



PEEKSKILL HIGH SCHOOL



2024-2025 COURSE CATALOG *DRAFT*

*Moving Forward Together...Keeping the Promise for
Every Student, Every Day!*



Peekskill City School District

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PEEKSKILL HIGH SCHOOL ADMINISTRATION

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Mr. Christian Zambrano, Assistant Principal

MISSION STATEMENT

The mission of the Peekskill City School District is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

PHILOSOPHY OF PEEKSKILL CITY SCHOOL DISTRICT

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

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

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

OUR MISSION

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

WE BELIEVE THAT:

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

GENERAL INFORMATION

PLANNING A COURSE OF STUDY

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

School Counselors help to:

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

Procedures include:

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

GRADUATION REQUIREMENTS

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

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.

January 2018

NEW YORK STATE DIPLOMA REQUIREMENTS

APPLICABLE TO ALL STUDENTS ENROLLED IN GRADES 9-12

CREDIT REQUIREMENTS

| | Local Diploma, Regents Diploma, Regents Diploma with Advanced Designation |
|--|---|
| | MINIMUM NUMBER OF CREDITS |
| English | 4 |
| Social Studies <i>Distributed as Follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (1/2) Economics (1/2) | 4 |
| Science <i>Distributed as Follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1) | 3 |
| Mathematics | 3 |
| Languages Other than English (LOTE) | 1 ^(*) |
| Visual Art, Music, Dance, and/or Theater | 1 |
| Physical Education (participation each semester) | 2 |
| Health | 0.5 |
| Electives | 3.5 |
| Total | 22 |

^(*)Students with a disability may be excused from the requirement for 1 unit of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate

4) Pathways:

- A student must either:
 - Complete all the requirements for the CDOS Commencement Credential found at <http://www.p12.nysed.gov/cial/multiple-pathways/memos/cdos-graduation-pathway-option.html>; or
 - Pass an additional math Regents examination in a different course or Department Approved Alternative; or
 - Pass an additional science Regents examination in a different course or Department Approved Alternative; or
 - Pass an additional social studies Regents examination in a different course or Department Approved Alternative; or
 - Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
 - Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
 - Pass a Department approved pathway assessment in the Arts; or
 - Pass a Department approved pathway assessment in a Language other than English (LOTE)
- See Multiple Pathways at: <http://www.p12.nysed.gov/cial/multiple-pathways/>
- See Department Approved Alternatives at <http://www.p12.nysed.gov/assessment/hsgen/archivelist.pdf>

2) Appeals:

Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found at <http://www.p12.nysed.gov/cial/gradreg/Documents/CurrentAppealForm.pdf>

3) Special Endorsements:

Honors: A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for a Regents examination and the locally developed Checkpoint B LOTE examination is not included in the calculation.

Mastery in Math and/or Science: A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3 part technical assessment.

4) Students with disabilities who entered grade 9 prior to September 2011:

Students with disabilities who enter grade 9 prior to the 11-12 school year who fail one or more Regents examinations may take the corresponding Regents Competency Test (RCT) in order to meet the assessment requirements. This option may not be used in conjunction with the Compensatory Safety Net Option.

5) Languages other than English (LOTE) exempt students:

Students with a disability may be excused from the requirement from the required units of credit in LOTE if so indicated on the IEP but must still earn 22 units of credit to graduate. A LOTE exempt student who seeks a Regents diploma with advanced designation does NOT have to complete the 5 unit sequence in the Arts or CTE in lieu of LOTE in order to meet the assessment requirements for the advanced diploma.

6) Superintendent Determination of a Local Diploma

Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. For more information on the Superintendent Determination of a local diploma go to <http://www.p12.nysed.gov/special/gradrequirements/home.html>

7) Students Requirement for Students entering grade 9 prior to September 2016

All students first entering grade 9 in 1985 and thereafter but prior to September 2016, shall earn four units of credit in social studies. Such requirement shall include: one unit of credit in American history and one half unit of credit in participation in government and one half unit of credit in economics.

1.) Pathways:

A student must either:

- Complete all the requirements for the CDOS Commencement Credential found at <http://www.p12.nysed.gov/cia/multiple-pathways/memos/cdos-graduation-pathway-option.html>; or
- Pass an additional math Regents examination in a different course or Department Approved Alternative; or
- Pass an additional science Regents examination in a different course or Department Approved Alternative; or
- Pass an additional social studies Regents examination in a different course or Department Approved Alternative; or
- Pass an additional English assessment in a different course selected from the Department Approved Alternative list; or
- Pass a Department approved CTE pathway assessment, following successful completion of an approved CTE program; or
- Pass a Department approved pathway assessment in the Arts; or
- Pass a Department approved pathway assessment in a Language other than English (LOTE)

See Multiple Pathways at: <http://www.p12.nysed.gov/cia/multiple-pathways/>

See Department Approved Alternatives at <http://www.p12.nysed.gov/assessment/hsgen/archive/list.pdf>

2.) Appeals:

Appeals are subject to local district approval. More information on the appeal to graduate with a lower score on a Regents examination can be found at <http://www.p12.nysed.gov/cia/gradreg/Documents/CurrentAppealForm.pdf>

3.) Special Endorsements:

Honors: A student earns a computed average of at least 90 on the Regents examinations applicable to either a Regents diploma or a Regents diploma with advanced designation. No more than 2 Department approved alternatives can be substituted for a Regents examination and the locally developed Checkpoint B LOTE examination is not included in the calculation.

Mastery in Math and/or Science: A student meets all the requirements for a Regents diploma with advanced designation AND earns a score of 85 or better on 3 math Regents examinations and/or 3 science Regents examinations.

Technical Endorsement: A student meets the requirements for either a local diploma, a Regents diploma or a Regents diploma with advanced designation AND successfully completes a Department approved CTE program including the 3 part technical assessment.

