

PEEKSKILL CITY SCHOOL DISTRICT



PEEKSKILL HIGH SCHOOL COURSE CATALOG

Every Child, Every Day

Peekskill City School District

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MISSION STATEMENT

Educate students in a caring, inspiring environment characterized by a spirit of excellence and high expectations; Prepare graduates to meet or exceed state standards; Graduate students who respect and appreciate cultural diversity; Prepare students to pursue adult lives as contributing citizens of our local and global community.

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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.

GENERAL INFORMATION

PLANNING A COURSE OF STUDY

Planning a course of study involves input from the student, 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 Winter/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

<u>REQUIRED SUBJECTS</u>	<u>Number of Credits</u>	<u>Regents Exams Required</u>
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 second language 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)	1 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 62, 63, or 64 and meet the additional requirements below. Students who successfully appeal one Regents Exam and meet all other testing and course requirements will be awarded a Regents 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 at least 95% attendance (not including excused absences) during the year in which they took the exam they are appealing. This usually means no more than 9 unexcused absences for the year;
- 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 2015-2016 school year, the first semester and full year "Drop Deadline" is October 23, 2015. The second semester "Drop Deadline" is March 24, 2016.

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.

DRIVER EDUCATION

This program, regulated by the N.Y.S. Education Department and the Department of Motor Vehicles, is designed to prepare students to drive an automobile in a safe and knowledgeable manner. The course addresses current trends and issues associated with the young driver. The semester course includes classroom and “in car” instruction. Upon successful completion of the course, students may be eligible to receive a “Blue Card” and a possible reduction in their auto insurance. Driver Education is a tuition-based course offered after school, on Saturdays, and during the summer. The course is open to all resident students, with priority given to seniors, and then juniors.



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

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 one of the school counselors at (914) 737-0201 ext. 316. 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:

- Mr. Noel Cabassa (914) 737-0201 ext. 316 or email at ncabassa@peekskillcsd.org.
- Mr. Daniel Callahan at (914) 737-0201 ext. 318 or email at dcallahan@peekskillcsd.org.

Program details

The TASC program is housed over at the Central Administration building. 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 assist in preparing for the TASC exam. 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.om /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.

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 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	9th Grade	10th Grade	11th Grade	12th 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 COURSES (AP) and COLLEGE LEVEL COURSES (CLC)

English 11 (AP)	Credit	Weight	Length
A.P. English Language	1	1.1	Full Year

The Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and reading should make students aware of the interactions among a writer's purpose, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute effectiveness in writing. Students are required to take the AP Exam in English Language and Composition in May and the English Regents in June.

English 12 (AP)	Credit	Weight	Length
A.P. English Literature	1	1.1	Full Year

The Advanced Placement course in English Literature engages students 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 elements 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 understand a literary work will constitute writing response and reaction

papers, along with annotation and free writing. 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.

African Diaspora in the United States	Credit 1	Weight Full Year	Length Full Year	Prerequisites Students must meet at least three of the following four criteria: 85+ in English 11/80+ in English 11AP or English 10H; High Proficient (80+) or Distinguished (85+) English 11 Writing Portfolio; College Ready (75+) score on English Regents; College Ready (75+) score on English Regents
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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. **Pending approval: 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 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**

U.S. History & Government (AP)	Credit 1	Weight 1.1	Length Full Year
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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.

U.S. Government and Politics (AP)	Credit 1	Weight 1.1	Length Full year
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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.

Classism, Racism, Sexism	Credit	Weight	Length
(CLC) SUNY	.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 21st Century**.

Latin America and The Caribbean	Credit	Weight	Length
(CLC) SUNY	.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

Entrepreneurship	Credit	Weight	Length
(CLC) SUNY	1	1.1	Full year

Entrepreneurship economics is designed to teach Economics through the lens of an entrepreneur. The skills and concepts taught will help students 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. 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.

AP World History I	Credit	Weight	Length
	1	1.1	Full Year

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. Periodization will be used as a framework to enable students to analyze both continuities and changes in world history. The first year of the 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. Students must take both the Global History & Geography Regents and the Advanced Placement World History exam at the end of the two year course.

AP World History II	Credit	Weight	Length
	1	1.1	Full Year

World History II is the second 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. Periodization will be used as a framework to enable students to analyze both continuities and changes in world history. The course focuses on world history from 1450 to the present day while furthering their skills in document interpretation and written analysis. Students must take both the Global History & Geography Regents and the Advanced Placement World History exam at the end of the course.

Introduction to Psychology	Credit	Weight	Length
	.5	1.0	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.

Advanced Placement Calculus (AB)	Credit	Weight	Length
	1	1.1	Full Year

This Advanced Placement course in Calculus is primarily concerned with developing the students' understanding of the concepts of calculus and providing students 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. Functions, graphs, limits, derivatives, integrals, approximation, applications, and modeling are some of the themes that will be studied extensively. Students are required to take the Advanced Placement Examination in May.

AP Biology	Credit	Weight	Length
	1	1.1	Full Year

This Advanced Placement course aims to provide the student with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Laboratory work is a significant component of the course. It is intended to challenge the student's ability to understand problems, develop and implement appropriate experimental designs, manipulate data, draw conclusions, think analytically, and develop hypotheses. Spectrophotometry, electrophoresis, and bacterial transformation are some examples of the new technology included in the labs. All students are required to take the A.P. Biology exam which is administered in May.

AP Spanish Language	Credit	Weight	Length
	1	1.1	Full Year

An AP Spanish Language course that 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.

AP Spanish Literature	Credit	Weight	Length
	1	1.1	Full Year

An AP 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, 19th and 20th 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 the AP Exam in May.

Intermediate French 4 (CLC)	Credit	Weight	Length	Prerequisite
	1	1.05	Full Year	French 3

This course is a college level course for which students will receive 3 credits from SUNY Westchester Community College. It is offered to students who have taken and passed French 3. The course encompasses further reading, writing, speaking and listening skills with an emphasis on Francophone cultures. Students will listen to authentic Francophone individuals, read French realia, have meaningful and real-life conversations and be able to develop their writing skills in French to prepare them for college. Students will have the option of taking the French AP Language examination in May.

Advanced French 5 (CLC)	Credit	Weight	Length	Prerequisites
	1	1.05	Full Year	French 4

This course is a college level course for which the student will receive 3 credits from SUNY Westchester Community College. It is offered to students who have taken and passed the WCC Advanced French I/ACE. In this course we will further study the important aspects of French: speaking, reading, writing, listening and culture. There will be an emphasis on Francophone literature and cinema as well as writing in French. Upon completion of this course, students will be able to write term papers in French and they will be able to express their opinion and support their opinions via spoken language in addition to listening to real Francophone people. The students will have the option of taking the French AP Language and/or Literature examinations in May.

Authentic Science Research	Credit	Length	Prerequisites
	1.0	Full Year	Earth Science and Living Environment

Authentic Science Research is a three year program where students complete an independent research project. As sophomores, students research a topic of interest. In their junior year, students create and complete research in conjunction with a scientist involved in their research area. As seniors, students write a research paper and enter a variety of science research competitions, including INTEL and WE - SEF. Students interested in entering this program must complete an application and be approved by the program coordinator during the spring of their freshman year.

Juniors and Seniors enrolled in Authentic Science Research may earn college credit through SUNY Albany: Intermediate Methods of Research (4 Credits – Junior Year) and Advanced Methods of Research (4 Credits – Senior Year).

Astronomy 1	Credit	Length	Prerequisite
	.5	Half year	3 credits in science

This course 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 will be given in the class in January.

