

# PEEKSKILL CITY SCHOOL DISTRICT

## SECONDARY COURSE CATALOG 2015-2016

*Every Child, Every Day*



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Mr. Kent Picou, Assistant Principal  
Mrs. Griselda Reyes, Assistant Principal  
Dr. Margie Daniels, Assistant Principal/Summit Program

**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.

### **Department of Leaders**

- Art
- English
- Language Other Than English
- Math
- Music
- Science
- Social Studies

### **Department of Special Education**

- Mrs. Joyce Long, Director of Special Education

## GLOSSARY OF TERMS

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

<b>TERM</b>	<b>DEFINITION</b>
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.
<b>TERM</b>	<b>DEFINITION</b>
LRE	The placement of an individual student with a disability in the Least Restrictive Environment provides the special education needed by the student to the maximum extent appropriate to the needs of the student with other students who do not have disabilities and be as close as possible to the student's home. <a href="http://www.emsc.nysed.gov/specialed/lawsregs/part200.htm">http://www.emsc.nysed.gov/specialed/lawsregs/part200.htm</a>

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



REGENTS	Regents Examinations are achievement tests that are aligned with New York State's Learning Standards. Regents Examinations provide schools with a basis for evaluating the quality of instruction and learning that have taken place. They are used by school personnel to identify major learning goals, offering both teachers and students a guide to important understandings, skills, and concepts. The examinations also provide students, parents, counselors, administrators, college admissions officers, and employers with objective and easily understood achievement information for use in making sound educational and vocational decisions. Passing scores on the Regents Examinations in English, mathematics, science, and social studies satisfy the State testing requirements for a high school diploma.
Related Services	Developmental, corrective and other support services that a student with disabilities requires benefiting from special education; examples include audiology, speech/language, physical and occupational therapy, counselors, hearing services, transportation and medical services.
Resource Room Program	A special education program for the student who qualifies for either a general education class or special class placement but needs some special instruction in an individualized or small group setting for a portion of the day. The Resource Room teacher works closely with the general education classroom teacher. Students can be tested in the Resource Room.
Safety Net	Safety Net allows students with disabilities who do not pass a Regents exam required for their class; to meet the requirements for a local diploma by passing the RCT or the equivalent in that subject. The student must take the required Regents exam but may take the RCT before or after the Regents exam.
RTI	In Response to Intervention (commonly abbreviated RTI or RtI) is a method of academic intervention used to provide early, effective assistance to children who are having difficulty learning. Response to intervention was also designed to function as one part of a data-based process of identifying learning disabilities. This method can be used at the group and individual level.
SAT	The SAT and SAT Subject Tests are a suite of tools designed to assess a student's academic readiness for college. The SAT and SAT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century.
Semester	A measure of time. There are two semesters in the school year; fall and spring.
SES	Low-income families can enroll their child in Supplemental Educational Services if their child attends a Title I school that has been designated by the state to be in need of improvement for more than one year. The term "supplemental educational services" refers to free extra academic help, such as tutoring or remedial help, that is provided to students in subjects such as reading, language arts, and math. This extra help can be provided before or after school, on weekends, or in the summer for more information got to: <a href="http://www2.ed.gov/nclb/choice/help/ses/description.html">http://www2.ed.gov/nclb/choice/help/ses/description.html</a>
Special Class	A special education setting that has a smaller teacher-student ratio for a student with a disability (SWD) that follows the general education curriculum with modifications and accommodations. Class sizes (teacher-student ratio) vary according to student's abilities and needs.
Speech/Language Services	Planned program to improve and correct speech and/or language articulation delays and/or severe receptive expressive communication delays.
Standard	Learning Standards are defined as the knowledge, skills, and understandings that individuals can and do habitually demonstrate over time as a result of skilled instruction and experience. In 1996, the New York State Regents approved 28 learning standards in seven content areas.
Strength Based Assessment	A method to assess a student with a disability's measurable postsecondary goals intended to acknowledge the student's needs preferences and interests for post-high school experience.
SWD	Student With a Disability describes a student who has been determined by the CSE to be eligible for special education services or treatment in order to progress academically.

Title I	Title I is the original name of the funding method that has since become No Child Left Behind. It is the rules and regulations that allow schools with significant students receiving free/reduced lunch (the measure by which the federal government determines poverty level for a school) get extra monies to pay for such things as extra literacy educators, specialized literacy programs, and other supplemental literacy and math supplies.
<b>TERM</b>	<b>DEFINITION</b>
Title III	The Title III Program is a <u>United States</u> 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.

## WHY CONTINUE YOUR EDUCATION?

Whether you are uncertain about going to college or you just need some reassurance you're on the right track, here are a few reasons to continue your education:

- Every bit of education you get after high school increases the chances you'll earn good pay. Most college graduates earn more money during their working years than people who stop their education at high school.
- The more education you get the more likely it is you will always have a job. According to one estimate, by the year 2028 there will be 19 million more jobs for educated workers than there are qualified people to fill them.
- Continuing education after high school is much more important for your generation than it was for your parents' generation. Today most good jobs require more than a high school diploma. Businesses want to hire people who know how to think and solve problems.
- Education beyond high school gives you a lot of other benefits, including meeting new people, taking part in new opportunities to explore your interests, and experiencing success.

AVERAGE YEARLY INCOME BY EDUCATIONAL ATTAINMENT	
Professional degree	\$119,009
Doctoral degree	\$92,863
Master's degree	\$67,898
Bachelor's degree	\$54,689
Associate's degree	\$37,990
Some college	\$31,421
High school graduate	\$29,448
High school dropout	\$19,915
Source: U.S. Census Bureau, 2005 data	

## **Student Services Related to Academic Planning**

### **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**

REQUIRED SUBJECTS	Number of Credits	Regents Exams Required	Minimum Score
ENGLISH	4 CREDITS	1 Regents Exam in English	65
SOCIAL STUDIES	4 CREDITS	Global History and Geography United States History & Government	65 65
MATHEMATICS	3 CREDITS	1 Regents Exam in Math	65
SCIENCE (At least one credit each in physical and life science)	3 CREDITS	1 Regents Exam in Science	65
L.O.T.E.	1 CREDIT*		
HEALTH	0.5 CREDIT		
ART AND/OR MUSIC	1 CREDIT		
ELECTIVES	3.5 CREDITS		
PHYSICAL EDUCATION**	2 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	Minimum Score
ENGLISH	4 CREDITS	1 Regents Examination in English	65
SOCIAL STUDIES	4 CREDITS	Global History and Geography	65
		United States History & Government	65
MATHEMATICS	3 CREDITS	Integrated Algebra	65
		Geometry	65
		Algebra II/Trigonometry	65
SCIENCE	3 CREDITS	1 Regents Exam in Science	65
		Living Environment Regents Exam	65
(At least one credit each in physical and life science)			
SECOND LANGUAGE	3 CREDIT*	Second Language Local Exam (3rd yr.)	65
HEALTH	0.5 CREDIT		
ART AND/OR MUSIC	1 CREDIT		
ELECTIVES	1.5 CREDITS		
PHYSICAL EDUCATION**	2 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. Additionally, in lieu of the second language requirement, any student may substitute a 5-credit sequence in art, music, technology, or occupational technology.