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Students with a disability who are unable to attain a local diploma through the various safety net provisions may be eligible for a Superintendent Determination of a local diploma under certain conditions. For more information on the Superintendent Determination of a local diploma go to <http://www.p12.nysed.gov/special/gradrequirements/home.html>

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EXAMINATION REQUIREMENTS

| | Regents Diploma for All Students | | Regents Diploma via Appeal for All Students | | Local Diploma via Appeal for All Students | | Local Diploma for Students with a Disability | | Local Diploma via Appeal for English Language Learners | |
|---|--|--------------------|---|---|---|---|--|---------------------------------|--|--|
| REGENTS EXAM or passing score on a Department Approved Alternative | # of Exams | Passing Score | # of Exams | Passing Score | # of Exams | Passing Score | # of Exams | Passing Score | # of Exams | Passing Score |
| English Language Arts (ELA) | 1 | 65 | 1 | 1 Regents exam with a score of 60-64 for which an appeal has been granted by the district and all remaining Regents exams with a score of 65 or above | 1 | 2 Regents exams with a score of 60-64 for which appeals have been granted by the district and all remaining Regents exams with a score of 65 or above | 1 | 55 ^A | 1 | Either the ELA Regents exam with a score of 55-59 for which an appeal has been granted by the district, and all remaining Regents exams with a score of 65 or above, OR 1 Regents exam with a score of 60-64 and the ELA Regents exam with a score of 55-59 for which appeals have been granted by the district, and the remaining Regents exams with a score of 65 or above |
| Math | 1 | 65 | 1 | | 1 | | 55 ^A | 1 | | |
| Science | 1 | 65 | 1 | | 1 | | 55 ^A | 1 | | |
| Social Studies | 1 | 65 | 1 | | 1 | | 55 ^A | 1 | | |
| Pathway (See note 1 on reverse side) | 1 or CDOS | 65 if Regents Exam | 1 or CDOS | | 1 or CDOS | | 1 or CDOS | 55 ^A if Regents exam | 1 or CDOS | |
| Compensatory Safety Net | Non Applicable | | Non Applicable | | Non Applicable | | Scores of 45-54 on any required Regents exam (except ELA and Mathematics) can be compensated by a score of 65 or above on another required Regents exam including ELA and Mathematics. | | Non Applicable | |
| Regents Diploma with Advanced Designation | | | | | | | | | | |
| Depending on the pathway a student chooses, the Regents diploma with advanced designation assessment requirements may be met in multiple ways. Students seeking the Regents diploma with advanced designation may choose from the following assessment options: | | | | | | | | | | |
| Traditional Combination | ELA, Global History and Geography, US History and Government, 3 math, 2 science (1 must be life science and 1 must be physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts or CTE | | | | | | | | | |
| Pathway Combination (other than STEM) | ELA, 1 social studies, 3 math, 2 science (1 must be life science and 1 must be physical science), 1 pathway (other than Science or math) or complete the requirements for the CDOS Commencement Credential = 7 or 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts or CTE | | | | | | | | | |
| STEM (Mathematics) Pathway Combination: | ELA, 1 social studies, 4 math, 2 science (1 must be life science and 1 must be physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts or CTE | | | | | | | | | |
| STEM (Science) Pathway Combination: | ELA, 1 social studies, 3 math, 3 science (1 must be life science and 1 must be physical science) = 8 assessments. In addition, the student must choose either 2 additional credits in LOTE and the locally developed Checkpoint B LOTE exam OR a 5 unit sequence in the arts or CTE | | | | | | | | | |

* A student with a disability may appeal scores between 52 and 54 on up to two Regents examinations in any discipline and graduate with the local diploma. See: <http://www.p12.nysed.gov/cia/gradreg/RevAppealForm2015.pdf>

[^] In the event a student with a disability is unable to attain a passing score on any Regents examination the student may be eligible for a Superintendent Determination of a local diploma.

See: <http://www.p12.nysed.gov/specialed/gradrequirements/home.html>

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

**All students must take Physical Education each year.

Regents Diploma with Advanced Designation

| REQUIRED SUBJECTS | Number of Credits | Regents Exams Required |
|----------------------|---|---|
| ENGLISH | 4 CREDITS | 1 Regents Exam in English |
| SOCIAL STUDIES | 4 CREDITS | Global History and Geography and United States History & Government |
| MATHEMATICS | 3 CREDITS | 3 Regents Exam in Math: Algebra and Geometry and Algebra II |
| SCIENCE | 3 CREDITS (At least one credit each in physical and life science) | 2 Regents Exam in Science |
| WORLD LANGUAGE | 3 CREDITS | OHM Boces Checkpoint B exam |
| HEALTH | 0.5 CREDIT | |
| ART AND/OR MUSIC | 1 CREDIT | |
| ELECTIVES | 1.5 CREDITS | |
| PHYSICAL EDUCATION** | 2.0 CREDITS | |

**All students must take Physical Education each year.

REGENTS DIPLOMAS WITH HONORS

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

REGENTS DIPLOMA WITH MASTERY IN MATH AND/OR SCIENCE

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

SEAL OF BILITERACY

The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages in addition to English. The intent of the NYSSB is to encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; recognize the value of foreign and native language instruction in schools; and affirm the value of diversity in a multilingual society. See the NYSSB website <http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb> for more information.

APPEAL OF REGENTS GRADE

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

ENGLISH LANGUAGE LEARNER (ELL) APPEAL:

Any student who first enrolled in a New York school in 9th grade or later and is identified as an ELL pursuant to Part 154 Regulations of the Commissioner of Education, may appeal to graduate with a local diploma if they have taken the required Regents examination in English language arts at least twice and earned a score on this exam between 55 and 59. Such students may also appeal a score within 5 points of passing (60-64) on one additional examination and graduate with a local diploma.

ADDITIONAL REQUIREMENTS:

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

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

GRADE CHANGE AND TRANSCRIPT EDITS

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

OTHER ACADEMIC PROGRAMMING CONSIDERATIONS

CAREER AND TECHNICAL EDUCATION

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

ADVANCED PLACEMENT PROGRAM

The Advanced Placement Program, in conjunction with the Educational Testing Service of Princeton, NJ, is designed to offer very capable students an opportunity to earn college credit while in high school. College credit is dependent upon the student's performance on the Advanced Placement Examination and on the college's/university's credit policy. Students in selected 11th and/or 12th grade advanced courses in English, Mathematics, Science, Social Studies, and a World Language, 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, Westchester Community College 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 it 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 2022-2023 school year, the first semester and full year "Drop Deadline" is September 15, 2023. The second semester "Drop Deadline" is February 2, 2024.

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

SPECIAL PROGRAMS AND SERVICES ACADEMIC INTERVENTION SERVICES (AIS)

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

AFTER SCHOOL INSTRUCTION AT PEEKSKILL HIGH SCHOOL

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

ELTON BRAND ACADEMY



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

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

Evening Theatre School

Peekskill High School maintains a comprehensive night school. Most academic graduation requirements in the areas of Math, Science, English, Social Studies and P.E. are offered. Night School is used for credit recovery to students who have previously failed a course.

Students must enroll in night school through their counselor and fill out an application. Night school policies and procedures are published by the night school administrator and all students must follow the Peekskill Code of Conduct.

ENL & Spanish Support Courses

Aligned with New York State's Education Department, the mission of Peekskill City School District's English as a New Language program and Spanish support courses, is to ensure that English Language Learners/ Multilingual Learners (ELLs/MLLs), attain the highest level of academic success and language proficiency. We strive to ensure that all students' individual educational paths and socio-emotional needs are met in multiple languages leading them to college and career readiness. We believe that all teachers are teachers of ELLs/MLLs. English language learners participate with and learn from students of other linguistic and cultural backgrounds that:

- Makes instructional use of both English and the 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 opportunities for students to learn certain content in their native language through a linguistic additive model where instruction gradually transitions to English throughout the year.