Astronomy 2	Credit	Length	Prerequisites
	.5	Half Year	3 credits in Science

This course covers deep space. 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. Successful completion of Astronomy 1 & 2 will earn 4 credits from Westchester Community College. The final grade for the year-long course will be determined by the average of the two semester grades

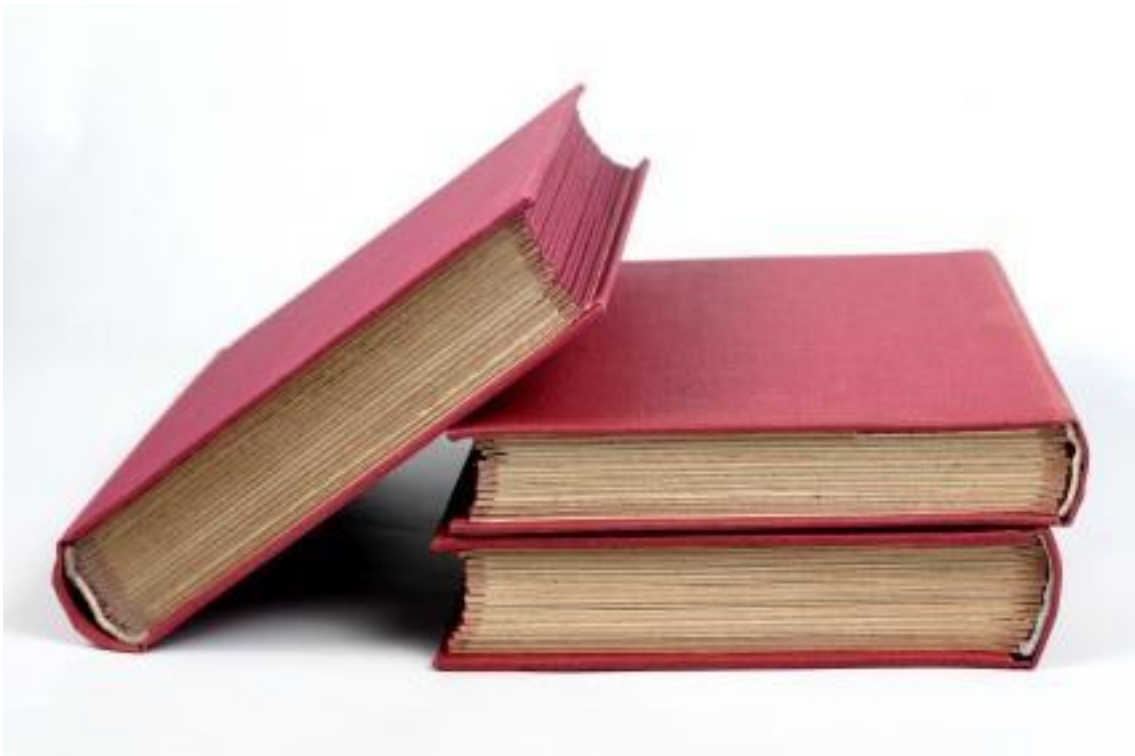
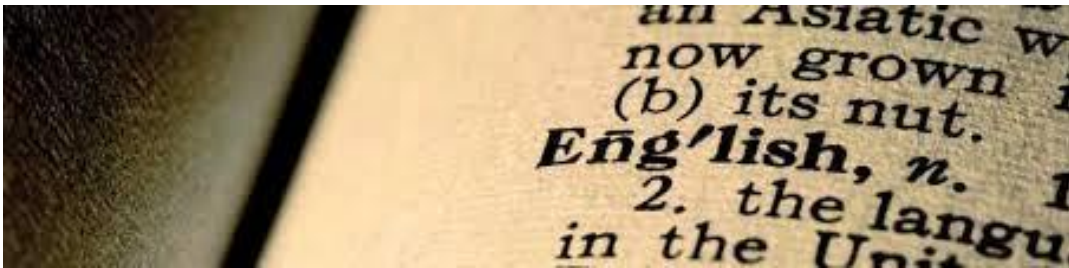
WCC Human Biology	Credit	Weight	Length	Prerequisites
	1	1.05	Year	3 Years of Science

Earn four transferrable college credits and explore new career opportunities in science and healthcare. This college course is an introduction to anatomy and physiology and will analyze systems of the human body, the structure and functions of the digestive, respiratory, structural (musculoskeletal), excretory, endocrine, nervous and reproductive systems. Students will perform several labs that include dissections as well as consider the human body in healthy and disease states.

WCC Environmental Sciences:	Credit	Weight	Length	Prerequisites
	1	1.05	Year	3 Years of Science

A fundamental course exploring the structure and function of the environment. Topics include basic ecological principles, population dynamics, and the geosphere, hydrosphere and atmosphere. A laboratory experience designed for Environmental Studies. Quality of the local environment is explored in lab and in the field. Field trips investigate the ways in which local communities treat sewage, produce electricity, dispose of garbage, and process drinking water. Making land use decisions using knowledge of natural resources acquired through map and aerial photography interpretation is explored. 4 College Credits

ENGLISH DEPARTMENT COURSE OFFERINGS



English Department Course Offerings

English 9	Credit 1	Weight	Length Full Year	Prerequisites English 8
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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 the American history courses to facilitate interdisciplinary connections. 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 and completing written responses every month. 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.

English 9/ Reading	Credit 2	Weight	Length Full Year	Intervention Indicators English 8; N.Y.S. ELA score 1/ low 2 Reading more than 3 grades below level (F & P score below level V)
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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.

English 9 Honors	Credit 1	Weight 1.05	Length Full Year	Prerequisites Students must meet at least two of the following three criteria: 85+ in English 8; N.Y.S. ELA score 3or 4; Reading on grade level (F & P score level Z).
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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 foundations 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 with a primary emphasis on American literature. This will facilitate interdisciplinary planning and projects that align with the American history 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.

English 9 Humanities 9	Credit	Weight	Length	Prerequisites
	1		Full Year	English 8

Humanities (English) 9 is an interdisciplinary approach to American literature and to American history that is comprised of units that will be chronological and interdisciplinary. This course will offer an emphasis on experiential learning through research, performance-based learning and assessment, and hands-on activities that get students involved in discovering, analyzing and creating artifacts. For each unit, students will read a number of different sources (primary, secondary, etc.) and write in a number of styles. Students will be asked to understand that historical events have shaped an American national identity and that literature represents the culture and values of individuals in society. 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 and completing written responses. Specific works to be covered include *The Crucible*, *Of Mice and Men*, and *The Other Wes Moore*. Potential projects include a RAFT speech on the American Revolution, an editorial on current important student issues, and a Decades Project. For the final assessment, students develop a year-end writing portfolio compiling their best work and reflecting on the year. Students who sign up for this English 9 course must also sign up for Humanities 9 Social Studies.

English 10	Credit	Weight	Length	Prerequisites
	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 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 and completing written responses every month. 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.

English 10 Honors	Credit	Weight	Length	Prerequisites
	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 (Lexile score 1025+)

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.

English 10/ Reading	Credit	Weight	Length	Intervention Indicators
	2		Full Year	Reading more than 2 grades below level (i.e., Lexile score below 935**)

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 be 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.

English 11	Credit 1	Weight	Length Full Year	Prerequisites English 10
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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 and completing written responses every month. 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. English Regents examination in June and also compile a final portfolio.

English 11 A.P. English Language	Credit 1	Weight	Length Full Year	Prerequisites Students must meet at least two of the following three criteria: 85+ in English 10/ 80+ in English 10H; High Proficient(80+) or Distinguished (85+) English 10 final grade; Reading on grade level (Lexile score 1055+)
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This rigorous, engaging, and thought-provoking course prepares students for the AP examination in English Language and Composition, 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).

African Diaspora in the United States	Credit 1	Weight	Length Full Year	Prerequisites English 11 65 + on English Regents
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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. 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 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

English 12: A.P. Credit English Literature	Credit 1	Weight	Length Full Year	Prerequisites 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 (Lexile score 1085+)
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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.