\*\*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 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



## 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. Listed below are some of the programs offered at the CTE Center:

COURSE	Integrated English	Integrated Math	Integrated Science	Senior Four Hour Option
Advertising Art & Design	x	x		Students who also enroll in the Senior Four Hour Option are eligible for credits in: English 12, Economics, Participation in Government and Physical Education.
AP Environmental Science Academy & Sustainability Academy	SUNY English, SUPA Government, Honors Economics and AP Environmental Science			
Animation & Motion Graphics	x	x		
Architectural Design and Modeling	x	x		
Auto Body	x	x		
Auto Mechanics	x	x		
Baking & Pastry Arts	x	x		
Business & Computer Technology	x	x		
Carpentry	x	x		
Certified Nurse Aide/Home Health Aide	x		x	
Computer Graphics	x	x		
Construction Electricity	x	x		
Cosmetology	x		x	
Culinary Arts	x	x		
Early Childhood Education	x	x		
Fashion Design & Merchandising	x	x		
Heating/Ventilation/Air Conditioning	x	x		
Introduction to Engineering	x	x		
Introduction to Teaching	x	x		
Law Enforcement/EMS	x		x	
Masonry	x	x		
Medical Assistant	x		x	
Microcomputer Technology	x	x		
New Visions Education	SUNY English, SUPA Government, Honors Economics, and Honors Child Psychology and Development			
New Visions Engineering	SUNY English, SUPA Government, Honors Economics, AP Calculus, and Physics			
New Visions Health	SUNY English, SUPA Government, and Honors Economics			
Plumbing/Pipefitting	x	x		
Small Engine/Motorcycle Technology	x	x		
TV Production& Digital Film	x	x		
Urban Forestry/Arboriculture	x		x	
Welding				

In our two year Career & Technical Education programs, students participate in English and Math or Science (program dependent). Qualified students, who receive a 75% average in their first year of their integrated academic class, are eligible for integrated academics their second year. Integrated academics allow students to:

- Earn English 12 and math or science high school credit
- Take additional elective credits at the home school
- Participate in exciting career related projects which engages students in real world problem solving activities

### **SENIOR FOUR-HOUR OPTION**

In the Senior Four-Hour Option program, students can earn a total of six credits by taking a Tech program with the academic classes listed below:

- 3 or 3 ½ credits for Career and Technical Education
- 1 credit for English 12 (qualified students may also earn 3 college credits for

Composition and Literature I from State University of NY [SUNY])

- ½ credit for Economics (qualified students may also earn 3 college credits for Business Management 101 from State University of NY [SUNY])
- ½ credit for Participation in Government
- ½ credit for Physical Education

### **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: Alternative High School located at Uriah Hill**

### *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**

### **ELL/Bilingual Program**

“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
- Social Studies
- ESL: English Language Development ESL I, ESL II, ESL III
- Science

## **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](mailto:ncabassa@peekskillcsd.org).
- Mr. Daniel Callahan at (914) 737-0201 ext. 318 or email at [dcallahan@peekskillcsd.org](mailto: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.org/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.

## **SECONDARY SCHEDULE**

- Peekskill High School schedules consist of eight forty-five minute periods. All ninth, tenth and eleventh grade students must enroll in a minimum of six academic courses plus physical education. Twelfth grade students are required to enroll in five academic courses plus physical education.

## **COURSE SELECTION CONTACTS**

The PHS administration, subject area supervisors and school counselors oversee the course selection. Please contact the appropriate guidance counselor should you identify any discrepancies in your child's schedule.

<b>SCHOOL</b>	<b>SCHOOL COUNSELOR</b>	<b>PHONE</b>	<b>EMAIL</b>

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

### 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).
- Must have passed **at least 2 Regents** (Integrated Algebra ® or Living Environment ® and U.S. History & Government ®) or 2 Regents Competency Tests – RCT (Math or Science and U.S. History).

### 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).
- Must have passed **at least 4 Regents** (Integrated Algebra ®, Living Environment ®, Comprehensive English ® and U.S. History & Government ®) or 4 Regents Competency Tests – RCTs (Math, Science, U.S. History, Global History).

## 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.

## **GRADABLE AND NON-GRADABLE COURSES**

All courses count towards transcript GPA unless otherwise noted

<b>LIST OF COURSES THAT DO NOT COUNT TOWARDS GPA TRANSCRIPT</b>	
<ul style="list-style-type: none"><li>• PE</li></ul>	

**Sample Freshman Year – Grade 9**

<b>Marking Period 1 and 2</b>	<b>Period</b>	<b>Marking Period 3 and 4</b>
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 9<sup>th</sup> 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®).

<b>Marking Period 1 and 2</b>	<b>Period</b>	<b>Marking Period 3 and 4</b>
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).

<b>A Junior must have passed at least 2 Regents (Integrated Algebra ® or Living Environment ® and U.S. History &amp; Government ®) or at least 2 Regents Competency Tests Marking Period 1 and 2</b>	<b>Period</b>	<b>Marking Period 3 and 4</b>
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, Global).

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

**Note:**

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

Student's Name: \_\_\_\_\_

### Peekskill City School District

#### Grades 9-12 Worksheet

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

Subjects	Required Credits	Important Information	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> 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 <b>or</b> Geometry <b>or</b> 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					
<b>Diploma Requirements</b>	<b>22 Minimum</b>					



# Peekskill City School District

## District Graduation Requirements Chart

**Name:** \_\_\_\_\_ **ID:** \_\_\_\_\_

**Cohort:** \_\_\_\_\_ **Counselor:** \_\_\_\_\_

<b>English</b> (4.0 Credits)	<u>1. English 1</u>	<u>2. English 2</u>	<u>3. English 3</u>	<u>4. English 4 ®</u>	
<b>Social Studies</b> (4.0 Credits)	<u>1. US History ®</u>	<u>2. Global I</u>	<u>3. Global II ®</u>	<u>3.5. Economics</u>	<u>4. Participation Gov't</u>
<b>Math</b> (3.0 Credits)	<u>1. Int. Alg ®</u>	<u>2. Geometry ®</u>	<u>3. Alg 2 &amp; Trig ®</u>		
<b>Science</b> (3.0 Credits)	<u>1. Living Envir. ®</u>	<u>2. Earth Sci ®</u>	<u>3. Chemistry ®</u>		
<b>Language</b> (1.0 Credit)			<b>(Adv. Reg. only)</b>		
<b>Physical Educ.</b> (2.0 Credits)	<u>1. PE 9</u>	<u>2. CF 1</u>	<u>3. CF 2</u>	<u>4. CF 3</u>	
<b>Art / Music</b> (1.0 Credit)					
<b>Health</b> (0.5 Credit)					
<b>Electives</b> (Regents Dip. 3.5) (Adv. Reg. Dip.1.5)					
<b>Regents Diploma</b> (5 Regents)	<u>1. Math ®</u>	<u>2. Science ®</u>	<u>3. US History ®</u>	<u>4. Global ®</u>	<u>5. English ®</u>
<b>Advanced Regents Diploma</b> (9 Regents)	<u>6. 2<sup>nd</sup> Math ®</u>	<u>7. 3<sup>rd</sup> Math ®</u>	<u>8. 2<sup>nd</sup> Science ®</u>	<u>9. Language ®</u>	

**ADDITIONAL COURSES TAKEN**

<b>1.</b>	<b>2.</b>	<b>3.</b>	<b>4.</b>	<b>5.</b>
<b>6.</b>	<b>7.</b>	<b>8.</b>	<b>9.</b>	<b>10.</b>

**CREDITS EARNED**

<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>	<b>Total Must be <math>\geq</math> 22 Credits</b>

**DIPLOMA**

<b>CDOS</b>	<b>Local Diploma (SE)</b>	<b>Regents Diploma</b>	<b>Advanced Reg. Dip.</b>

**GPA / RANK**

<b>GPA</b>	<b>Rank</b>

# ACCELERATED/HONORS PROGRAM

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

*Provide students with rigorous, challenging course work 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 9<sup>th</sup> grade.
- A pre-AP English Language and Composition course is offered in grade 10.

# ADVANCED PLACEMENT COURSES (AP) and COLLEGE LEVEL COURSES (CLC)

<b>English 11 (AP)</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>
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.

<b>English 12 (AP)</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>
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.

<b>African Diaspora in the United States</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Prerequisites</b>
	1		Full Year	Students must meet at least <b>three</b> of the following <b>four</b> 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

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](http://www.albany.edu/gened/ch_diversity.shtml)**

<b>U.S. History &amp; Government (AP)</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>
	1	1.1	Full Year

This Advanced Placement course is divided into major historical units, the first of which emphasizes the origins and development of the Constitution during the early years of our history. The remaining units deal with such topics as: Industrialization (1865-1920), the Progressive Movement (Reform in America, 1900-1920), Prosperity and Depression (1920-1950), and the U.S. in a World of Uncertain Times (1950 to present). The curriculum accents the periods 1775 to 1800 and 1865 to present. This course also emphasizes the development of expository writing skills. At the conclusion of this course, students will take the U.S. History and Government Regents Examination and the AP Examination in U.S. History and Government.

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

This Advanced Placement 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 be required to take the AP Exam.