The Peekskill High School Spanish support courses are content-area classes that allow eligible Spanish dominant students to attend classes taught in their native language and English.

THE PEEKSKILL CITY SCHOOL DISTRICT

TEST ASSESSING SECONDARY COMPLETION

(TASC) Program

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

CONTACT INFORMATION

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

- Ms. Lisa Dorado at (914)737-0201 ext. 3512 or email at ldorado@peekskillschools.org

PROGRAM DETAILS

The TASC program which takes place in the Putnam/Northern Westchester BOCES in Yorktown. The students are considered to be Peekskill City School District students and they are expected to follow the Peekskill CSD Code of Conduct. The Code of Conduct can be found on the district website at <https://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.

TEST ASSESSING SECONDARY COMPLETION (TASC)

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

The exam includes five sections:

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

COURSE AVAILABILITY

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

GRADE LEVEL CLASSIFICATIONS (SOPHOMORE, JUNIOR, SENIOR)

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

SOPHOMORE

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

JUNIOR

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

SENIOR

- **At least 16.0 credits**
- A minimum of 14 core credit classes: (English I, English II, English III, Algebra [®], Geometry [®], Living Environment [®], Earth Science [®], U.S. History & Government [®], Global History I, Global History II [®], Physical Fitness, World Language, Art / Music and Health).

GRADUATION CANDIDATE ELIGIBILITY

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

SAMPLE SCHEDULES BY GRADE **FRESHMAN YEAR – GRADE 9**

| Marking Period 1 and 2 | Period | Marking Period 3 and 4 |
|---|---------------|--|
| Algebra I [®] | 1 | Algebra I [®] [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 |
| Global History I | 6 | Global History I [1.0] |
| Spanish II | 7 | Spanish II [1.0] |
| Art or Music or Health or STEM | 8 | Art or Music or Health or STEM |
| Art or Music or Health or STEM | 9 | Art or Music or Health or STEM |
| Call Back | Call Back | Call Back |

Note:

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

SOPHOMORE YEAR – GRADE 10

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

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

| Marking Period 1 and 2 | Period | Marking Period 3 and 4 |
|--|-----------|--|
| Geometry ® | 1 | Geometry ® [1.0] |
| Earth Science ® | 2 | Earth Science ® [1.0] |
| Earth Science Lab ® / Physical Education 10 | 3 | Earth Science Lab ® / Physical Education 10 [0.5] |
| English 10 | 4 | English 10 [1.0] |
| Global History II ® | 5 | Global History II ® [1.0] |
| Lunch | 6 | Lunch |
| Spanish III | 7 | Spanish III [1.0] |
| Art or Music or Health or STEM | 8 | Art or Music or Health or STEM |
| Art or Music or Health or STEM | 9 | Art or Music or Health or STEM |
| 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, Algebra ®, Geometry ®, Living Environment ®, Earth Science ®, U.S. History & Government ®, Global History I, Physical Education 9, Fitness for Life 1).

| A Junior must have passed at least 2 Regents (Integrated Algebra ® or Living Environment ® and U.S. History & Government ®) | Period | Marking Period 3 and 4 |
|--|--------|------------------------------------|
| Algebra II ® | 1 | Algebra II ® [1.0] |
| Chemistry ® | 2 | Chemistry ® [1.0] |
| Chemistry Lab ® / PE – | 3 | Chemistry Lab ® / PE – [0.5] |
| English 11 ® | 4 | English 11 ® [1.0] |
| US History and Government® | 5 | US History and Government® [1.0] |
| Lunch | 6 | Lunch |
| WCC Intermediate Spanish 1 ® | 7 | WCC Intermediate Spanish 1 ® [1.0] |
| Elective | 8 | Elective |
| Elective | 9 | 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, Algebra [®], Geometry [®], Living Environment [®], Earth Science [®], U.S. History & Government [®], Global History I, Global History II [®], Physical Fitness, World Language, Art / Music, Health).

- A senior must pass **at least 4 Regents** (Algebra [®], Living Environment [®], Comprehensive English [®], U.S. History & Government [®]).

| Marking Period 1 and 2 | Period | Marking Period 3 and 4 |
|-----------------------------------|--------|--|
| Pre-Calculus | 1 | Pre-Calculus [1.0] |
| Physics [®] | 2 | Physics [®] [1.0] |
| Physics Lab [®] / PE | 3 | Physics Lab [®] / PE [0.5] |
| English 12 | 4 | English 12 [1.0] |
| Participation in Government [0.5] | 5 | Economics [0.5] |
| Elective | 6 | Elective |
| Lunch | 7 | Lunch |
| Elective | 8 | Elective |
| Elective | 9 | 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), World Language (1.0 credit), Arts (1.0 credit), Electives (3.5 credits) – to graduate from Peekskill City School District.

Peekskill City School District
Grades 9-12 Worksheet

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

| Subjects | Required Credits | Important Information | 9th Grade | 10th Grade | 11th Grade | 12th Grade |
|-----------------------------|-------------------------|---|-----------------------------|------------------------------|------------------------------|------------------------------|
| English | 4.0 | + Regents in English Language Arts | | | | |
| Social Studies | 4.0 | + Regents in Global History + Regents in US History and Government | | | | |
| Mathematics | 3.0 | + Regents in Algebra or Geometry or Algebra II | | | | |
| 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 | | | | |
| World Languages | 1.0 | +2 more credits and OHM Boces exam in Spanish, (Advanced Regents Diploma) | | | | |
| The Arts (Art / Music) | 1.0 | | | | | |
| Electives | 3.5 | | | | | |
| Diploma Requirements | 22 Minimum | | | | | |

ACCELERATED/HONORS PROGRAM

The goals of the Honors, Advanced Placement and College Level Program offered at Peekskill High School are to:

Provide students with rigorous, challenging coursework that will prepare them for a 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 World Language begun in the Middle School.