English 12 Creative Writing A/ Creative Writing B	Credit 1/2	Weight	Length Half Year	Prerequisites English 11 65 + on English Regents
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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.

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

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

Analyzing Photography	Credit 1/2	Weight Half Year	Length English 11	Prerequisites English credit: 65 + on English Regents/ Art credit: junior or senior
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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.

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

P.I.E.S. (Peekskill Individualized Experience for Seniors) 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.E.S. 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. credits must take Economics and another ½ credit English 12 course during the fall semester. Student credit granted 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.E.S. for an elective credit, if their schedule permits.

English 12: Regents Review A/ Regents Review B	Credit	Weight	Length	Prerequisites
	.5		Half Year	Did not pass English Regents; 4 th year student

This course is designed for students who did not pass the English 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 English Regents. All students will be required to take the English 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.

Writing/Literacy Lab 9	Credit	Weight	Length	Intervention Indicators
	1/2		Full Year	Students who are not enrolled in English/Reading 9 and meet one of the following two 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 below grade Y).

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, performance on reading and writing assessments, and, for 10th grade students, performance in 9th 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.

Writing/Literacy Lab 10	Credit	Weight	Length	Intervention Indicators
	1/2		Full Year	Sophomore students who meet one of the following two criteria: teacher recommendation; Reading 2 grades below level (i.e., Lexile score below 980**)

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 8th grade N.Y.S. English Language Assessment (1 or 2), teacher recommendation, performance on reading and writing assessments, and, for 10th grade students, performance in 9th 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.

Writing/Literacy Lab 11 Credit 1/2	Weight	Length Full Year	Intervention Indicators Junior students who meet one of the following two criteria: teacher recommendation; Reading 2 grades below level (i.e., Lexile score below 1025**)
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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 teacher recommendation, performance on reading and writing assessments, and performance in 9th and 10th 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, but also to specifically provide them with additional instruction to assure success on required state assessments.

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

Intro to Drama	Credit 1	Weight	Length Full Year	Prerequisites None
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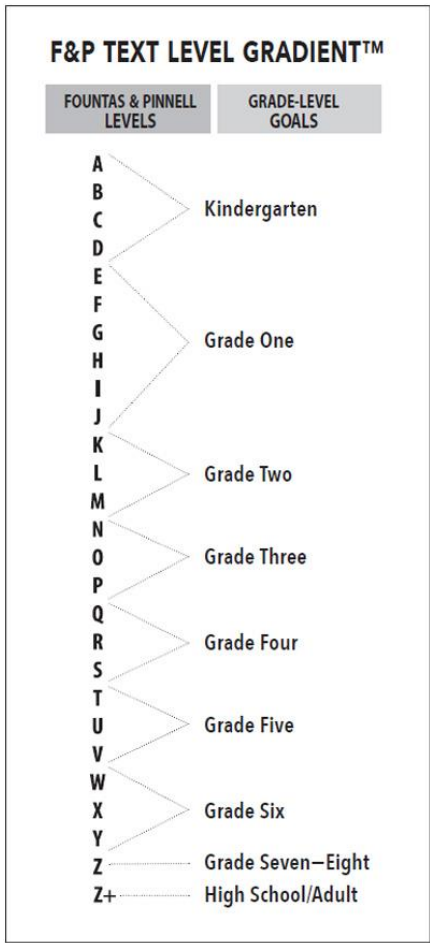
Intro to Drama covers a wide variety of topics including: an introduction to acting and directing; voice and diction; improvisation, playwriting, stage vocabulary, and scene study; Shakespeare and dramatic literature. Written critiques of theatre performances satisfy the writing component for the course. 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. (Students who have passed the English Regents Exam may take this course as seniors to count as an English 12 course credit.)

Advanced Drama	Credit 1	Weight	Length Full Year	Prerequisites Drama 1
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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.

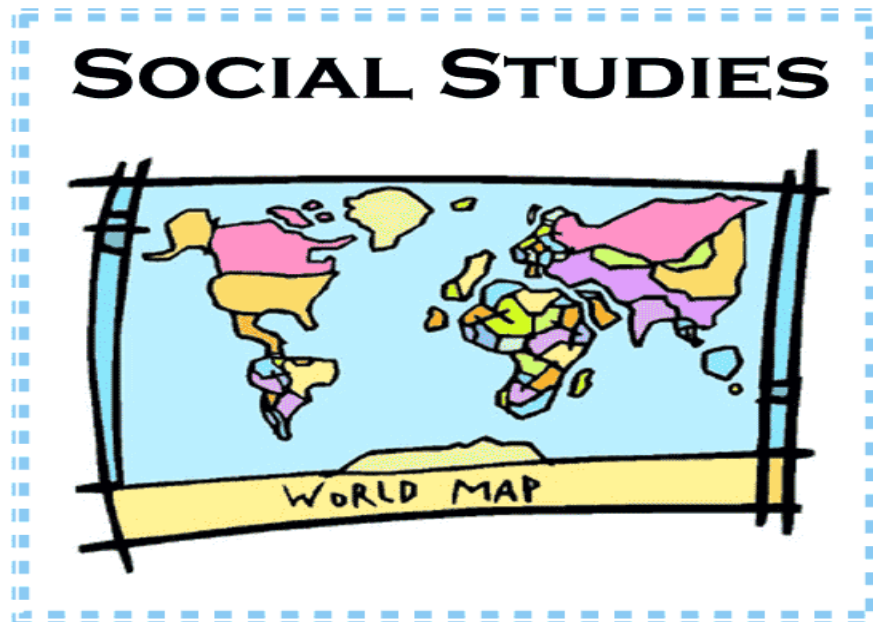
Grade Band	Current Lexile Band	"Stretch" Lexile Band*
K-1	N/A	N/A
2-3	450L-730L	420L-820L
4-5	640L-850L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1120L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

Peekskill High School:
English Flow Chart
Departmental Pathways: 9th-12th

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

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. Required high school social studies courses are:

Grade 9 –U.S. History and Government

Grade 10 – Global History and Geography I

Grade 11 – Global History and Geography II

Grade 12 – Economics/Participation in Government/P.I.E.S.

Global History & Geography I	Credit 1	Length Full Year	Prerequisites None
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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. This approach aims to cultivate in students' knowledge, skills and attitudes needed to function effectively in a world characterized by ethnic diversity, cultural pluralism, international and domestic conflicts and the importance of climate and geography. This course will also emphasize the development of clear, coherent writing skills on the part of students.

Global History & Geography II	Credit 1	Length Full Year	Prerequisites Global I
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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 (a comprehensive exam consisting of both Global I and II courses). A grade of 65 or better is necessary for a Regents Diploma.

U.S. History & Government (AP)	Credit 1	Weight 1.1	Length Full Year	Prerequisites
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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.

9th Grade U.S. History & Government (AP)	Credit 1	Weight 1.1	Length Full Year	Prerequisites See below
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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

Prerequisites: 1. A SRI or Lexile score of 1050 or greater. 2. ELA score of high 3 or 4. Teacher recommendation.

U.S. History & Government	Credit 1	Length Full Year	Prerequisites None
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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.*

American History	Credit .5	Length Half Year	Prerequisites Failure on the U.S. History Regents
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This course is designed for students who did not pass the Regents exam. The primary focus is to build skills, attain knowledge, and reinforce understanding of core understandings. Assignments and course content are directly aligned to the corresponding Regents exam. Students will be required to exhibit proficiency through passing the Regents exam. Students must pass the regents to gain credit.

Economics Grade 11/12	Credit .5	Length Half Year	Prerequisites
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“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.

World History I (Pre-AP)	Credit 1	Weight 1.05	Length Full Year	Prerequisites Teacher's recommendation or Application
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World History 9 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. The ninth grade 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.