	<b>Credit</b>	<b>Weight</b>	<b>Length</b>
<b>Advanced Placement Calculus (AB)</b>	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.

<b>AP World History</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>
<b>World History 9 (Pre-AP) 1</b>		1.1	Full Year

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. Periodization will be used as a framework to enable students to analyze both continuities and changes in world history. 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. Students who successfully complete World History 9 will go on in tenth grade to study 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 tenth grade.

<b>AP Biology</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>
	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.

<b>AP Spanish Language</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>
	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.

<b>AP Spanish Literature</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>
	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.

<b>Intermediate French 4 (CLC)</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Prerequisite</b>
	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.

<b>Advanced French 5 (CLC) Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Prerequisites</b>
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.

<b>Introduction to Psychology</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>
	.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.

<b>Authentic Science Research</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	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).

<b>Astronomy</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisite</b>
	.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.

<b>Astronomy 2</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	.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

<b>WCC Human Biology</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Prerequisites</b>
	1	1.05	Year	3 Years of Science

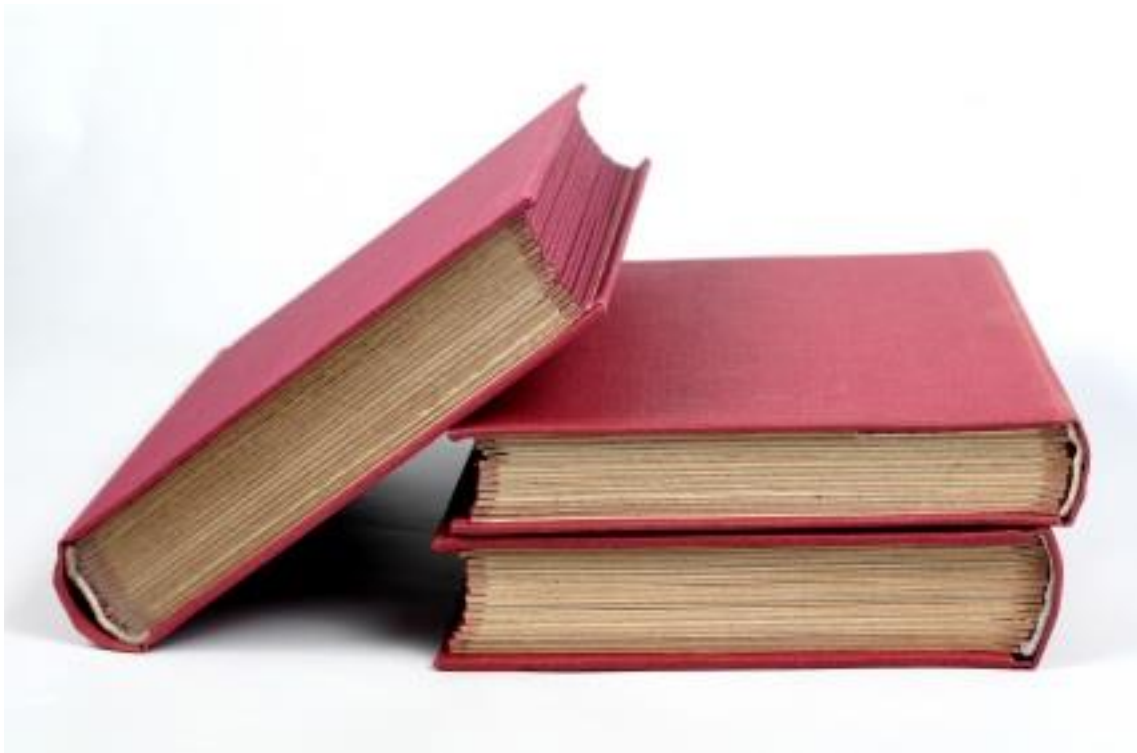
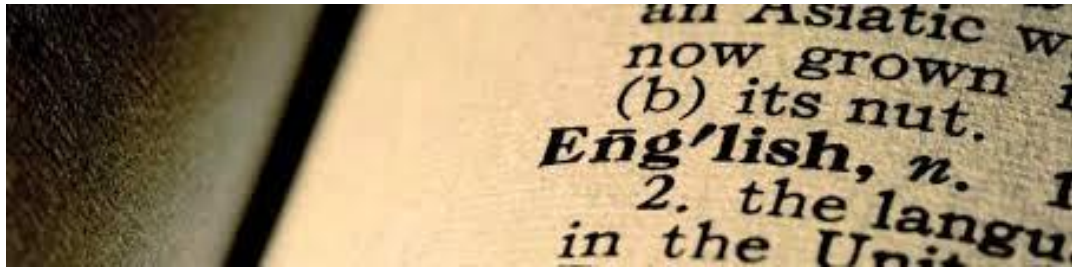
Earn four transferrable college credits and explore new career opportunities in science and healthcare. This college course is an introduction to anatomy and physiology and will analyze systems of the human body, the structure and functions of the digestive, respiratory, structural (musculoskeletal), 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.

<b>WCC Environmental Sciences:</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Prerequisites</b>
	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	Weight	Length	Prerequisites
	1		Full Year	English 8

English 9 is designed to strengthen student skills as readers, writers, speakers, listeners, and thinkers. Over the course of the year, students will become more proficient as readers of both literature and informational texts. Class units include examinations of a variety of genres, including poetry, short stories, play, novels, and non-fiction 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	Weight	Length	Intervention Indicators
	2		Full Year	English 8; N.Y.S. ELA score 1/ low 2 Reading level more than 3 grades below level (i.e., Lexile score below 860**)

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 8<sup>th</sup> 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	Weight	Length	Prerequisites
	1	1.05	Full Year	Students must meet at least three of the following four criteria: 85+ in English 8; N.Y.S. ELA score 3or 4; Reading level on grade level (i.e. Lexile score above 1010**); Proficient (3) or Distinguished (4) English 8 Writing Portfolio

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.

<b>English 10</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Prerequisites</b>
	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 20<sup>th</sup> 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.

<b>English 10 Honors</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Prerequisites</b>
	1	1.05	Full Year	Students must meet at least <b>two</b> of the following <b>three</b> criteria: 85+ in English 9/ 80+ in English 9H; High Proficient(80+) or Distinguished (85+) English 9 Writing Portfolio; High Proficient(80+) or Distinguished (85+) score on English 9 final exam

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.

<b>English 10/ Reading</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Intervention Indicators</b>
	2		Full Year	Reading level more than 2 grades below level (i.e., Lexile score below 960**)

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 9<sup>th</sup> 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.

<b>English 11</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Prerequisites</b>
	1		Full Year	English 10

English 11 further refines student skills as readers, writers, speakers, listeners, and thinkers. Curriculum incorporates both literary and informational texts, including class units examining the portrayal of the American dream in literary works ranging from the 18<sup>th</sup> 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.

<b>English 11 A.P. Credit</b> <b>English Language</b>	<b>Weight</b> 1	<b>Length</b> Full Year	<b>Prerequisites</b> Students must meet at least <b>two</b> of the following <b>three</b> criteria: 85+ in English 10/ 80+ in English 10H; High Proficient(80+) or Distinguished (85+) English 10 Writing Portfolio; High Proficient(80+) or Distinguished (85+) score on English 10 final exam
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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 reward 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).

<b>English 12</b> <b>Creative Writing A/</b> <b>Creative Writing B</b>	<b>Credit</b> 1/2	<b>Weight</b>	<b>Length</b> Half Year	<b>Prerequisites</b> 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.

<b>English 12A:</b> Memoir and Non-Fiction; 1/2 Stories, Films, and Social Issues	<b>Credit</b>	<b>Weight</b>	<b>Length</b> Half Year	<b>Prerequisites</b> 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.

<b>English 12B</b> <b>Media Literacy</b> 1/2	<b>Credit</b>	<b>Weight</b>	<b>Length</b> Half Year	<b>Prerequisites</b> 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 non-fiction. Projects will include creation of a public service advertisement and a digital story or book.

