                                                                                 |
| IPR                     | IPRs-Interim Progress Reports are reports send home with teacher comments based on student progress for a period approximately halfway through the marking period.                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| LEP                     | A student who is not proficient enough in the English language to succeed in the school's regular instructional programs and who qualifies for extra help. (Formerly referred to as Limited English Proficient/LEP.)                                                                                                                                                                                                                                                                                                                                                                                                    |
| Life Skills             | An upgraded special education program for special needs students. The program provides modified instruction and daily living skill development.                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| LOTE                    | Language Other Than English – is a set of instructional courses and programs aimed to enable students to use a language other than English for communication. Students taking foreign languages courses to develop cross-cultural skills and understandings in languages other than English.                                                                                                                                                                                                                                                                                                                            |

| TERM                                | DEFINITION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| LRE                                 | The placement of an individual student with a disability in the Least Restrictive Environment provides the special education needed by the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities and be as close as possible to the student's home. <a href="http://www.emsc.nysed.gov/specialed/lawsregs/part200.htm">http://www.emsc.nysed.gov/specialed/lawsregs/part200.htm</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Marking Period                      | A period lasting 8-10 weeks during which a student's academic progress is measured and reported in the form of a report card. There are four report cards each year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| NCLB                                | The NO CHILD LEFT BEHIND (NCLB) ACT of 2001 is a federal law to improve education for all children. It holds schools responsible for results, gives parents greater choices, and promotes teaching methods that work. More information is at NCLB at <a href="http://www2.ed.gov/nclb/landing.jhtml">http://www2.ed.gov/nclb/landing.jhtml</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| NYSAA                               | The New York State Alternate Assessment (NYSAA) is a part of the New York State Testing Program. It is a datafolio-style assessments in which students with severe cognitive disabilities demonstrate their performance toward achieving the New York State learning standards. Eligibility for participation in NYSA is determined by the Committee on Special Education (CSE).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| NYSESLAT                            | The NYSESLAT is NY State English as Second Language Achievement Test, which is designed to measure the English language proficiency of students who have been identified as Limited English proficient (LEP).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| OT                                  | Occupational Therapy is therapy or treatment provided by an occupational therapist that helps an individual develop physical skills that will aid in daily living, focuses on the use of hands and fingers, eye-hand coordination of movement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| PT                                  | Physical Therapy is treatment of physical disabilities given by a trained physical therapist (under doctor's orders) to help improve the use of bones, muscles, joints, and nerves.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Post-Secondary Goals                | All students 15+ years old must participate in post-secondary planning and coordinated activities in preparation for post-high school experiences; college, training, military, etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Pre-requisite                       | As the term suggests, a pre-requisite is the term used as a precondition or requirement before taking a certain course. For example, a student couldn't just sign up for Accounting 4. A requirement, or pre-requisite, would be that a student takes Accounting 1, 2 and 3 before Accounting 4.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Procedural Safeguards (Due process) | Action that protects a person's rights. In special education this applies to action taken to protect the educational rights of students with disabilities and the rights of the students' parents.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| PSAT/NMSQT                          | The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a program cosponsored by the College Board and <a href="#">National Merit Scholarship Corporation (NMSC)</a> . It's a standardized test that provides firsthand practice for the SAT®. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools. The PSAT/NMSQT measures: Critical reading, Math problem-solving, and Writing skills. This exam is taken by all sophomores and juniors as part of the district's Early Participation Program – a program designed to help students in the college admissions process.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Rank                                | A mark of academic achievement based on transcript GPAs for grades 9-11 for active 12th graders in the current graduating cohort who entered the district in 9th grade. Student are required to attend PHS for 4 semesters in order to be ranked at the beginning of their Senior year. Final rank is run at the end of the 2 <sup>nd</sup> semester for graduation purposes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| RCT                                 | Regents Competency Tests (RCTs) are achievement tests designed to assess basic proficiency in the areas of reading, writing, mathematics, science, and social studies. In the past, schools awarded local high school diplomas to students who passed all six RCTs as well as the required coursework. The Department, in accordance with a timetable that was adopted by the Board of Regents, has phased out the eligibility of general education students in public schools to take these tests. Students are instead required to pass the Regents Examinations in order to receive a high school diploma. However, the RCTs continue to be available for students with disabilities who first enter grade 9 prior to the 2010-11 school year as part of a safety net for such students. To earn a high school diploma, students with disabilities must take each Regents Examination ordinarily required for graduation at least once. If unsuccessful on one or more of the required Regents Examinations, students with disabilities may be granted a local high school diploma on the basis of passing the corresponding RCT(s). |