Below is a recommended course selection map for students in grades 9-12:

- Programs in Living Environment, Earth Science, Chemistry, Astronomy, STEM, Engineering, Robotics and Physics.
- A two-year World History Advanced Placement Course is offered in grades 9 and 10. This course parallels the Global History I and II courses. SUNY Albany's Public Policy in Modern America, Classism, Racism, Sexism and Latin America and The Caribbean courses.
- A pre-AP English Language and Composition course is offered in grade 10, and SUNY Albany's African Diaspora in the United States.
- A computer science sequence can begin in grade 9 or 10.
- Spanish 5 Honors, WCC Intermediate Spanish 1, AP Spanish Language and Culture, AP Spanish Literature and SUNY Albany Latino USA.
- Advanced Art and Portfolio Development
- Select Chorus, Vocal Jazz Ensemble and The "City Singers"

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

| COURSES OFFERED | |
|---|--|
| AP African American Studies | AP Biology |
| AP English Language | AP Calculus (AB) |
| AP English Literature | AP Computer Science |
| AP U.S. History | AP Spanish Language |
| AP U.S. Government and Politics | AP Spanish Literature |
| African Diaspora (CLC) SUNY | AP World History |
| Argumentation and Debate (CLC) SUNY | WCC Computer Information Systems (CLC) |
| Classism, Racism, Sexism (CLC) SUNY | Authentic Science Research (CLC) SUNY |
| Latin America and the Caribbean (CLC) SUNY | WCC Suny Astronomy (CLC) |
| Entrepreneurship (CLC) | WCC Anatomy and Physiology I (CLC) |
| Public Policy in Modern US (CLC) SUNY | Women's Studies (CLC) SUNY |
| Sociology (CLC) SUNY | Math 12(CLC) WCC - |
| Social Justice, Introduction to Government (CLC) SUNY | Intermediate Spanish 1(CLC) WCC |
| WCC Forensics (CLC) | Latino USA (CLC) SUNY |
| Introduction to Hip Hop (CLC) SUNY | |

2023-2024
Criteria for Course Recommendations by Department

Prerequisites are a very useful tool to ensure students have the background and foundation to succeed at the next level. It measures if students have acquired the knowledge, skills, and determination to successfully complete and/or master the subsequent coursework. It also helps properly place students in the appropriate class, so they can feel sufficiently prepared, more confident and comfortable with the subject matter. In most cases the existing course catalog has 3 or more data points which can be used to prevent misplacement of students in courses they have yet to prepare for, based on prior performance.

| SUBJECT | COURSE NAME | GRADE | GUIDELINES FOR 2023-2024 |
|--------------------|---------------------------|--------------|---|
| Mathematics | Geometry 9 Honors | 9 | Students must meet at least two of the following three criteria: 85% or higher in 8th grade Algebra I class; Lexile level of 1050 +; Teacher Recommendation |
| Mathematics | Algebra II Honors | 10-11 | Students must meet at least two of the following three criteria: 85% or higher in Geometry Honors/Geometry class; Lexile level of 1050 +; Teacher Recommendation |
| Mathematics | Precalculus Honors | 11-12 | Students must meet at least two of the following three criteria: 85% or higher in Algebra II Honors/Algebra II class; Lexile level of 1050 +; Teacher Recommendation |
| Mathematics | Precalculus | 11-12 | Students must meet at least two of the following three criteria: 80% or higher in Algebra II Honors/Algebra II class; Lexile level of 1050 +; Teacher Recommendation; |
| Mathematics | AP Calculus | 12 | Students must meet at least two of the following three criteria: 90% or higher in Precalculus Honors/Precalculus class; Lexile level of 1050 +; Teacher Recommendation |
| Mathematics | Calculus | 12 | Students must meet at least two of the following three criteria: 80% or higher in Precalculus Honors/Precalculus class; Lexile level of 1050 +; Teacher Recommendation |

| | | | |
|--------------------|----------------------------|----|---|
| Mathematics | AP Computer Science | 12 | Students must meet at least two of the following three criteria: 90% or higher in previous Computer Science course(s); Lexile level of 1050 +; Teacher Recommendation |
| Mathematics | Statistics | 12 | Students must meet at least two of the following three criteria: 80% or higher in Precalculus Honors/Precalculus class or Algebra II Honors/Algebra II class; Lexile level of 1050 +; Teacher Recommendation |

Social Studies: Prerequisites can be a very useful tool to measure if students have the knowledge, skills, and determination to succeed at the next level. It can also help properly place students in the right class so that they can feel more confident and comfortable with the subject matter. In most cases the existing course catalog has up to 3 data points which can be used to prevent under qualified students from being placed in courses which are not suited for them based on prior performance.

| SUBJECT | COURSE NAME | GRADE | GUIDELINES FOR 2023-2024 |
|-----------------------|---------------------------------|--------------|--|
| Social Studies | Global History I Honors | 9 | Students must meet at least two of the following three criteria 85+ in previous class; reading on grade level (Lexile score 1010+); Teacher Recommendation |
| Social Studies | AP World History I | 9 | Students must meet at least two of the following three criteria 90+ in previous class; reading on grade level (Lexile score 1010+); Teacher Recommendation |
| Social Studies | Global History II Honors | 10 | Students must meet at least two of the following three criteria 85+ in Global History I; reading on grade level (Lexile score 1050+); Teacher Recommendation |
| Social Studies | AP World History II | 10 | Students must meet at least two of the following three criteria 90+ in Global History I ; 1050+Lex Teacher Recommendation |
| Social Studies | U.S. History Honors | 11 | Students must meet at least two of the following three criteria 85+ in Global History II; 1050+Lex Teacher Recommendation |
| Social Studies | AP U.S. History | 11 | Students must meet at least two of the following three criteria 90+ in Global History II; 1050+Lex Teacher Recommendation |

| | | | |
|-----------------------|---|-------|---|
| Social Studies | Debate 9-10 and 11-12 | 9-12 | Students must meet at least two of the following three criteria 85+ in previous social studies class; 1050+Lex Teacher Recommendation |
| Social Studies | Public Policy in Modern America OR Introduction to Social Justice and Government | 12 | Students must meet at least two of the following three criteria 85+ in previous class; 1050+Lex Teacher Recommendation |
| Social Studies | Entrepreneurship Eco. | 12 | Students must meet at least two of the following three criteria 85+ in previous class; 1050+Lex Teacher Recommendation |
| Social Studies | AP U.S. Gov't & Politics | 12 | Students must meet at least two of the following three criteria 90+ in U.S. History; 1050+Lex Teacher Recommendation |
| Social Studies | History of American Women | 11-12 | Students must meet at least two of the following three criteria 85+ in previous social studies class; 1050+Lex Teacher Recommendation |
| Social Studies | AP African American Studies | 11-12 | Students must meet at least two of the following three criteria 90+ in previous social studies class; 1050+Lex Teacher Recommendation |
| Social Studies | Classism, Racism, Sexism | 11-12 | Students must meet at least two of the following three criteria 85+ in previous social studies class; 1050+Lex Teacher Recommendation |
| Social Studies | Latin America & Caribbean | 11-12 | Students must meet at least two of the following three criteria 85+ in previous social studies class; 1050+Lex Teacher Recommendation |
| Social Studies | Sociology | 11-12 | Students must meet at least two of the following three criteria 85+ in previous social studies class; 1050+Lex Teacher Recommendation |