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

<b>African Diaspora in the United States</b>	<b>Credit</b> 1	<b>Weight</b>	<b>Length</b> Full Year	<b>Prerequisites</b> Students must meet at least <b>three</b> of the following <b>four</b> 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](http://www.albany.edu/gened/ch_diversity.shtml)**

<b>English 12: A.P. Credit English Literature</b>	<b>Credit</b> 1	<b>Weight</b>	<b>Length</b> Full Year	<b>Prerequisites</b> Students must meet at least <b>three</b> of the following four criteria: 85+ in English 11/ 80+ in English 11AP; High Proficient (80+) or Distinguished (85+) English 11 Writing Portfolio; College Ready (75+) score on English Regents
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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.

<b>Literacy/ Writing Lab 9</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Intervention Indicators</b>
1/2			Full Year	Students meet <b>two</b> of the following <b>three</b> criteria: 8 <sup>th</sup> grade N.Y.S. ELA score 1/ low 2 (below state cut-off for AIS); Reading level 1-3 grades below level (i.e., Lexile score between 860-960); English 8 Writing Portfolio Below Proficiency (1 or 2)

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

<b>Literacy/ Writing Lab 10</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Intervention Indicators</b>
1/2			Full Year	Sophomore students who meet <b>two</b> of the following <b>three</b> criteria: below 70 in English 9; English 9 Writing Portfolio Below Proficiency; English 9 final exam Below Proficiency

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

<b>Literacy/ Writing Lab 11</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Intervention Indicators</b>
1/2			Full Year	Junior students who meet two of the following three criteria: below 70 in English 9; English 9 Writing Portfolio Below Proficiency; English 9 final exam Below Proficiency

The course is designed to provide Academic Intervention Services and instructional support for 11<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> grade. The goal of this course is to provide students with additional, targeted instruction designed to improve reading and writing skills across all content areas, but also to specifically provide them with additional instruction to assure success on required state assessments.

<b>English 12: P.I.E.S.</b>	<b>Credit</b> ½ English; ½ Social Studies	<b>Weight</b>	<b>Length</b> Half Year	<b>Prerequisites</b> English 11
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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-profits 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. \*To be researched for compliance with state guidelines.

<b>Drama 1</b>	<b>Credit</b> 1	<b>Weight</b>	<b>Length</b> Full Year	<b>Prerequisites</b> None
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Drama 1 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.)

<b>Drama 2</b>	<b>Credit</b> 1	<b>Weight</b>	<b>Length</b> Full Year	<b>Prerequisites</b> Drama 1
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This course is a continuation of Drama 1, 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.)

\*\* 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.

<b>Grade Band</b>	<b>Current Lexile Band</b>	<b>"Stretch" Lexile Band*</b>
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

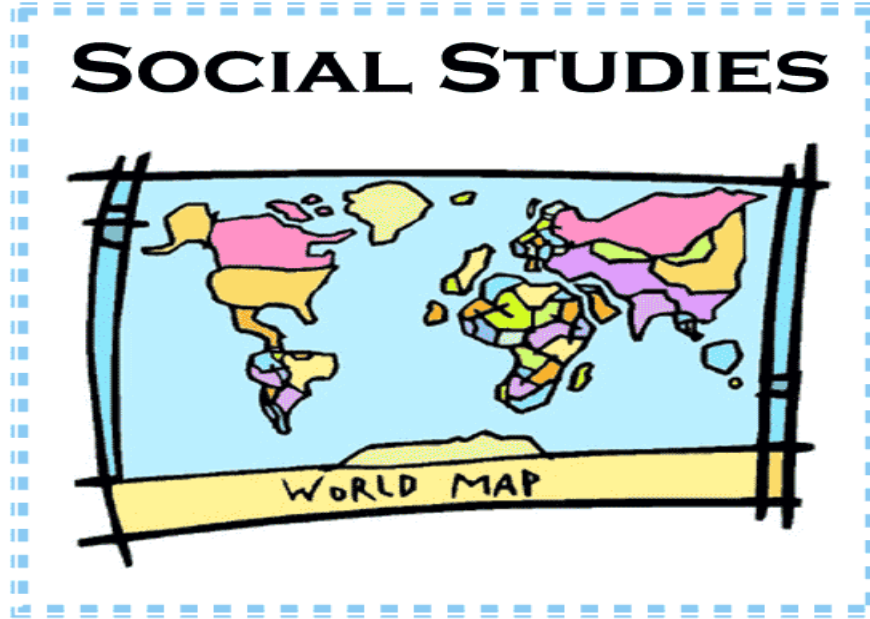
Peekskill High School:  
English Flow Chart  
Departmental Pathways: 9<sup>th</sup>-12<sup>th</sup>  
Fall 2015

<u>9<sup>th</sup> Grade Course(s)</u>	<u>10<sup>th</sup> Grade Course(s)</u> <i>(Options)</i>	<u>11<sup>th</sup> Grade Course(s)</u>	<u>12<sup>th</sup> Grade Course(s)</u>
English 9	English 10	English 11	English 12 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 <i>Electives</i>	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:

Students entering High School on or after September 2014	Students entering High School prior to September 2014
Grade 9 –U.S. History and Government	Grade 9 –Global History and Geography I
Grade 10 – Global History and Geography I	Grade 10 – Global History and Geography II
Grade 11 – Global History and Geography II	Grade 11 – U.S. History and Government
Grade 12 – Economics/Participation in Government/P.I.E.S.	Grade 12 – Economics/Participation in Government/P.I.E.S.

<b>Global History &amp; Geography I</b>	<b>Credit</b> 1	<b>Length</b> Full Year	<b>Prerequisites</b> 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.

<b>Global History &amp; Geography II</b>	<b>Credit</b> 1	<b>Length</b> Full Year	<b>Prerequisites</b> Global 1
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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.

<b>U.S. History &amp; Government (AP)</b>	<b>Credit</b> 1	<b>Weight</b> 1.1	<b>Length</b> Full Year	<b>Prerequisites</b>
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This Advanced Placement course is divided into major historical units, the first of which emphasizes the origins and development of the Constitution during the early years of our history. The remaining units deal with such topics as: Industrialization (1865-1920), the Progressive Movement (Reform in America, 1900-1920), Prosperity and Depression (1920-1950), and the U.S. in a World of Uncertain Times (1950 to present). The curriculum accents the periods 1775 to 1800 and 1900 to present. This course also emphasizes the development of expository writing skills. At the conclusion of this course, students will take the U.S. History and Government Regents Examination and have the choice to take the AP Examination in U.S. History and Government.

<b>9th Grade U.S. History &amp; Government (AP)</b>	<b>Credit</b> 1	<b>Weight</b> 1.1	<b>Length</b> Full Year	<b>Prerequisites</b> See Below
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This Advanced Placement course is divided into major historical units, the first of which emphasizes the origins and development of the Constitution during the early years of our history. The remaining units deal with such topics as: Industrialization (1865-1920), the Progressive Movement (Reform in America, 1900-1920), Prosperity and Depression (1920-1950), and the U.S. in a World of Uncertain Times (1950 to present). The curriculum accents the periods 1775 to 1800 and 1900 to present. This course also emphasizes the development of expository writing skills. At the conclusion of this course, students will take the U.S. History and Government Regents Examination and have the choice to take the AP Examination in U.S. History and Government.

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

<b>U.S. History &amp; Government</b>	<b>Credit</b> 1	<b>Length</b> Full Year	<b>Prerequisites</b> None
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This course gives rigorous academic attention to such areas as immigration patterns, social class structure and social mobility. It includes the U.S. Constitution, operations of the federal government, the United States in foreign affairs and the economic, military and cultural history of the United States. At the conclusion of this course, students will take the U.S. History and Government Regents examination.

<b>American History</b>	<b>Credit</b> .5	<b>Length</b> Half Year	<b>Prerequisites</b> 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.

<b>Economics</b> Grade 11/12	<b>Credit</b> .5	<b>Length</b> Half Year	<b>Prerequisites</b>
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This is a survey course in macro and microeconomics. This course will include a study of the United States and international economy, history, theories and practical applications. This course is required by the New York State Education Department for all students for graduation.

<b>World History I (Pre-AP)</b>	<b>Credit</b> 1	<b>Weight</b> 1.05	<b>Length</b> Full Year	<b>Prerequisites</b> Teachers 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.