| TERM                      | DEFINITION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| REGENTS                   | Regents Examinations are achievement tests that are aligned with New York State's Learning Standards. Regents Examinations provide schools with a basis for evaluating the quality of instruction and learning that have taken place. They are used by school personnel to identify major learning goals, offering both teachers and students a guide to important understandings, skills, and concepts. The examinations also provide students, parents, counselors, administrators, college admissions officers, and employers with objective and easily understood achievement information for use in making sound educational and vocational decisions. Passing scores on the Regents Examinations in English, mathematics, science, and social studies satisfy the State testing requirements for a high school diploma. |
| Related Services          | Developmental, corrective and other support services that a student with disabilities requires benefiting from special education; examples include audiology, speech/language, physical and occupational therapy, counselors, hearing services, transportation and medical services.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Resource Room Program     | A special education program for the student who qualifies for either a general education class or special class placement but needs some special instruction in an individualized or small group setting for a portion of the day. The Resource Room teacher works closely with the general education classroom teacher. Students can be tested in the Resource Room.                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Safety Net                | Safety Net allows students with disabilities who do not pass a Regents exam required for their class; to meet the requirements for a local diploma by passing the RCT or the equivalent in that subject. The student must take the required Regents exam but may take the RCT before or after the Regents exam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| RTI                       | In Response to Intervention (commonly abbreviated RTI or RtI) is a method of academic intervention used to provide early, effective assistance to children who are having difficulty learning. Response to intervention was also designed to function as one part of a data-based process of identifying learning disabilities. This method can be used at the group and individual level.                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| SAT                       | The SAT and SAT Subject Tests are a suite of tools designed to assess a student's academic readiness for college. The SAT and SAT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Semester                  | A measure of time. There are two semesters in the school year; fall and spring.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| SES                       | Low-income families can enroll their child in Supplemental Educational Services if their child attends a Title I school that has been designated by the state to be in need of improvement for more than one year. The term "supplemental educational services" refers to free extra academic help, such as tutoring or remedial help, that is provided to students in subjects such as reading, language arts, and math. This extra help can be provided before or after school, on weekends, or in the summer for more information got to: <a href="http://www2.ed.gov/nclb/choice/help/ses/description.html">http://www2.ed.gov/nclb/choice/help/ses/description.html</a>                                                                                                                                                  |
| Special Class             | A special education setting that has a smaller teacher-student ratio for a student with a disability (SWD) that follows the general education curriculum with modifications and accommodations. Class sizes (teacher-student ratio) vary according to student's abilities and needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Speech/Language Services  | Planned program to improve and correct speech and/or language articulation delays and/or severe receptive expressive communication delays.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Standard                  | Learning Standards are defined as the knowledge, skills, and understandings that individuals can and do habitually demonstrate over time as a result of skilled instruction and experience. In 1996, the New York State Regents approved 28 learning standards in seven content areas.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Strength Based Assessment | A method to assess a student with a disability's measurable postsecondary goals intended to acknowledge the student's needs preferences and interests for post-high school experience.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| SWD                       | Student With a Disability describes a student who has been determined by the CSE to be eligible for special education services or treatment in order to progress academically.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Title I                   | Title I is the original name of the funding method that has since become No Child Left Behind. It is the rules and regulations that allow schools with significant students receiving free/reduced lunch (the measure by which the federal government determines poverty level for a school) get extra monies to pay for such things as extra literacy educators, specialized literacy programs, and other supplemental literacy and math supplies.                                                                                                                                                                                                                                                                                                                                                                           |

| TERM           | DEFINITION                                                                                                                                                                                                                                                                  |
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| Title III      | The Title III Program is a <a href="#">United States</a> federal grant program to improve education for English language learners.                                                                                                                                          |
| Title IX       | The Title IX program states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. |
| Transcript     | A record of student courses, grades and standardized test history usually used to apply to post-secondary experiences.                                                                                                                                                      |
| Transcript GPA | Grade Point Average used to calculate the GPA that is used for the High School transcript. Credits earned are factored in the transcript GPA. Not all courses count towards transcript GPA.                                                                                 |