AP World History	Credit 1	Weight 1.1	Length Full Year	Prerequisites World History I
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The AP World History course focuses on developing students' understanding of world history from approximately 8000 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.

Participation in Government	Credit .5	Length Half Year	Prerequisites
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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.

Introduction to Psychology (CLC)	Credit	Length	Prerequisites
	.5	Year	Grade 12

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.

Sociology	Credit	Length	Prerequisite
	.5	Half Year	Grades 12

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.

P.I.E.S. (Peekskill Individualized Experience For Seniors)	Credit	Length	Prerequisites
	.5	Half Year	Economics, Global 1 & 2 US History & Gov.

P.I.E.S. 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.

African Diaspora In the U.S.	Credit	Length	Prerequisite
	1	Full Year	Grade 12

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. 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 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

U.S. Government and Politics (AP)	Credit	Weight	Length	Prerequisites
	1	1.1	Full year	Global 1 & 2 US History & Gov.

This Advanced Placement course is designed to give students an in-depth look at the U.S. political system. The course will examine the constitutional foundations of our nation and our democratic system of government. At the conclusion of the course students will have the choice to take the AP U.S. Government and Politics Exam.

World History	Credit .5	Weight	Length Half Year	Prerequisites Failure on Global Regents
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This course is designed for students who did not pass the Regents exam. The primary focus is to build skills, attain knowledge, and reinforce understanding of core understandings. Assignments and course content are directly aligned to the corresponding Regents exam. Students will be required to exhibit proficiency through taking the Regents exam. Students will be required to exhibit proficiency through taking the Regents exam in January.

Entrepreneurship Economics	Credit 1.0	Weight 1.1	Length Full Year	Prerequisites
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The NFTE course teaches the fundamentals of how to start your own business. Topics covered in the course are learned by participating in a series of activities as well as through interacting with guest speakers and business coaches. Some topics covered include: How to come up with a good business idea, how to determine costs and profit, who your target customer is, and how to market and sell your product or service. The final class product is a business plan presentation and an in-class competition. The course runs year long, qualifies for the state economics requirement, and is eligible for SUNY credits at a discounted rate.

Start Up Tech	Credit 1	Weight	Length Full Year	Prerequisites 10 th Grade
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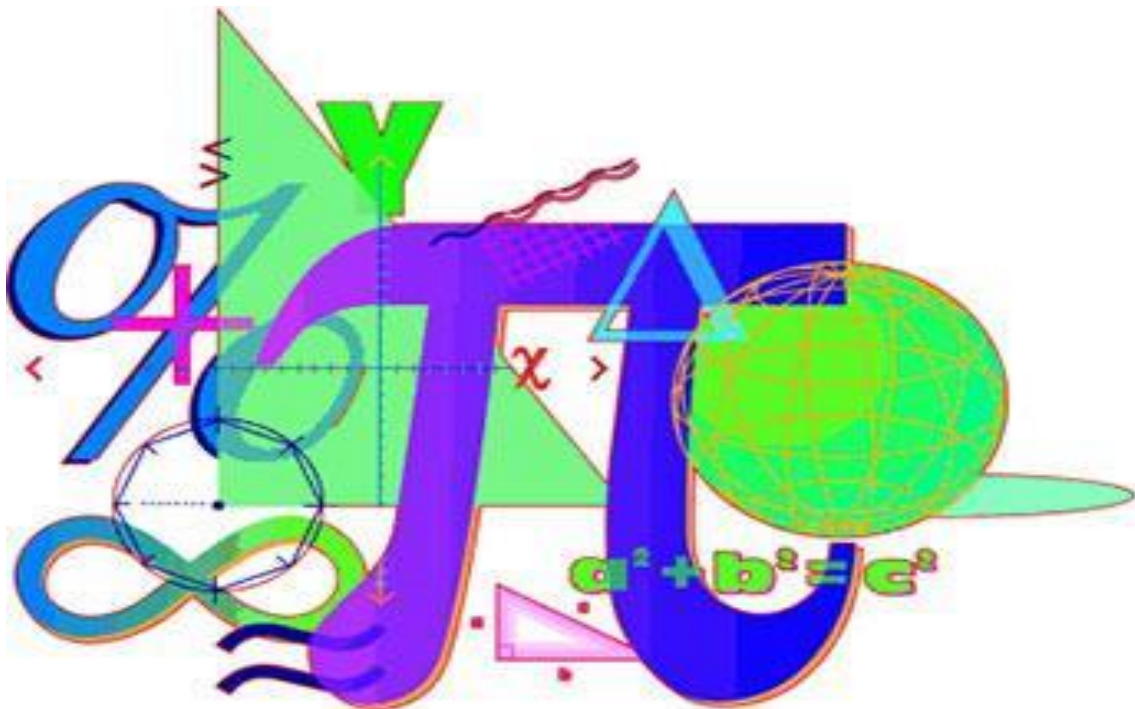
Startup Tech Intro is a blended learning tech-entrepreneurship course that asks students to identify ways to improve their world and to build marketable digital solutions using MIT App Inventor. Students create an original app that addresses a community need, develop a corresponding original abbreviated business plan and marketing materials, and present in a Startup Showcase expo for the chance to win funding and publicity.

Peekskill High School
 Social Studies Flow Chart
 Departmental Pathways: 9th-12th

9 th Grade Course(s) Year 1	10 th Grade Course(s) Year 2	11 th Grade Course(s) Year 3	12 th Grade Course(s) Year 4
US History	Global I	Global II	Economics Participation in Government
US History Honors	Global I Honors	Global II Honors	Economics Participation in Government
AP US History AP	World History 1	AP World History II	AP Government and Politics & Entrepreneurship Economics
	Students can also start to take <i>Electives</i>	Electives	Electives

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.



Algebra I (CCLS) E 1	Credit 1	Length Full Year	Prerequisites None
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This course is the first half of a 2-year Algebra course. This course will cover the following topics: operations, expressions, solving 1st degree equations, inequalities, polynomials, ratio and proportion, plane geometry, dimensional analysis, graphing, system of equations, and factoring. A department examination will be administered in June.

Algebra I (CCLS) E 2	Credit 1	Length Full Year	Prerequisites Algebra E1
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This is the 2nd half of a 2 year Algebra Course and this course covers the following topics: solving 2nd degree equations, radicals, trigonometry, algebraic fractions, probability and statistics. The CCLS Algebra I Regents will be administered in June.

Algebra I (CCLS)	Credit 1	Length Full Year	Prerequisites None
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This course is a one year Algebra course. This course will cover the following topics: operations, expressions, solving 1st and 2nd degree equations, inequalities, polynomials, ratio and proportion, plane geometry, dimensional analysis, graphing, system of equations, factoring, radicals, trigonometry, algebraic fractions, probability, and statistics. The CCLS Algebra I Regents examination will be administered in June.

Geometry (CCLS)	Credit 1	Length Full Year	Prerequisites CC Algebra 1 Passing CC Algebra I regents Teacher Recommendation
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Integrated Geometry is the second course of the New York State 3 -year sequence, which consists of Integrated Algebra, Integrated Geometry, and Integrated Algebra 2 and Trigonometry. This course will cover the following topics: geometric relationships, logic, constructions, congruence of lines, angles, and triangles, locus, formal and informal proofs, transformational geometry, coordinate geometry, quadrilaterals, geometry of the circle, and solid geometry. The CCLS Geometry Regents Exam will be given in June.

Geometry NR	Credit 1.0	Length Full Year	Prerequisites Passed Algebra I Regents
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This course will cover the following topics: geometric relationships, logic, constructions, congruence, similarity, inequalities, locus, transformational geometry, coordinate geometry, quadrilaterals, geometry of the circle, and solid geometry. The department examination in Geometry will be administered in June.