| SUBJECT | COURSE NAME | GRADE | GUIDELINES FOR 2023-2024 |
|----------------|--------------------------|--------------|---|
| English | English 9 Honors | 9 | Students must meet at least two of the following three criteria: 85+ average in English 8; Reading on grade level (Lexile score 1010+); teacher recommendation. |
| English | English 10 Honors | 10 | Students must meet at least two of the following three criteria; 85+ average in English 9/9H; Reading on |

| | | | |
|----------------|--------------------------------|-------|---|
| | | | grade level (Lexile score 1050+); teacher recommendation. |
| English | AP English Language | 11 | Students must meet at least two of the following three criteria: 85+ in English 10 or 80+ in English 10H; Reading on 11th grade level (Lexile score 1185+); teacher recommendation. |
| English | African Diaspora | 11-12 | Students must meet at least two of the following three criteria: 85+ in English 11 or 80+ in English 10H/11AP; Reading on 11-12th grade level (Lexile score 1185+); teacher recommendation. |
| English | Introduction to Hip Hop | 11-12 | Students must meet at least two of the following three criteria: 85+ in English 11 or 80+ in English 10H/11AP; Reading on 11-12th grade level (Lexile score 1185+); teacher recommendation. |
| English | AP English Literature | 12 | Students must meet at least two of the following three criteria: 85+ average in English 11/11AP; Reading on grade level (Lexile score 1185+); teacher recommendation. |

Science- Students need to come into the honors/AP classes with certain skills already in place so that the time in class can be spent on teaching new material especially since these classes move at a faster pace. For some courses there is a prerequisite to take other courses to ensure the students have the background and foundation they need in order to be successful in the next level class. This includes other science and math courses. We feel that using regents data is one key component. We are using a score of 80% or higher on the previous regents exams except for Advanced Physics, which 85% or higher is expected in both the science and math regents.
(Lexile level - 1050)

| SUBJECT | COURSE NAME | GRADE | GUIDELINES FOR 2023-2024 |
|----------------|--|--------------|--|
| Science | Earth Science | 10 | Students must meet at least two of the following criteria: Teacher Recommendation Lexile score of 1050 + 75% or higher in previous science class |
| Science | Chemistry: The Physical Setting – Regents Level | 10-11 | Students must meet at least two of the following criteria: Teacher Recommendation Lexile score of 1050 + 75% or higher in previous science class |
| Science | Chemistry Honors | 10-11 | Students must meet at least two of the |

| | | | |
|----------------|---|----|--|
| | | | following three criteria: 85% or higher in prev science class and Algebra 1 class Lexile level of 1050 + Teacher Recommendation |
| Science | Living Environment Honors | 9 | Students must meet at least two of the following three criteria: 85% or higher in Earth Science Class Lexile level of 1050 + Teacher Recommendation |
| Science | Physics – The Physical Setting Regents | 11 | Students must meet the following criteria: Teacher Recommendation Lexile level of 1050 + 75% or higher in previous science course and Algebra 1 |
| Science | Physics Honors | 11 | Students must meet the following criteria: Teacher Recommendation 85% or higher in previous science course 85% or higher in Algebra 1 class <i>and</i> currently enrolled in or completed Algebra II Honors Lexile level of 1050+ |
| Science | Applied Physics | 11 | Students must meet the following criteria: Teacher Recommendation Lexile level of 1050 + 85% or higher in previous science course 85% or higher in Algebra 1 class <i>and</i> currently enrolled in or completed Algebra II Honors |

| SUBJECT | COURSE NAME | GRADE | GUIDELINES FOR 2023-2024 |
|------------|------------------------------|--------|---|
| | | | |
| Art | Advanced Art 1 | 9-12 | 1 Foundation Art Course with an average of an 88 or above and Teacher Recommendation |
| Art | Printmaking | 9-12 | 1 Foundation Art Course with an 85 or above AND Teacher Recommendation |
| Art | Sculpture | 9-12 | 1 Foundation Art Course with an 85 or above AND Teacher Recommendation |
| Art | Advanced Art 2 | 10- 12 | 1 Foundation Art course with an 88 or above and Teacher Recommendation |
| Art | Portfolio Development | 11-12 | 1 Foundation Art course and Advanced Art 1 or 2 with a course average of 88 or above AND Teacher Recommendation |
| Art | Digital Photography 1 | 9-12 | 1 Foundation Art Course with an 85 or |

| | | | |
|------------|------------------------------|-------|--|
| Art | Digital Photography 2 | 10-12 | above AND Teacher Recommendation Digital Photography 1 with a 85 or above AND teacher recommendation |
|------------|------------------------------|-------|--|

World Language: Prerequisites are a very useful tool to ensure students have the background and foundation to succeed at the next level. It measures if students have acquired the knowledge, skills, and determination to successfully complete and/or master the subsequent coursework. It also helps properly place students in the appropriate class, so they can feel sufficiently prepared, more confident and comfortable with the subject matter. In most cases the existing course catalog has 3 or more data points which can be used to prevent misplacement of students in courses they have yet to prepare for, based on prior performance.

| SUBJECT | COURSE NAME | GRADE | GUIDELINES FOR 2023-2024 |
|----------------|---|--------------|--|
| Spanish | WCC Span 201- Intermediate Spanish 1 | 10, 11, 12 | Students must pass the Spanish 3 course and the OHM Boces exam and receive teacher recommendation. |
| Spanish | Latino USA | 11, 12 | Students must meet at least two of the following requirements: Successful completion of WCC Intermediate Spanish 1, Spanish 5H or Spanish Language Arts; have received teacher recommendation; read on grade level based on Lexile scores (1050+). |
| Spanish | AP Spanish Language | 11, 12 | Students must meet at least two of the following requirements: Pass the WCC Intermediate Spanish 1 course, the Spanish 5H course or the Spanish Language Arts course with an 85 or above; Receive teacher recommendation; Read on 11th-12th grade level based on Lexile scores (1185+). |
| Spanish | AP Spanish Literature | 11, 12 | Students must meet at least two of the following requirements: Pass the Spanish 5H or the AP Spanish Language course with an 85 or above; Receive teacher recommendation; Read on 11th-12th grade level based on Lexile scores (1185+). |

COURSE DESCRIPTION

***Please be advised that if a course does not meet the minimum course enrollment, the courses will not be offered in the school year.**