<b>AP World History</b>	<b>Credit</b> 1	<b>Weight</b> 1.1	<b>Length</b> Full Year	<b>Prerequisites</b> World History 9
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Students who successfully complete World History 9 will go on in tenth grade to study 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 have the choice to take the Advanced Placement World History exam at the end of tenth grade.

<b>Participation in Government</b>	<b>Credit</b> .5	<b>Length</b> Half Year	<b>Prerequisites</b>
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This course is a study of democracy in action through participation in government activities such as Youth in Government, School Elections, and Mock Trials. It includes a look at local, state, and national government operations and the role of citizens in the democratic process. This course is required by the New York State Education Department for all students for graduation.

<b>Introduction to Psychology (CLC)</b>	<b>Credit</b> .5	<b>Length</b> Year	<b>Prerequisites</b> Grade 12
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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.

<b>Sociology</b>	<b>Credit</b> .5	<b>Length</b> Half Year	<b>Prerequisites</b> Grades 12
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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.

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

<b>African Diaspora In the U.S.</b>	<b>Credit</b> 1	<b>Length</b> Full Year	<b>Prerequisites</b> Grade 12
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The African Diaspora encompasses the African experience in the United States. The course is designed to educate students about the African presence in history and literature throughout the various periods in American history, beginning with the Post-Civil War and continuing through the contemporary period. The students will read short stories, novels, and poems and conduct research in preparation for both historical and literature-based projects. The students will be able to make connections between the lives

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

<b>World History</b>	<b>Credit</b> .5	<b>Weight</b>	<b>Length</b> Half Year	<b>Prerequisites</b> 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.

<b>Entrepreneurship Economics</b>	<b>Credit</b> 1.0	<b>Weight</b> 1.1	<b>Length</b> Full Year	<b>Prerequisites</b>
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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.

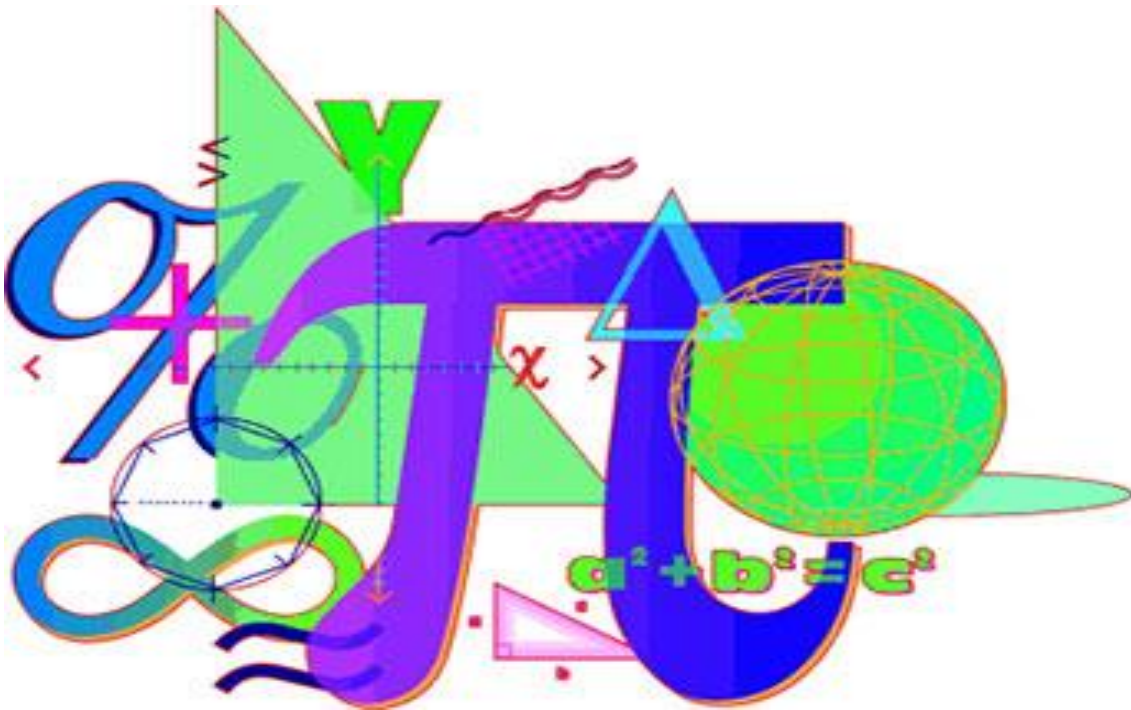
**Peekskill High School  
Social Studies Flow Chart  
Departmental Pathways: 9<sup>th</sup>-12<sup>th</sup>  
Fall 2015**

<b>9<sup>th</sup> Grade Course(s) Year 1</b>	<b>10<sup>th</sup> Grade Course(s) Year 2</b>	<b>11<sup>th</sup> Grade Course(s) Year 3</b>	<b>12<sup>th</sup> Grade Course(s) Year 4</b>
US History	Global I	Global II	Economics and Participation in Government
US History Honors	Global I Honors	Global II Honors	Economics and Participation in Government
AP World History 1	AP World History II	AP US History	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.*



<b>Algebra I (CCLS) E 1</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1	Full Year	None

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.

<b>Algebra I (CCLS) E 2</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1	Full Year	Algebra E1

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.

<b>Algebra I (CCLS)</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1	Full Year	None

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.

<b>Geometry (CCLS)</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1	Full Year	CC Algebra 1 Passing CC Algebra I regents Teacher Recommendation

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.

<b>Geometry NR</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1.0	Full Year	Passed Algebra I Regents

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.

<b>Intermediate Algebra</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1	Full Year	Successful completion of CCLS Geometry or Geometry NR

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.

<b>Algebra II CCLS</b>	<b>Credit</b> 1	<b>Length</b> Full Year	<b>Prerequisite</b> 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.

<b>Advanced Algebra &amp; Trigonometry</b>	<b>Credit</b> .5 each	<b>Weight</b>	<b>Length</b> Half Year	<b>Prerequisites</b> 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.

<b>Pre-Calculus</b>	<b>Credit</b> 1.0	<b>Weight</b> 1.0	<b>Length</b> Full Year	<b>Prerequisites*</b> 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.**

<b>Advanced Placement Calculus (AB)</b>	<b>Credit</b> 1.0	<b>Weight</b> 1.1	<b>Length</b> Full Year	<b>Prerequisites</b> 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.**

<b>Problem Solving</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	..5	Half Year	Algebra E2

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.

<b>Financial Literacy</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	.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.

<b>Algebra AIS Regents Review</b>	<b>Length</b>	<b>Prerequisites</b>
	Half year, Regents or until Regents is passed	Failure on Algebra

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: 9<sup>th</sup>-12<sup>th</sup>**  
**Fall 2015**

9 <sup>th</sup> Grade Course(s)	10 <sup>th</sup> Grade Course(s) (Options)	11 <sup>th</sup> Grade Course(s)	12 <sup>th</sup> 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.*



<b>Astronomy 1</b> (CLC)	<b>Credit</b> .5	<b>Length</b> Half Year	<b>Prerequisites</b> 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.

<b>Astronomy 2</b> (CLC)	<b>Credit</b> .5	<b>Length</b> Half Year	<b>Prerequisites</b> 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.*

<b>Chemistry</b>	<b>Credit</b> 1	<b>Length</b> Full Year	<b>Prerequisites</b> Living Environment and Earth Science
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This course covers major areas in chemistry- including atoms and molecules, compounds and mixtures, solutions and suspensions, the periodic table, chemical bonding, chemical equations, the gas laws, acids and bases, and simple organic chemistry. In addition, the application of chemistry to biological principles is stressed wherever possible. Laboratory experiences are required. At the conclusion of this course, students take the New York State Regents exam in Chemistry.

<b>Earth Science</b>	<b>Credit</b> 1	<b>Length</b> Full Year	<b>Prerequisites</b> 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.

<b>Environmental Science</b>	<b>Credit</b> 1	<b>Length</b> Full Year	<b>Prerequisites</b> 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.

<b>Living Environment</b>	<b>Credit</b> 1	<b>Length</b> Full Year	<b>Prerequisites</b>
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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.

<b>Physics</b>	<b>Credit</b> 1	<b>Length</b> Full Year	<b>Prerequisites</b> Integrated Algebra
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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.