Intermediate Algebra	Credit 1	Length Full Year	Prerequisites Successful completion of CCLS Geometry or Geometry NR
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This is a one year course that enables students to strengthen their Algebra Skills. Topics include real numbers, polynomial operations, factoring, 1st and 2nd degree equations and inequalities, systems of equations and complex numbers.

Algebra II CCLS	Credit 1	Length Full Year	Prerequisite CC Geometry Passing CC Geometry Regents Teacher Recommendation
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This 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 Regents examination in June.

Advanced Algebra & Trigonometry	Credit .5 each	Weight	Length Half Year	Prerequisites Intermediate Algebra or Algebra 2 & Trigonometry or CCLS Algebra II.
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This is a college preparatory course taught in two half-year segments. The department examination in Advanced Algebra will be administered in January. The department examination in Trigonometry will be administered in June.

Pre-Calculus	Credit 1.0	Weight 1.0	Length Full Year	Prerequisites* Algebra II & Trigonometry and passed Algebra 2 & Trigonometry Regents
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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 and trigonometric functions.

Students will also be exposed to theory of equations, conic sections, solid geometry, limits, and derivatives. A department examination will be administered in June.

GRAPHING CALCULATOR IS REQUIRED.

Advanced Placement Calculus (AB)	Credit 1.0	Weight 1.1	Length Full Year	Prerequisites Pre-Calculus
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This Advanced Placement course is primarily concerned with developing the students' understanding of the concepts of calculus and providing students 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. Functions, graphs, limits, derivatives, integrals, approximation, applications, and modeling are some of the themes that will be studied extensively.

The course follows the curriculum established by the College Board. Students are required to take the Advanced Placement Examination in May.

GRAPHING CALCULATOR IS REQUIRED.

Problem Solving	Credit ..5	Length Half Year	Prerequisites Algebra E2
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This half-year course will focus on routine and non-routine problem solving techniques from individual to large group, real world applications of algebra, linear regression, quadratic, and exponential functions. The department examination in Problem Solving will be given at the end of the course.

Financial Literacy	Credit	Length	Prerequisites
	.5	Half Year	Algebra E2

This half-year course will focus on career planning, job and career success, financial planning, budgeting, checking and saving accounts, investment options, educated purchasing decisions, transportation costs, housing costs, consumer rights, credit cards, and insurance. The department examination in Financial Literacy will be given at the end of the course.

Algebra AIS Regents Review	Length	Prerequisites
	Half year, until Regents is passed	Failure on Algebra Regents or

This course is designed for students who did not pass the Regents exam. Students will be required to exhibit proficiency through passing the Algebra Regents exam.

Peekskill High School: Mathematics Flow Chart
Departmental Pathways: 9th-12th

9 th Grade Course(s)	10 th Grade Course(s) <i>(Options)</i>	11 th Grade Course(s)	12 th Grade Course(s)
Honors Geometry (CCLS) June Regents	Algebra II (CCLS) June Regents	Pre-Calculus	AP Calculus
Geometry (CCLS-R) June Regents Or Non Regents Geometry	Algebra II (cc) June Regents Or Intermediate Algebra	Pre-Calculus or Advanced (.5/.5) Algebra II/Trig. June Regents Or Problem Solving/Financial Literacy	Pre-Calculus or Advanced (.5/.5) Algebra II/Trig. June Regents
Algebra I (CCLS) June Regents	Geometry (cc-R) June Regents or Non Regents Geometry or Problem/Solving and Financial Literacy	Algebra II (cc) June Regents or Intermediate Algebra or Problem/Solving and Financial Literacy	Pre-Calculus or Advanced (.5/.5) Algebra II/Trig. June Regents
Algebra 1 (CCLS) Year 1	Algebra 1 (CCLS) Year 2 June Regents	Geometry (cc-R) June Regents or Geometry or Problem/Solving and Financial Literacy	Algebra II (cc) or Intermediate Algebra Or Problem Solving/Financial Literacy
Topics of Algebra (CCLS)	Algebra A (cc) Year 1	Algebra B (cc) Year 2 June Regents	Geometry (CC-R) June Regents or Geometry (non-regents) or Problem/Solving and Financial Literacy

SCIENCE DEPARTMENT

COURSE OFFERINGS

The Science Department at Peekskill High School believes:

- 1. Science education should prepare individuals to utilize science to improve their own lives and to cope with an increasingly technological world.*
- 2. Science education should produce informed citizens prepared to deal responsibly with science-related societal issues.*
- 3. Science education should give all students an awareness of the nature and scope of a wide variety of science and technology-related careers open to students with varied aptitudes and interests.*
- 4. 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.*



Astronomy 1 (CLC)	Credit .5	Length Half Year	Prerequisites 3 credits in Science (or permission of instructor)
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This course 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 will be given in the class in January.

Astronomy 2 (CLC)	Credit .5	Length Half Year	Prerequisites 3 credits in Science (or permission of instructor)
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This course covers deep space. 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.

Successful completion of Astronomy 1 & 2 will earn 4 credits from Westchester Community College. The final grade for the year-long course will be determined by the average of the two semester grades.

Chemistry Honors	Credit 1.5	Weight 1.1	Length Full Year	Prerequisites Living Environment Honors or Living Environment with Teacher Recommendation
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This course enhances the Regents Chemistry curriculum. In this program, students will be engaged in additional curriculum work preparing them for the SAT II – Chemistry test in the Spring.. Successful completion of the course enables the student to earn honors status in the Chemistry course.

Earth Science	Credit 1	Length Full Year	Prerequisites Living Environment
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Earth Science covers such topics as physical geology, astronomy, meteorology, oceanic and historical geology. Laboratory experience required. At the conclusion of the course, students take the NYS regents exam in Earth Science.

Environmental Science	Credit 1	Length Full Year	Prerequisites 2 Years of Science
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This course begins with an in-depth study of the environment including ecosystems, food chain, nutrient cycles, energy flow and succession. World population levels are investigated with respect to their influence on the environment. Biodiversity, introduction to foreign species, agriculture and the use of pesticides, the atmosphere and air pollution, energy needs and alternative energy sources, aquatic ecosystems and water pollution are all studied in detail. Students will be prepared to become educated consumers and active citizens capable of making ecologically sound decisions.

Forensic Science 1	Credit	Length	Prerequisites
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The course is designed to raise the student's awareness of the forensics field through instruction, lab work, guest speakers, and field trips. Students will learn about crime scene analysis and the science behind a criminal investigation. They will be equipped with skills such as processing a crime scene; collecting and analyzing fingerprints, firearm, hair and fiber, DNA, bloodstain, drug, and document evidence; generating impressions through molding and casting; logical thinking, deductive reasoning, and scientific processing. Students will use these skills to critique current crimes and solve simulated crimes on computer and in the laboratory environment.

Living Environment	Credit	Length	Prerequisites
	1	Full Year	

This Regents level course enables biology students to develop an understanding of the basic concepts of biological science while they learn the principles of scientific inquiry. Laboratory experience is a required component. At the conclusion of this course students take the New York State Regents exam in Living Environment.

Living Environment Honors	Credit	Weight	Length	Prerequisites
	1.5	1.1	Full Year	Teacher Recommendation

This course enhances the Regents Living Environment curriculum. In this program, students will be engaged in additional curriculum work preparing them for the SAT II – Biology test in the Spring. Students will also complete a research project in an area of Biological studies. Successful completion of the course enables the student to earn honors status in the Living Environment course.

Nutrition	Credit	Length	Prerequisites
	.5	Half year	2 years of Science

This 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 enable students to realize benefits of sound nutrition and apply these principles to their daily lives.

Physics	Credit	Length	Prerequisites
	1	Full Year	Integrated Algebra

This course follows the Regents Physics syllabus and laboratory experience is a required component. The course quantitatively treats mechanics, electricity, wave motion and atomic physics. At the conclusion of this exam, students take the New York State Regent exam in Physics.