ENGLISH DEPARTMENT

COURSE OFFERINGS

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--------------|
| English 9 | 1 | 1.0 | Full Year | English 8 |
| <p>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, plays, novels, and nonfiction texts- and students will learn to identify central ideas in texts and analyze writing strategies used by the author. Part of the curriculum involves reading plays by William Shakespeare and collaborating with the Hudson Valley Shakespeare Festival for a series of hands-on workshops. Throughout the year, students will complete a wide range of writing assignments (argumentative, narrative, and informative/explanatory) over varying periods of time. For the 9th grade final assessment, students will write a New York State ELA Regents-style Text Analysis Response. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite Intervention Indicators |
|--|--------|--------|-----------|---|
| English 9/Reading | 2 | 1.0 | Full Year | English 8; N.Y.S. ELA score 1/low 2 Reading more than 2 grades below level (Lexile score below 880); teacher recommendation. |
| <p>This is an intensive, specially designed Academic Intervention course designed to assist students who are in need of additional support, as evidenced by a variety of academic indicators. Placement in this course is based on multiple indicators that reveal individuals are below proficiency, including the 8th grade N.Y.S. English Language Assessment (1 or 2), teacher recommendation, and performance on literacy assessments. Throughout the course, students will learn to identify central ideas in texts and analyze writing strategies used by the author. Also, 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. For the 9th grade final assessment, students will write a New York State ELA Regents-style Text Analysis Response. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|---|
| English 9 Honors | 1 | 1.05 | Full Year | Students must meet at least two of the following three criteria: 85+ average in English 8; Reading on grade level (Lexile score 1010+); teacher recommendation. |
| <p>This rigorous course will provide students with an accelerated and enriched curriculum. In order to give students a foundation for future AP English courses, the already existing English 9 curriculum is supplemented with additional units, activities, readings, and writing assessments. During a unit on rhetorical techniques, students will analyze rhetorical strategies used in various modes of discourse. In addition, a rigorous independent reading curriculum, beginning with summer reading and extending throughout the year, exposes students to representative works of literary merit. A poetry and short story unit will</p> | | | | |

facilitate interdisciplinary planning and projects that align with Social Studies courses. In analyzing poetry and short stories, students will learn to look beyond the surface of a work of literature and examine the techniques utilized by authors and the effects created by the use of these techniques. One of the writing pieces will be a research project, which will introduce students to the research process and MLA formatting. Learning the research process provides students with critical thinking skills that will benefit them in their English coursework and other classes as well. For the final assessment, students will write a New York State ELA Regents-style Text Analysis Response. *NCAA approved course*

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------|
| English 10 | 1 | 1.0 | Full Year | English 9 |
| <p>English 10 continues to strengthen student skills as readers, writers, speakers, listeners, and thinkers. The curriculum incorporates both literary and informational texts, with many texts drawn from 20th century American literature examining the individual human experience and the enduring strength of the human spirit. Also, students will read several sets of nonfiction sources in order to identify claims and examine writers' use of evidence, and then develop their own claims and thoughtful source-based arguments of their own. Throughout the year, students will complete a wide range of writing assignments (literary analysis, argumentative, narrative, and informative/explanatory) over varying periods of time. For the final assessment, students will write a New York State ELA Regents-style source-based argument essay. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--|
| English 10 Honors | 1 | 1.05 | Full Year | Students must meet at least two of the following three criteria; 85+ average in English 9/9H; Reading on grade level (Lexile score 1050+); teacher recommendation. |
| <p>This course incorporates the entire curriculum of English 10, but also provides enrichment to students through additional units with rigorous examinations of challenging texts and additional projects, readings, and seminars. Enrollment in English 10 Honors continues to establish a foundation for future Advanced Placement English 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. Students develop a year-end writing portfolio compiling their best work and reflecting on the year. Additionally, students enrolled in English 10 Honors are on an accelerated path and take the ELA Regents in June of their 10th grade year. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite Intervention Indicators |
|--|--------|--------|-----------|--|
| English 10/Reading | 2 | 1.0 | Full Year | Reading more than 2 grades below level (Lexile score below 970); teacher recommendation. |
| <p>This intensive, specially designed Academic Intervention course is designed to assist students who are still in need of additional support, as evidenced by academic performance in English 9. Placement in this course is based on multiple indicators, including teacher recommendations, literacy assessment results, and overall academic performance. 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. For the final assessment, students will write a New York State ELA Regents-style source-based argument essay. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------|
| English 11 | 1 | 1.0 | Full Year | English 10 |
| <p>English 11 further refines student skills as readers, writers, speakers, listeners, and thinkers. Curriculum incorporates both literary and informational texts. Class units explore various themes in American literature, interpret central ideas, and analyze writers' use of writing strategies. Additionally, students will read nonfiction sources to develop informed claims and</p> | | | | |

source-based arguments. Throughout the year, students will complete a wide range of writing assignments (literary analysis, argumentative, narrative, and informative/explanatory) over varying periods of time. At the end of the school year, students are required to take the NYS ELA Regents examination in June. *NCAA approved course*

| Course | Credit | Weight | | Length | Prerequisite |
|---|--------|--------|--|-----------|--|
| English 11 AP English Language | 1 | 1.1 | | Full Year | Students must meet at least two of the following three criteria: 85+ in English 10 or 80+ in English 10H; Reading on 11-12th grade level (Lexile score 1185+); teacher recommendation. |

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

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|---|
| African Diaspora: Intro to African/African American History | 1 | 1.1 | Full Year | Students must meet at least two of the following three criteria: 85+ in English 11 or 80+ in English 10H/11AP; Reading on 11-12th grade level (Lexile score 1185+); teacher recommendation. |

African Diaspora centers on the movements and culture of Africans and their descendants to places around the world. Students are introduced to literary, religious, historical, cultural, political, and social topics related to Africa and the African Diaspora with a focus on the conditions that produced the African Diaspora, the face of Africa around the world, the African Diaspora in the United States, and a contemporary, global look at the African Diaspora. The purpose of the course is to enlighten students about the world in which they live as well as themselves. Students will read a variety of literary works of merit, prepare research papers, write and deliver speeches, moderate and participate in weekly student-constructed Socratic Seminars, as well as a myriad of other thought-provoking, academically rigorous activities. Students have the option of earning three college credits for this course through SUNY Albany's College of Arts and Sciences *University in the High School Program* (2023-24 cost=\$190.00; subject to change in future years). This course also meets the University at Albany's General Education Requirement of U.S. Diversity and Pluralism and will enable students to demonstrate the 4 points listed at http://www.albany.edu/gened/ch_diversity.shtml *NCAA approved course*

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| English 12 A.P. English Literature | 1 | 1.1 | Full Year | Students must meet at least two of the following three criteria: 85+ average in English 11/11AP; Reading on grade level (Lexile score 1185+); teacher recommendation. |

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, students will thoroughly understand the following elements: the experience of literature, the interpretation of literature, and the evaluation of literature. These aspects of reading will correspond to an approach to writing about literary works. Writing to evaluate a literary work will involve the students in making and explaining

judgments about a work's artistry and exploring its underlying social and cultural values through analysis, interpretation and argument. Students take the Advanced Placement Examination in May. *NCAA approved course*