<b>AP Biology</b>	<b>Credit</b> 1	<b>Weight</b> 1.1	<b>Length</b> Full Year	<b>Prerequisites</b> Living Environment; Chemistry
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This Advanced Placement course in biology is designed to be the equivalent of a college introductory course usually taken by biology majors during their first year. It 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.

<b>Living Environment Honors</b>	<b>Credit</b> 1.5	<b>Weight</b> 1.1	<b>Length</b> Full Year	<b>Prerequisites</b> Teacher Recommendation
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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.

<b>Chemistry Honors</b>	<b>Credit</b> 1.5	<b>Weight</b> 1.1	<b>Length</b> Full Year	<b>Prerequisites</b> 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. Students will also complete a self-directed research project in an area of Chemistry studies. Successful completion of the course enables the student to earn honors status in the Chemistry course.

<b>Physics Honors</b>	<b>Credit</b> 1.5	<b>Weight</b> 1.1	<b>Length</b> Full Year	<b>Prerequisites</b> Teacher Recommendation
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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.

<b>Forensics</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1	Full Year	3 Years of Science

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.

<b>Authentic Science Research</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Prerequisites</b>
	1	1.05	Full Year	Recommendation Of Instructor

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 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).

<b>General Chemistry</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1	Full Year	2 years of Science

This course examines the composition of various substances and the changes through which they go. The basics in chemistry are covered during the year and include atomic structure, periodic table, bonding, moles, physical behavior of matter, solutions, acids and bases, organic and nuclear chemistry. Students will also investigate how chemistry touches our lives almost everywhere and every day in medicine, the clothes we wear, the games we play, as well as the industries that make the things we use.

<b>Regents Living Environment AIS</b>	<b>Length</b>	<b>Prerequisites</b>
	Half Year	Instructor Recommendation; Failure on Regents Exams

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

<b>WCC Biological Sciences:</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Prerequisites</b>
	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.

<b>WCC Environmental Sciences:</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Prerequisites</b>
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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

<b>Nutrition</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	.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.

<b>Introduction to Zoology</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	.5	Half year	2 years of Science

Zoology is a one semester course which examines the diversity of the animal kingdom, focusing on the major groups of invertebrates and vertebrates. The course 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.

**Peekskill City School District: Science Flow Chart**  
**Departmental Pathways: 7<sup>th</sup>-12<sup>th</sup>**  
**Fall 2015**

8 <sup>th</sup> Grade Course(s)	9 <sup>th</sup> Grade Course(s)	10 <sup>th</sup> Grade Course(s)	11 <sup>th</sup> Grade Course(s)	12 <sup>th</sup> Grade Course(s)
Earth Science  (1.5 Periods)	Honors Living Environment	Honors Chemistry	Honors Physics <b>or</b> AP College Course <b>or</b> College Elective	AP College Course <b>or</b> College Elective
Earth Science  (1.5 Periods)	Living Environment	Chemistry	Physics or AP College Course or College Elective	AP College Course <b>or</b> College Elective
General Science 8  Earth Science (1 Period per day)	Living Environment	Earth Science	Regents Chemistry <b>or</b> Non Regents Chemistry <b>or</b> Elective	Physics or AP College Course or College Elective
General Science 8  Earth Science (1 Period per day)	Living Environment  Take LE Regents	Earth Science  Take Earth Science Regents	Non Regents Chemistry <b>or</b> Regents Chemistry ( <i>dependent on 10<sup>th</sup> grade results</i> ) <b>or</b> Elective	Non Regents Physics <b>or</b> Elective <b>or</b> College Elective
General Science 8  Earth Science (1 Period per day)	Topics of Science (cc)	Earth Science or Living Environment  <i>June Regents</i>	Non Regents Chemistry <b>or</b> Elective	Elective <b>or</b> 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.

<b>French 1</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
Grades 9-12	1	Full length	None

This course serves as an introduction to the French Language and the culture of the French-speaking people throughout the world. Emphasis is placed on developing comprehension of everyday spoken French and on mastering simple vocabulary. Grammar is introduced. The customs, attitudes and beliefs of French-speaking people are discussed in conversations about daily life, school, work, family, food, sports, holidays, etc.

<b>French 2</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
Grades 9-12	1	Full length	French 1 or permission of the instructor

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

<b>French 3</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
Grades 9-12	1	Full Year	French 2 or permission of the instructor.

French 3 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.

<b>Intermediate French 4 (CLC)</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Prerequisite</b>
	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.

<b>Advanced French 5 (CLC)</b>	<b>Credit</b>	<b>Weight</b>	<b>Length</b>	<b>Prerequisites</b>
	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.

<b>Spanish I</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisite</b>
Grades 9-12	1	Full Year	None

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.

<b>Spanish 2</b> Grades 9-12	<b>Credit</b> 1	<b>Length</b> Full Year	<b>Prerequisites</b> Spanish 1 or Teacher permission
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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.

<b>Spanish 3</b> Grades 9-12 Spanish 3	<b>Credit</b> 1	<b>Length</b> Full Year	<b>Prerequisite</b> 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.

<b>Spanish 4</b> Grades 9-12	<b>Credit</b> 1	<b>Length</b> Full Year	<b>Prerequisites</b>
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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.

<b>Spanish 5</b> Grades 10-12	<b>Credit</b> 1	<b>Length</b> Full Permission from Instructor	<b>Prerequisites</b>
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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, Jorge Borges, José Martí.

<b>AP Spanish Language</b> Grades 9-12	<b>Credit</b> 1	<b>Weight</b> 1.1	<b>Length</b> Full Year	<b>Prerequisites</b> 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.

<b>AP Spanish Literature</b> Grades 9-12	<b>Credit</b> 1	<b>Weight</b> 1.1	<b>Length</b> Full Year	<b>Prerequisites</b> 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, 19<sup>th</sup> and 20<sup>th</sup> century, like Tirso de Molina, Pedro Antonio de Alarcón, Miguel de Cervantes, Federico García Lorca, Jorge Borges, Gabriel García Marquez.

Students are expected to take AP Exam in May.

**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 Cortazar, Jorge Borges, José Martí.

# ENGLISH AS A SECOND LANGUAGE DEPARTMENT COURSE OFFERINGS

<b>English as a Second Language 1</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
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1

Full Year

LAB Test

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.

<b>English as a Second Language 2</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisite s</b>
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1

Full Year

LAB Test

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 11<sup>th</sup> grade students are required to take the English Regents.

<b>English as a Second Language 3</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisite s</b>
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1

Full Year

LAB Test

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 11<sup>th</sup> grade students are required to take the English Regents.

<b>Newcomer Program</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
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3

Full Year

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.

<b>Bilingual Classes</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
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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 DEPARTMENT (BOCES) 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***

<b>Robotics</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	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.

# ART DEPARTMENT COURSE OFFERINGS



phillipmartin.info

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-9<sup>th</sup> 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, crayons, pastels, tempera, watercolors, oils and acrylics. Students also study the major movements in arts from prehistoric though 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. Students may *either* take Studio in Art or Creative Crafts but not both since they are parallel courses in Art. 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 1-10<sup>th</sup> Grade    *Credit: 1*                      *Length: Full Year*                      *Prerequisites: Middle School*  
**Accelerated Art OR Studio in Art OR Creative Crafts with a course average of 85 or above****

Advanced Art 1 is a course for the serious 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<sup>th</sup> Grade    *Credit: 1*                      *Length: Full Year*                      *Prerequisites: 1 Foundation Art course*  
**AND Advanced Art 1 with a course average of 85 or above****



Advanced Art 2 is a course for the serious 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-12<sup>th</sup> Grade**      *Credit: 1*      *Length: Full Year*      *Prerequisites: 1 Foundation Art Course AND Advanced Art 1 & 2 with a course average of 85 or above*

This is an advanced elective for the serious 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-9-12<sup>th</sup> Grade**      *Credit: .5*      *Length: Half Year*      *Prerequisites: 1 Foundation Art Course*

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-9<sup>th</sup>-12<sup>th</sup> Grade** *Credit: .5*      *Length: Half Year*      *Prerequisites: 1 Foundation Art Course*

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.