Physics	Credit	Weight	Length	Prerequisites
Honors	1.5	1.1	Full Year	Teacher Recommendation

This course enhances the Regents Physics curriculum. In this program, students will prepare for the SAT II – Physics test to be taken in the spring. They will also complete a research project in the area of Physics. Successful completion of this course enables the student to earn honors status in the Physics course.

Peekskill Science Research	Credit	Weight	Length	Prerequisites
	1	1.05	Full Year	Recommendation Of Instructor

Peekskill Science Research is a three year program where students complete an independent research project. As sophomores, students research a topic of interest. In their junior year, students create and complete research in conjunction with a scientist involved in their research area. As seniors, students write a research paper and enter a variety of science research competitions, including INTEL and WESEF. Students interested in entering this program must complete an application and be approved by the program coordinator during the spring of their freshman year. Juniors and Seniors enrolled in Authentic Science Research may earn college credit through SUNY Albany: Intermediate Methods of Research (4 Credits – Junior Year) and Advanced Methods of Research (4 Credits – Senior Year).

Conceptual Biology	Length	Prerequisites
	Full Year	Instructor Recommendation; Failure on Regents Exams

This course allows students to continue working toward the Regents Living Environment requirements.

WCC Biological Sciences:	Credit	Weight	Length	Prerequisites
	1	1.05	Year	3 Years of Science

Earn four transferrable college credits and explore new career opportunities in science and healthcare. This college course is an introduction to anatomy and physiology and will analyze systems of the human body, the structure and functions of the digestive, respiratory, structural (musculoskeletal), excretory, endocrine, nervous and reproductive systems. Students will perform several labs that include dissections as well as consider the human body in healthy and disease states.

WCC Environmental Sciences:	Credit	Weight	Length	Prerequisites
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A fundamental course exploring the structure and function of the environment. Topics include basic ecological principles, population dynamics, and the geosphere, hydrosphere and atmosphere. A laboratory experience designed for Environmental Studies. Quality of the local environment is explored in lab and in the field. Field trips investigate the ways in which local communities treat sewage, produce electricity, dispose of garbage, and process drinking water. Making land use decisions using knowledge of natural resources acquired through map and aerial photography interpretation is explored. 4 College Credits

Introduction to Zoology	Credit	Length	Prerequisites
	.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 will focus on the study of these animals in an evolutionary content, emphasizing taxonomy, morphology, reproduction and ecology. The lab component will include dissections to examine physical differences across the major phyla.

Introduction to Zoology	Credit	Length	Prerequisites
STEM 1	1 Credit	Full Year	None

This course guide will provide material that accompany the FoT OSV as well as can be used independently of the OSV as a beginning high school course. This entry-level STEM course is designed to prepare students to understand and apply cornerstone technological concepts and processes. It includes standards that are being addressed, enduring understandings/concepts, lessons that include hands-on problems, and unit, lesson and end-of-course rubrics. Group and individual lessons engage students in creating ideas, developing innovations, and engineering practical solutions.

Peekskill City School District: Science Flow Chart Departmental Pathways: 7th-12th

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

WORLD LANGUAGE COURSE OFFERINGS



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

Spanish I	Credit	Length	Prerequisite
Grades 9-12	1	Full Year	None
<p>This course serves as an introduction to the Spanish language and the culture of Spanish -speaking people throughout the world. Emphasis is placed on developing comprehension of everyday spoken Spanish on mastering simple vocabulary. Grammar is introduced. The customs, attitudes and beliefs of Spanish-speaking people are discussed in conversations about daily life, school, work, family, food, sports, holidays, etc.</p>			

Spanish 2	Credit	Length	Prerequisites
Grades 9-12	1	Full Year	Spanish 1 or Teacher permission

Spanish 2 continues to stress oral comprehension and expression through acquisition of vocabulary. In addition, writing skills are emphasized through presentation and through practice of grammar and sentence structure. The study of the culture of the Spanish-speaking people continues to be an integral part of the course.

Spanish 3 Grades 9-12 Spanish 3	Credit 1	Length Full Year	Prerequisite Spanish 2 or
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This course features the acquisition of a more extensive reading and speaking vocabulary and an in- depth review of grammar to refine writing skills. Culture is integrated into the course through reading and conversation.

Spanish 4 Grades 9-12	Credit 1	Length Full Year	Prerequisites
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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.

Spanish 5 Grades 10-12	Credit 1	Length Full Permission from Instructor	Prerequisites
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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 Cort- zar, Jorges Borges, José Martí.

AP Spanish Language Grades 9-12	Credit 1	Weight 1.1	Length Full Year	Prerequisites Spanish 4 & Teacher Rec.
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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.

AP Spanish Literature Grades 9-12	Credit 1	Weight 1.1	Length Full Year	Prerequisites Spanish 4 & Teacher Rec.
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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, 19th and 20th 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.

Native Language Arts

Grades 9-12

Credit

1

Length**Prerequisites**Permission of the
Instructor

Create an opportunity for the heritage 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.

ENGLISH AS A NEW LANGUAGE COURSE OFFERINGS

English as a Second Language 1	Credit	Length	Prerequisites
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A course for students in the beginning to intermediate stages of learning English as a second language who need an intensive program in listening, speaking, reading and writing. Emphasis is placed on pronunciation, comprehension, grammar, syntax, vocabulary building and idiomatic expressions.

English as a Second Language 2	Credit	Length	Prerequisite s
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A course for students in the intermediate to advanced stages of learning English as a second language who need to continue the development of their listening, speaking, reading and writing skills. Emphasis is placed on grammar, syntax, vocabulary development, outlining, idiomatic usage, spelling, punctuation and writing. Students are required to read class novels. Literature, language and writing are integrated in the class. All 11th grade students are required to take the English Regents.

English as a Second Language 3	Credit	Length	Prerequisite s
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A course designed for advanced to transitional stages of learning English as a second language. Vocabulary, reading, writing, speaking and listening are incorporated in the class. Our study of literature includes genre studies as well as class novels. All 11th grade students are required to take the English Regents.

Newcomer Program	Credit	Length	Prerequisites
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A course designed for new to the country students with limited to no English language capabilities. The program is design to help students by providing them with intensive English language support, transition supports to help them adjust to a new country, and lastly, provide some education into the American educational system. The program will be heavy on vocabulary, reading, writing, speaking and listening are incorporated in the class.

Bilingual Classes	Credit	Length	Prerequisites
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A string of bilingual classes will be taught in Social Studies, Science and Math. A bilingual education program 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. These classes make instructional use of both English and an eligible student's native language. The goal of these classes are two fold, getting students to achieve English proficiency and academic mastery of subject matter content.

VOCATIONAL TECHNOLOGIES

COURSE OFFERINGS

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

Robotics	Credit	Length	Prerequisites
	1.0 / .5	Full year / half year	None

This curriculum leverages the “coolness” of robotics, and the excitement of head to head competition to inspire and engage students.

Students will walk through 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. 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.

Culinary	Credit	Length	Prerequisites
	1.0 / .5	Full year / half year	None

Consumer Math	Credit	Length	Prerequisites
	1.0 / .5	Full year / half year	None

FINE ARTS DEPARTMENT

COURSE OFFERINGS

Peekskill High School
 Art Flow Chart
 Departmental Pathways:
 9th-12th

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

Studio in Art-9th Grade Credit: 1 Length: Full year Prerequisites: 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.

Creative Crafts-Grades 10-12 Credit: 1 Length: Full year Prerequisites: 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.

Advanced Art 1-9th Grade Credit: 1 Length: Full Year Prerequisites: 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.

Advanced Art 1-10-12th Grade Credit: 1 Length: Full Year Prerequisites: 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.

Advanced Art 2-11-12th Grade Credit: 1 Length: Full Year Prerequisites: 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.