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------------------------------|
| English 12 Creative Writing A/ Creative Writing B | 1 | 1.0 | Full Year | English 11 65+ on English Regents |
| <p>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 writers. 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. Additionally, all English 12 courses will include units focused on College and Career Readiness, ranging from writing a Common App essay, creating a resume and cover letter, adhering to email etiquette, and researching post-high school options. Students are encouraged to enroll in both Creative Writing A and B for the full year experience. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--------------------------------------|
| English 12A: Memoir and Nonfiction | .5 | 1.0 | Half Year | English 11 65+ on English Regents |
| <p>This one semester course explores nonfiction through a variety of genres, including memoirs, autobiographical narratives, journalism, and documentary films. Students will deepen their understanding of personal writing, through weekly journal entries, polishing college essays, and gradually developing a memoir that details pivotal moments in their lives. This course will help students take a more holistic approach to the writing process, by paying close attention to imagery, characterization, setting, point of view, and figurative language, thus preparing them to meet the demands of college writing. Additionally, all English 12 courses will include units focused on College and Career Readiness, ranging from writing a Common App essay, creating a resume and cover letter, adhering to email etiquette, and researching post-high school options. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------------------------------|
| English 12B Media Literacy | .5 | 1.0 | Half Year | English 11 65+ on English Regents |
| <p>This one semester course has two components: First, there will be a full immersion into college and career readiness through digital media research. Students will reinforce their understanding of the various channels of the college process, including but not limited to, the Common App, FAFSA, Naviance, and how to apply for scholarships. Additionally, students will establish an awareness of meaningful career opportunities that do not require four-year degrees. Second, students will explore how digital media impacts our day to day lives and shapes our understanding of the world. Students will examine current events, documentary films, and a series of informational texts in order to explore the implications and nuances that can be drawn from social media. Projects will include a Common App Personal Statement, College & Career research, and the creation of a public service announcement. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------------------------------|
| English 12: HS: Introduction to Hip Hop Studies | 1 | 1.0 | Full Year | English 11 65+ on English Regents |
| <p>Living legend and Hip-Hop's first master teacher, KRSOne, defines Hip-Hop simply as "Life". In this course you will explore the life of Hip-Hop that began in 1973 in the South Bronx, and because life is culture, your study of Hip-Hop culture will encompass a close examination of much more than rap music: You will study all facets of Hip-Hop from its history to its impact on fashion to its impact on American politics. Furthermore, as a result of taking this course, you will better understand Hip-Hop as an</p> | | | | |

extension and expression of Afro-Caribbean culture. Additionally, all English 12 courses will include units focused on College and Career Readiness, ranging from writing a Common App essay, creating a resume and cover letter, adhering to email etiquette, and researching post-high school options.

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| English 12: College: Introduction to Hip Hop Studies | 1 | 1.0 | Full Year | Students must meet at least two of the following three criteria: 85+ in English 11 or 80+ in English 10H/11AP; Reading on 11-12th grade level (Lexile score 1185+); teacher recommendation. |

This college-level course will explore various aesthetic and political developments in Hip-Hop culture and literature since the late 1970s. Beyond focusing on the cultural contexts in which Hip-Hop emerged and flourished, the course seeks to better understand Hip-Hop as an extension and expression of Black and Caribbean intellectual traditions, political philosophies, and aesthetic forms. In this course, students will explore Hip-Hop's cultural, historical, and political developments by decade, from the 70s up to present day. Additionally, all English 12 courses will include units focused on College and Career Readiness, ranging from writing a Common App essay, creating a resume and cover letter, adhering to email etiquette, and researching post-high school options. Students have the option of earning three college credits for this course through SUNY Albany's College of Arts and Sciences *University in the High School Program* (2023-24 cost= \$190.00; subject to change in future years).

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------------------------------|
| English 12: Introduction to College Writing | 1 | 1.0 | Full Year | English 11 65+ on English Regents |

Introduction to College Writing is a full-year course to help prepare students for the rigors and expectations of college writing. This class will allow students to engage in thoughtful, independent research, writing from sources, making effective use of MLA and APA citations, and sharing their findings through academic discourse. Although college credit is not given, students will follow a curriculum provided by Westchester Community College that will mimic what an introductory writing course would look like at the college level. Required units and assessments will include, Writing for the College Application, Topic Exploration & Source Analysis, and finally, Independent Research. A deep interest in developing college-level writing skills is a must when considering this elective.

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------------------------------|
| English 12: Analyzing Images and Film | .5 | 1.0 | Half Year | English 11 65+ on English Regents |

Analyzing Images and Film is a one-semester (half-year) course in which students learn methods for exploring meanings that lie beneath the surface of writing and images. Developing analytical skills, students will read and analyze poetry, prose, lyrics, images and film. For analyzing texts, students will share their insights through discourse and writing. For analyzing images and film, students will share their insights through discourse, writing and creation. This course is recommended for students interested in delving deeper through analyzing and interpreting texts in various modalities in order to discover and share insights. Additionally, all English 12 courses will include units focused on College and Career Readiness, ranging from writing a Common App essay, creating a resume and cover letter, adhering to email etiquette, and researching post-high school options. *NCAA approved course*

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--------------------------------------|
| Advanced Scene Study/ Advanced Drama | 1 | 1.0 | Full Year | English 11 65+ on English Regents |

This course is designed to analyze and evaluate scenes and scripts that have been important contributions to the world of theatre. This course lays the foundation for studying the discipline and art of acting through exercises, games, reading, discussion, scene work, and analysis. This includes learning about various ways to approach a scene study through acting, voice work, and body work. This class is based in English analysis but will include acting for assessment purposes. This class culminates in an evening of drama performance. Additionally, all English 12 courses will include units focused on College and Career Readiness, ranging from writing a Common App essay, creating a resume and cover letter, adhering to email etiquette, and researching post-high school options.

| Course | Credit | Weight | Length | Prerequisite |
|-------------------|---------|--------|-------------------|--------------|
| English 12 | .5 or 1 | 1.0 | Half or Full Year | English 11 |

English 12 is designed to continue strengthening core skills as readers, writers, speakers, listeners, and thinkers. Throughout the course, the curriculum focuses on closely reading both literary and informational texts. Class units focus on exploring various themes in literature, interpreting central ideas, and analyzing writers' use of writing strategies, as well as reading nonfiction sources to develop informed claims and provide source-based arguments. Students will complete a wide range of writing assignments (literary analysis, argumentative, narrative, and informative/explanatory) over varying periods of time. Additionally, this course includes units focused on College and Career Readiness, ranging from writing a Common App essay, creating a resume and cover letter, adhering to email etiquette, and researching post-high school options.