Peekskill High School  
Art Flow Chart  
Departmental Pathways:  
9<sup>th</sup>-12<sup>th</sup>  
Fall 2015

8 <sup>th</sup> Grade Course (Taken)	9 <sup>th</sup> Grade Course(s)	10 <sup>th</sup> Grade Course(s) (Options)	11 <sup>th</sup> Grade Course(s)	12 <sup>th</sup> Grade Course(s)
<i>Accelerated Art</i>	<i>Advanced Art 1 (full year)</i>	<i>Advanced Art 2 (full year)</i>	<i>Printmaking (half year) and Sculpture (half year)</i>	<i>Portfolio Development (full year)</i>
<i>Art 8</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>

# **MUSIC DEPARTMENT COURSE OFFERINGS**



Our goal is to have each student understand the science of music and the art of performance. Strong emphasis is placed on individual achievement as well as group performance in a conservatory-like atmosphere. It is our sincere hope that the students in the music program will develop confidence, musical skills, and an appreciation for the performing arts.

### **COURSE OFFERINGS**

<b>Concert Band</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1	Full Year	None

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. Outgrowths of the Concert Band include the Woodwind Ensemble and Brass Ensemble.

Ninth and Tenth graders are strongly encouraged to schedule Concert Band on a daily basis, as this helps acclimate them into the High School music program by offering additional technique and phrasing classes. Upperclassmen may elect to schedule Concert Band opposite Science Lab Period or Physical Ed. Period on an alternating basis. This course can be used to fulfill the arts requirement.

<b>Music in Our Lives</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1	Full Year	Teacher Recommendation

Music Appreciation 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.

<b>Mixed Chorus</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1/.5	Full Year/Alternate Day	Audition Teacher Recommendation

The Mixed Chorus 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.

<b>Select Chorus</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1	Full year	Mixed Chorus Audition Teacher Recommendation

The Select Chorus aka (Sing City) is offered to students in grades 9-12. This course is designed for students who are experienced with singing in a mixed Chorus environment (SATB) and have proven their abilities in dictation and

pitch recognition. Students in Select Chorus will also spend more time reading music in both Clefs, (Treble and Bass). Choral repertoire includes a majority of acappella works both sacred and secular in style including Jazz vocal works on competition level, which include All County Chorus and NYSSMA. 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. Performance in the spring and winter concerts is required.

<b>Guitar I/ Music Theory I</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1	Full year	Teacher Recommendation

This is an introductory course for those students who wish to learn how to play the guitar. Students will learn proper guitar technique including how to read music as it relates to music theory. This course provides an excellent opportunity for non-band students to learn a polyphonic instrument (an instrument that can play two or more notes simultaneously i.e. the piano). Singers 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.

<b>Musical Technology and Digital Recording</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1	Full Year	None

The Music Technology 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 beats and musical compositions. They also receive instruction in related musical hardware such as microphones, cables, and sound systems.

<b>Drama</b>	<b>Credit</b>	<b>Length</b>	<b>Prerequisites</b>
	1	Full Year	None

The Drama class covers a wide variety of topics including an introduction to acting, directing, voice and diction, improvisation, playwriting, stage vocabulary, scene study, Shakespeare and dramatic literature. At the end of the year, students will hold a special performance showcasing their talents. Visits from guest artists and field trips to shows will be included as part of the classroom experience.

# 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.

## Health

### Credit

.5

### Length

Half Year/Full Year

### Prerequisites

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**

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. The consultants' knowledge related to student learning and support strategies promote student success and can serve as an excellent resource for both general and special education teachers, other support staff, parents, and building administrators. 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. Agreed upon strategies are delivered by the special education teacher and/or the regular education teacher.

## **RESOURCE ROOM PROGRAM GRADES 9-12**

The Resource Room program is an academic support for students with specific learning difficulties. All students participate in the regular curriculum program and attend the Resource Room as an additional class. These services provide specially designed instruction and/or supplementary instruction delivered by a special education teacher through individual and/or small group instruction to provide the student with compensatory skill development and remediation activities. They address the areas of deficit that have been identified for that student and strengthen the student's cognitive skills. Resource Room services are provided to address educational and emotional needs directly related to the student's disability and not to provide additional academic instruction. The teacher assistant supervises the administration of course/subject exams for students with testing modifications.

## **FULL INCLUSION PROGRAM 9-12**

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 Inclusion Program is a support service provided for students with disabilities within heterogeneous classrooms. The inclusion teacher and/or teacher assistant accompany the inclusion students into their academic classes. A tutorial period with their inclusion teacher and/or teacher assistant reinforces material learned.

## **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. The program is available to students who are preparing for an IEP diploma. Students participate in selected Regents/RCT exams that correspond with their areas of academic strength or take an alternative assessment developed by the teacher under state guidelines. The Life Centered Career Education Curriculum (LCCE) is an educational system whose purpose is to provide Life Skill students with the skills needed to function successfully as productive workers in the home and community. These skills will help enhance the student to become a productive and independent family member, citizen, and employee in various work settings. In this curriculum, 22 skills have been identified as key for our students to acquire adult success. These skills fall into three categories: Daily Living Skills, Personal-Social Skills, and Occupational Preparation. The instruction is based on school and community based experiences. The skills are intended to be taught in correlation with regular subject areas such as Math, Reading and English. Students are expected to enroll in a Tech. Center Program in 11th and 12th grade.



# Distance Learning

## 2015-2016

Period	Semester 1	Semester 2
1 8:00 – 8:43	History of Rock and Roll (7)	History of Rock and Roll (7)
2 8:46 – 9:32	Stock Market (Host) (17)	Modern Math (Host) (17)
3 9:35 – 10:18	Holocaust (7)	
4 10:21 – 11:04	American Sign Language (7)	American Sign Language (7)
5 11:07 – 11:50		
6 11:53 – 12:36	Pop Culture (7)	Futuristic Studies (7)
7 12:39 – 1:25	Sociology (Host) (17)	Psychology (Host) (17)
8 1:28 – 2:11	Sports and Entertainment (7)	Sports and Entertainment (7)

### Pop Culture

With the decision to drop the atomic bomb on Japan, American culture exploded onto the scene in a way that still affects our current society. Contemporary American Culture will use film, literature, music, art, history, fashion, and other facets of popular culture to allow students a deeper examination of American society. Baby boomers and conformity of the 1950s, the counterculture and racial tensions of the 1960s, the disco and Vietnam era of the 1970s, the growing materialism and the reign of Reagan of the 1980s, and the dynamic diversity of the 1990s, are only a sampling of the topics that will be discussed.

### Futuristic Studies

What will the future hold? This is a question that people have been asking for eons. This course will explore the history of futuristic studies and what future scientists are predicting. Not only will this class study what others have predicted but students will be making educated decisions as to what they believe the future of humankind will hold. Economics, Science, Social Studies, Business, Art, and other various courses are connected to this class because these fields are a part of and have major investments in our future. Learn about what could be with Futuristic Studies.

### History of Rock and Roll

History of Music: 1950 - Present. This course covers the history of music from 1950 to present including but not limited to Rock, Jazz, Theatre and Modern Classics. The class is open to all students with no pre-requisite class.

### Holocaust Course - First Semester

This course will consider the reality and implications of the Nazi campaign to destroy European Jews from 1933 to 1945. With the technological advantages of interactive microphones and cameras, the teacher will encourage discussion among class members in the three participating schools, and will invite survivors of the Holocaust to sharpen students' focus and sensitivity. Limited to six appropriately motivated and self-reliant junior or senior high school students in each school, the course will require some outside reading and a major project, along with occasional tests and a running journal of the course experience.

20 weeks (5 days - 45 minutes each day)

### Sports Marketing

This 1 credit course will help students develop a thorough understanding of the marketing concepts and theories that apply to sports and sporting events. The areas this course will cover include basic marketing, target marketing and segmentation, sponsorship, event marketing, promotions, sponsorship proposals, and implementation of sports marketing plans. This course will also delve into promotion plans, sponsorship proposals, sports marketing plans, and event evaluation and management techniques. Students taking sports marketing should have the opportunity to possibly visit a professional sporting event.

# 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 21<sup>ST</sup> 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.