Portfolio Development-11-12th Grade Credit: 1 Length: Full Year Prerequisites: 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.

Printmaking-9-12th Grade Credit: .5 Length: Half Year Prerequisites: 1 Foundation Art Course or 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.

Sculpture-9th-12th Grade Credit: .5 Length: Half Year Prerequisites: 1 Foundation Art Course or 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.

PERFORMING ARTS DEPARTMENT COURSE OFFERINGS



The goal of the 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 Performing Arts Program will develop confidence, musical skills, and an appreciation for the Performing Arts.

COURSE OFFERINGS

Concert Band	Credit 1	Length Full Year	Prerequisites Teacher Recommendation
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The Concert Band repertoire varies from popular to classical music of each period. In addition to large group instruction during the band class, students are required to attend one small group or private lesson per week. Each instrumental music student is encouraged to study solo music unique to his/her instrument as well as the Concert Band literature. The Concert Band performs at home football games, the winter concert, the spring concert, various community events and graduation.

Concert Choir	Credit 1/5	Length Full Year/Alternate Day	Prerequisites Audition Teacher Recommendation
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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.

Vocal Jazz	Credit	Length	Prerequisites
1	Full year		Audition Teacher Recommendation

The Vocal Jazz Ensemble, also known as the 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 acappella works with an emphasis on vocal jazz pieces. This ensemble participates in the NYSSMA Majors Music Festival. 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 groups performs in a wide variety of venues frequently throughout the school year. Participation in each performance is required.

Guitar I/ Music Theory I	Credit	Length	Prerequisites
1	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 may accompany themselves and composers can apply music theory into their compositional process. Select students may perform at both the winter and spring concerts 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 HS Chorus students and any student with a love for the guitar.

Musical Technology and Digital Recording	Credit	Length	Prerequisites
	1	Full Year	None

The Music Technology and Digital Recording class offers instruction in music composition and recording. Students work in the music lab with mac computers and music software such as Garage Band to create musical compositions. They also receive instruction in related musical hardware such as microphones, cables, and sound systems.

Music in Our Lives	Credit	Length	Prerequisites
	1	Full Year	Teacher Recommendation

Music in Our Lives is a survey of musical style periods, Renaissance through Contemporary with an emphasis on the development of American Music. Representative composers and music from each period are listened to, discussed, and compared. Students will also compare trends in Fine Art with Music. This course is beneficial to future college students when filling their fine arts requirement.

Intro to Drama	Credit	Weight	Length	Prerequisites
	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, 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. (Students who have passed the English Regents Exam may take this course as seniors to count as an English 12 course credit.)

Advanced Drama	Credit	Weight	Length	Prerequisites
	1		Full 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.)

Intro to Fitness and Dance	Credit	Weight	Length	Prerequisites
	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.

Advanced Fitness and Dance	Credit	Weight	Length	Prerequisites
	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



Physical Education

Credit
..5

Length
Half Year/Full Year

Prerequisites
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.

Intro to Fitness and Dance

Credit
1

Weight

Length
Full Year

Prerequisites
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.

Advanced Fitness and Dance

Credit
1

Weight

Length
Full Year

Prerequisites
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.

Health	Credit	Length	Prerequisites
	.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.

Study Skills

Grades 9-12	Credit .5 or 1	Length Half Year/Full Year	Prerequisites none
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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.

Small Class English & Mathematics Grades 9-12	Credit 1	Length Full year	Prerequisites none
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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.

Literacy Lab

Grades 9-11	Credit .5	Length Full Year-every other day	Prerequisites none
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The course is designed to provide Academic Intervention Services and instructional support for 9th grade- 11th 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, performance on reading and writing assessments, and, for 10th grade students, performance in 9th 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.

Math Lab Grades 9-10	Credit .5	Length Full Year-every other day	Prerequisites none
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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 preteaching, reteaching, extra practice, and assessment. This mastery will be demonstrated through class participation, various collaborative activities, and classwork completion.

OC21 Courses

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 1

Science Elective – Fall Semester

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 learn to annotate text using HTML annotation, create and evaluate basic computer algorithms and explore syntax and grammar underlying many programming languages. This course will explore visual programming languages such as Scratch as well as some basic object-oriented languages such as Python, Processing and Ruby. As an introductory course, the class will not cover object-oriented programming languages such as C++ and Java.

ARCHITECTURE ACROSS THE CENTURIES

Art Elective – Fall and Spring Semester

Take a journey across the history of architecture and view architectural examples as both works of art and windows into cultural traditions. 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 Ferris wheel from a completely new perspective! Students will also collaborate to design models using computer programs and visit live sites where they will meet the architects and engineers of major New York City construction projects.

ART AS THERAPY

Art Elective - Fall and Spring Semester

Students will study the history and growth of art therapy in society. Students will become familiar with career options and the process of becoming an Art Therapist. The course will focus on the practice of art therapy within hospitals, rehabilitation facilities, special education, and various other populations. In addition, students will explore their own art as a vehicle for introspection and reflection. Students will participate in discussion groups to present information they have researched about related topics in art therapy. Students will be required to keep a journal that includes personal drawings and notes that reflect both their learning and personal connections to the information shared in the course. This course is highly recommended for students taking advanced art courses.

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

Social

Studies Elective – Fall and Spring Semester

Why can't I

remember the answers for the exam? How can I get along better with the people in my life? How does my teenage brain work and why? This course will examine the latest research in how the adolescent brain works 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 in comparison to that of the adult. We will discuss how we think, plan, organize and make judgments. Students will learn about memory through online videos, readings and games and create some mnemonic devices. Students will organize and plan information for more effective long-term memory through a culminating project of creating a notebook website. They will learn and practice effective communication behaviors through readings, videos and synchronous video chats with one another. Finally, we will look at the burgeoning industry of brain training through computer applications and evaluate its effectiveness through current studies.

INTRODUCTION TO ANTHROPOLOGY

Social Studies Elective – Fall and Spring Semester

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

FOUNDATIONS OF ENGINEERING AND CONTEMPORARY CONSTRUCTION TECHNOLOGY

Technology Elective – Spring Semester

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

HISTORICAL GEOLOGY AND PALEONTOLOGY: LIFE AND TIME IN THE PRE-HISTORIC AGE

Science Elective – Fall and Spring Semester

This course will provide an in-depth study of the geological history of the Earth, with an emphasis on fossils, evolution and depositional environment. Students will study the basic principles of geochronology, paleontology, sedimentology and stratigraphy. They will apply the basic concepts of physical geology, geophysics, geochemistry and biology to the study of earth history and how it can be used to predict global changes to our environment. Students will go on a field trip to geologic outcrops to gather, cast and preserve a variety of collected samples.

MYTHBUSTING 101: SCIENCE VS. FRAUDS, LIES, HOAXES AND MISTAKES

Science Elective – Spring Semester

When you are presented with a scientifically based/supported claim, how do you know it is accurate? How do you know the horoscope is able to predict your personality? Will those magnetic bracelets really improve your health? This course will review the philosophy of science and foundations of scientific skepticism. We will examine how science works (and sometimes does not work) from the point of view of history of science. We will use scientific methods to examine controversial phenomena including alleged paranormal events and pseudoscientific claims. We will consider what distinguishes science from pseudoscience as well as the qualities and significance of scientific evidence. Finally, we will explore why people at times easily accept claims and ideas which the evidence shows are incorrect and how the public can, often without specialized scientific training, distinguish between scientific and pseudo-scientific claims.

REAL GLOBAL SOLUTIONS FOR 21ST CENTURY PROBLEMS

Science or Social Studies Elective – Spring Semester

How shall we deal with the problems of our century effectively? What knowledge and skills are needed to tackle issues like climate change, global pandemics, and stem cell research? Whose interests are in conflict? Where do politics and science collide and how do they align? These are just a few of the questions that will guide students as they tackle “real world” problems in authentic ways, which might include calculating their ecological footprints, developing recommendations for carbon emission reduction, and using technology to research the recent Gulf oil spill in order to create policy recommendations that might prevent future spills. Students will consider the context of each problem and take into account the political landscape as they learn to research, craft arguments and use strategies for consensus building and implementation.

SPORTS AND STATISTICS

Mathematics Elective – Fall and Spring Semester

The philosophy behind how decisions are made on the playing field of all professional and even amateur sports has gone through a radical change over the past 35 years. What is commonly known as “money ball” in baseball and basic to all other sports is the use of data and, more importantly, statistical analysis to produce better teams and better results. This course will focus on the practical uses of probability theory and statistics in sports to measure such things as productivity in players and to determine the best choices in real game situations. The sports statistics industry is booming.

Publications like Baseball Prospectus are best sellers each year. SABR (the Society for American Baseball Research) holds an annual convention that is widely attended. By reading articles, applying statistical tools, and through discussion groups, students will explore current data and propose strategies for success in various sports.

SPORTS MANAGEMENT, MEDIA AND MARKETING

Social Studies Elective – Fall and Spring Semester

Do sports management, media, and marketing have a role in your future? According to Forbes Magazine, despite tough economic times, sports-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? This class can help answer those questions and more. Students will learn about the side of sports 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? In marketing, we will learn about sports-related products, their role in the marketplace and how they and the athletes are promoted. As we study media, we will learn about sports video, radio and photography by seeing what it is like to be on each side of the camera and all the roles that make the multi-billion dollar sports entertainment and information industry one of the most profitable in the world.

Master Schedule

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
 Gary Mancus, Counselor, 914-248-2438

Students must be at least 15 years of age to enroll in a Career and Technical Program.

Number Codes:

Course ending in 1 = 8:00 A.M.-10:00 A.M. Course ending in 4 = 8:00 A.M.-12:00 P.M.
 Course ending in 2 = 10:00 A.M.-12:00 P.M. Course ending in 5 = 10:00 A.M.-2:00 P.M.
 Course ending in 3 = 12:00 P.M.-2:00 P.M.

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.

Core and Life Level programs are not eligible for integrated academic credit.

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

Honors English (Writing & Research), Government, Economics and Physical Education are offered from 10:00 A.M.-12:00 P.M. 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
	9562 - Retail Services	
7041 – Microcomputer Technology		8043 - Microcomputer Technology

COMMUNICATIONS CAREER ACADEMY
Interview required prior to acceptance

Session One Session Two Session Three

New Visions Theater Arts Education	SUNY Writing & Research, Government, Economics, Physical (Seniors only, interview required)	
7001 – Advertising Art & Digital Design		8003 - Advertising Art & Digital Design
7011 - TV Production & Digital Film	922 - Digital Media	8013 - TV Production & Digital Film
7021 - Computer Graphics		8023 - Computer Graphics
Fashion Design & Merchandising	Fashion Merchandising & Marketing	8193 - Fashion Design and Merchandising
7251 - Animation and Motion Graphics	932 – Digital Media	8253 - Animation and Motion Graphics

CONSTRUCTION CAREER ACADEMY

Session One	Session Two	Session Three
7074 - New Visions Engineering* interview required)	SUNY Writing & Research, Government, Economics, Physics, (Seniors only, Calculus and Physical Education	Telecommunications Technology
7051 – The Architectural & Design Lab	New Visions Engineering	8053 - The Architectural & Design Lab
901 - Carpentry	9612 – Carpenter’s Assistant Trainee	8063 - Carpentry
7281 - Preservation/Restoration/ Commercial Masonry	942 - Construction Technology	Masonry
7071 - Construction Electricity		8073 - Construction Electricity
7081 - Heating/Ventilating/ Air Conditioning		8083 - Heating/Ventilating/ Air Conditioning
8021 – Plumbing/Pipe Fitting		8093 - Welding

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."

COSMETOLOGY CAREER ACADEMY

Session One		Session Two		Session Three	
7014 - Cosmetology II				8133 - Cosmetology I	
6004 - ELL Cosmetology II				6143 - ELL Cosmetology I	
				8123 - Cosmetology I	
				8143 - Cosmetology I	
8061 - Cosmetology I			7005 - Cosmetology II		

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

ENGLISH LANGUAGE LEARNER CAREER ACADEMY

Session One		Session Two		Session Three	
6001 - ELL Immersion		6002 - ELL Immersion		6003 - ELL Immersion	
6101ADV - ELL Immersion		6102ADV - ELL Immersion		6103ADV - ELL Immersion	
6004 - ELL Cosmetology II				6143 - ELL Cosmetology I	
6011 - ELL TASC		6012 - ELL TASC		6013 - ELL TASC	
		6062 - ELL Business & Computer Technology			
		6112 - ELL Auto Mechanics			
		6182 - ELL Auto Body			

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

Session One

Session Two

Session Three

	7045 - New Visions Environmental Sustainability* SUNY Writing & Research, Science and Government, Economics, Environmental Science, (Seniors only, interview required) Physical Education	
911 - Urban Forestry		8203 - Urban Forestry/ Arboriculture

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HEALTH CAREER ACADEMY

Session One	Session Two	Session Three
7054 - New Visions Health Northern Westchester Hospital (Seniors only, interview required)	SUNY Writing & Research, Science, Government, Economics, Physical Education, Medical Terminology	8263 - Certified Nurse Aide/ Home Health Aide
7064 - New Visions Health Hudson Valley Hospital (Seniors only, interview required)	SUNY Writing & Research, Science, Government, Economics, Physical Education, Medical Terminology	8273 - Certified Nurse Aide/ Home Health Aide
8221 - Medical Assistant		8223 - Medical Assistant
7141 - Law Enforcement		8183 - Law Enforcement
8301 – Sports Medicine		8303 - Sports Medicine
		Veterinarian Technician
Horse Science & Management	Horse Science & Management	Horse Science & Management

All Health Careers Programs meet the Health requirement for graduation.

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
8091 - Culinary Arts	9752 - Food Preparation Assistant	8213 - Culinary Arts
7131 - Culinary Arts	9552 - Food Preparation Assistant	7133 - Culinary Arts
971 - Culinary Arts	9632 - Food Service Transition to	923 - Culinary Arts

+7111 - Child Development & Education II	9502 - Childcare Aide	+8153 - Child Development & Education I
	Work	
		9533 - Food Prep Assistant
Food Service Transition to Work	Food Service Transition to Work	Food Service Transition to Work

TEACHING CAREER ACADEMY

+Interview required prior to acceptance

Session One

Session Two

Session Three

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TRANSPORTATION CAREER ACADEMY

Session One

Session Two

Session Three

7091 - Auto Body	6182 - ELL Auto Body*	8103 - Auto Body
7101 - Auto Mechanics II	6112 - ELL Auto Mechanics*	8113 - Auto Mechanics I
7031 - Auto Mechanics II	902 - Auto Mechanics	8033 - Auto Mechanics I
8041 - Small Engine/ Motorcycle Technology	9592 - Small Engine Repair	913 - Small Engine/ Motorcycle Technology

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"> ● 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.
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: http://www.emsc.nysed.gov/irts/accountability/
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"> ● Agricultural education ● Business & Marketing education ● Family & Consumer Sciences education ● Health Occupations education ● Technology education ● Trade, Technical & Industrial education
TERM	DEFINITION
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
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. http://www.emsc.nysed.gov/specialed/lawsregs/part200.htm
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 http://www2.ed.gov/nclb/landing.jhtml
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 NYSAA 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 National Merit Scholarship Corporation (NMSC) . 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 nd 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
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: http://www2.ed.gov/nclb/choice/help/ses/description.html
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
Title III	The Title III Program is a United States 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.