### **SUSTAINABILITY: ACTION FOR CHANGE**

*Science Elective – Spring Semester*

While learning about sustainability through case studies, students in this course will collaborate to identify a target area for research and action that will strive to reduce our negative impact on the environment. Students will develop an understanding of the principles of sustainability and explore issues related to social justice, environmental stewardship and economics as well as the concept of the commons, ecological foot-printing, systems thinking, and sustainable practices. Students will then have the chance to implement their own original plan to make changes towards making their school, home or community more sustainable. Students will explore some of the most relevant problems challenging humanity and will be working actively within a supportive group of online learners to use their home, school and community as laboratories for learning. This course offers a unique opportunity for students to connect across local and global communities and to demonstrate the power of student led action for change.

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

For additional information, please visit the website [www.pnwbores.org/oc](http://www.pnwbores.org/oc)  
or contact Mr. Arthur Buchman, Project Coordinator at 914.248.2382

# Edgenuity Courses & Academic Intervention Services

Edgenuity (formerly known as E20/20) courses are designed to meet the demands of state and national standards emphasizing practice with text and academic language. These courses help students gain insight into their world and themselves. The instruction, provided in a blended environment of computer interface and teacher support, connects the new to the known, building on students' existing knowledge and real-world intuition (paraphrased, [www.edgenuity.com/Solutions/Common-Core](http://www.edgenuity.com/Solutions/Common-Core)).

## High School Extra-Curricular Clubs

### CLUBS

**\*Academic Challenge Program** This program seeks qualified students to compete against neighboring schools in trivia-type events

**\*Art Club** This club is open to all students interested in exploring their artistic talents beyond the traditional course offerings.

**Black Culture Club** This club is open to all students interested in working together to develop an awareness and involvement in black culture.

**\*Book Club** This club offers students an opportunity to read and discuss works of literature that are not offered in the English curricula. Students use both print materials and e-readers (Nooks)

**Chess Club** This club is open to all students interested in learning about the game of chess. Students will also compete against each other in chess tournaments. The club meets once a week and has traveled to regional chess tournaments.

**Class Councils** Freshman, Sophomore, Junior, and Senior Class Councils. Officers for these councils are nominated and then voted into office by all of their classmates. Each council represents its class and organizes, initiates, and carries out social activities for the class and, at times, for the entire school.

**Drama Club** The Drama Club is for students interested in any phase of dramatics. This club includes those interested in acting, as well as costumes, make-up, stage planning, and all the other activities that go into theatrical productions.

**\*Environmental Awareness Club** This club seeks environmentally conscious students to engage in the development of initiatives within and around the school that will assist our programs in “going green”

**Exchange Club** Several groups of Japanese students have visited Peekskill High School and several Peekskill High School groups have been invited to visit Japan. Each month-long visit consists of a three-week stay with a Japanese family and attendance at a Japanese high school. The final week is spent touring cities such as Tokyo, Kyoto, and Hiroshima.

**\*Gardening Club** To help the high school meet the standards set by other schools in the district, this club engages students in the development and maintenance of the *soon to come* high school garden.

**Interact Club** The Interact Club is a Rotary affiliated activity. The goal of this club is service to the community at large and the international community. Efforts will be made by the students to identify community projects through which students can provide service to others.

**Irish Culture Club** This club is open to all students. It engages students in the exploration and appreciation of the city’s Irish heritage.

**Latino Club** This club is open to all students wishing to work together to develop an awareness and involvement in Hispanic culture.

**\*Literary Magazine** Are you an aspiring writer who wishes to publish their work? The Literary Magazine Club works to seek and publish students’ original work.

**\*Mathematics Competition Club** Like the Academic Competition Club, this club seeks Math students who excel and wish to compete against neighboring schools to show off what they know.

**Mathematics Honor Society** The Peekskill Mathematics Honor Society is a Chapter of the New York State Mathematics Honor Society. Students are selected on four qualities – scholarship, leadership, Character, and service. Students must complete a minimum of three semesters of math, a minimum average 85% in all math courses and an overall average of 85% with a passing grade in all subjects.

**National Honor Society** The National Honor Society is composed of Juniors and Seniors who have been chosen by the faculty on the basis of scholarship, leadership, service, and character. Candidates must have maintained an overall scholastic average of at least 85%.

**Newspaper-Mercury** is published every other month. School and district issues are covered. Students learn about typing, art, photography, layouts, writing, editing, reporting, and interviews. Everyone interested is welcome.

**\*Power Of Peace** – The Power of Peace is for students who are trained in leadership and conflict resolution skills, team work and collaboration, critical thinking and decision making and respect and tolerance for differences. The club helps students to develop these skills and to create a powerful message of peace and non-violence throughout the school and the community.

**Science National Honor Society** (SNHS) honors Sophomores, Juniors and Seniors who are successful in the area of science. The goals of the SNHS are to encourage and recognize scientific and intellectual thought, advance the students' knowledge of classical and modern science, and aid the civic community with its comprehension of science.

**Ski Club** Members of this club prepare for safe and enjoyable skiing experiences during the winter months.

**Student Council** Student Council is the student government of Peekskill High School. Each class has five representatives, one of whom must be the class president. Meetings are held once a week. The council is primarily concerned with organizing social events for the entire student body.

**\*Yearbook** Every year Peekskill High School produces a new yearbook, but it doesn't happen without the hard work of a group of dedicated staff and students. If you'd like to help to leave your legacy in the school, join the Yearbook Club.

## **ATHLETICS**

Baseball Varsity,	J.V. Modified	Boys
Basketball	Varsity, J.V. Modified	Boys & Girls
Bowling	Varsity	Boys & Girls
Cross Country	Varsity	Boys
Football	Varsity, J.V., Modified	Boys
Golf	Varsity	Boys & Girls
Lacrosse	Varsity	Boys
Soccer	Varsity, Modified	Boys & Girls
Softball	Varsity, J.V., Modified	Girls
Swimming	Varsity	Boys & Girls
Tennis	Varsity	Boys & Girls
Track (Winter & Spring)	Varsity	Boys & Girls
Volley Ball	Varsity, J.V., Modified	Girls
Wrestling	Varsity	Boys



# 2015-2016 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

Catherine Balestrieri, Director: 914-248-2452

### Principals:

James Bellucci 914-248-2212

Stephen Lowery 914-248-2424

### Adult and Continuing Education:

Alyson Kistingner 914-248-2408

### Course Codes:

7000 - 8000 – Programs with integrated academics.

Generally, 8000 -1st year and 7000 = 2nd year

9500 - 9600 – Life (No academic credit)

900 - Core (No academic credit)

6000 - ELL, GED, Internship, Work Study

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 2 = 10:00 A.M.-12:00 P.M.

Course ending in 3 = 12:00 P.M.-2:00 P.M.

Course ending in 4 = 8:00 A.M.-12:00 P.M.

Course ending in 5 = 10:00 A.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:

### English 12

All Career and Technical Education programs

### Discrete Math

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

### Science

Cosmetology Career Academy, Environmental Science Career Academy, Health Career Academy

**Senior Four Hour Option:**

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

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  
 Gary Mancus – Counselor 914-248-2438`  
 \*Karen Carey – Counselor 914-248-2427

Session One		Session Two	Session Three
7074 - New Visions Engineering* SUNY Writing & Research, Government, Economics, Physics, (Seniors only, interview required) 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  
 Maggie Almonte – Counselor 914-248-2404

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**  
Maggie Almonte – Counselor 914-248-2404

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**  
Gary Mancus – Counselor 914-248-2438  
\*Karen Carey – Counselor 914-248-2427

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

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**HEALTH CAREER ACADEMY**  
Karen Carey – Counselor 914-248-2427

Session One

Session Two

Session Three

All Health Careers Programs meet the Health requirement for graduation.

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

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 Work	923 - Culinary Arts
		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  
Karen Carey – Counselor 914-248-2220

Session One	Session Two	Session Three
+7111 - Child Development &	9502 - Childcare Aide	+8153 - Child Development &

Education II		Education I
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### TRANSPORTATION CAREER ACADEMY

Gary Mancus – Counselor 914-248-2438

\*Maggie Almonte – Counselor 914-248-2404

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

### ALTERNATIVE OPTIONS

**Karen Carey – Counselor 914-248-2427**

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

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***BL 12/2/14***