| Course | Credit | Weight | Length | Prerequisite Intervention Indicators |
|-------------------------------|--------|--------|-----------|--|
| Writing/Literacy Lab 9 | .5 | 1.0 | Full Year | Freshman students who are not enrolled in English/Reading 9 and meet one of the following two criteria: Reading 1-2 grades below level (Lexile score between 880-970); teacher recommendation. |

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

| Course | Credit | Weight | Length | Prerequisite Intervention Indicators |
|--------------------------------|--------|--------|-----------|--|
| Writing/Literacy Lab 10 | .5 | 1.0 | Full Year | Sophomore students who are not enrolled in English/Reading 10 and meet one of the following two criteria: teacher recommendations; Reading 1-2 grades below level (Lexile score between 970-1010); teacher recommendation. |

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

| Course | Credit | Weight | Length | Prerequisite Intervention Indicators |
|--|--------|--------|-----------|---|
| Writing/Literacy Lab 11 | .5 | 1.0 | Full Year | Junior students who meet one of the following two criteria: Reading more than 2 grades below level (Lexile score below 1010); teacher recommendation. |
| <p>The course is designed to provide Academic Intervention Services and instructional support for 11th grade students who are in need of additional support in literacy in order to attain proficiency on the N.Y.S. ELA Regents exam. Placement in this course is based on multiple indicators that reveal individuals are in need of additional support, including the Scholastic Reading Inventory (SRI), teacher recommendation, and performance on reading and writing assessments. The goal of this course is to provide students with additional, targeted instruction designed to improve reading and writing skills across all content areas, but also to specifically provide them with additional instruction to assure success on the ELA Regents exam. English Language Learners at the Transitioning, Expanding and Commanding level can be enrolled in Writing/Literacy Lab 11 for additional support.</p> | | | | |

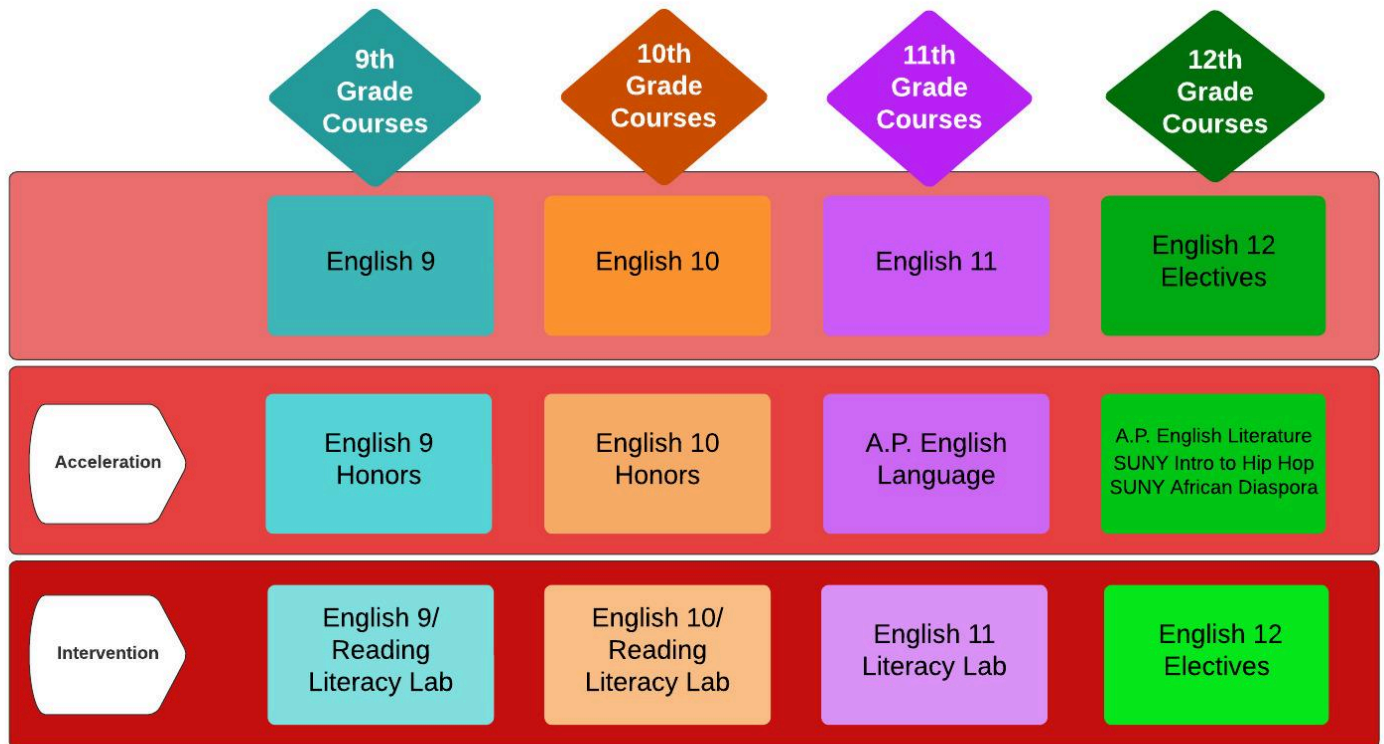
| Course | Credit | Weight | Length | Prerequisite Intervention Indicators |
|---|--------|--------|-----------|---|
| Intensive Writing/Literacy Lab 9-11 | 1 | 1.0 | Full Year | 9th-11th grade Special Education students who meet one of the following two criteria: Reading more than 2 grades below level (Lexile score below 1010); teacher recommendation. |
| <p>The course is designed to provide daily, intensive Academic Intervention Services and instructional support for 9th-11th grade Special Education students who are in need of additional support in literacy in order to attain proficiency on the N.Y.S. ELA Regents exam. Placement in this course is based on multiple indicators that reveal individuals are in need of additional support, including the Scholastic Reading Inventory (SRI), teacher recommendation, and performance on reading and writing assessments. The goal of this course is to provide students with additional, targeted instruction designed to improve reading and writing skills across all content areas; therefore, the program directly addresses individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--|
| ELA AIS Regents Review | 0 | 0 | Half Year | 4 th year students who did not pass ELA Regents |
| <p>This course is designed for fourth year students who did not pass the ELA Regents exam. The goal of this course is to provide students with a targeted intervention and develop literacy skills, which will prepare them to demonstrate proficiency on the ELA Regents exam.</p> | | | | |

INTERVENTION and ACCELERATION INDICATORS: Placement in acceleration and intervention courses are determined based on the nationally normed Lexile Levels below.

| Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|----------|-----------|-----------|-----------|-----------|-----------|
| 190-530 | 420-650 | 520-820 | 740-940 | 830-1010 | 925-1070 |
| Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| 970-1120 | 1010-1185 | 1050-1260 | 1080-1335 | 1185-1385 | 1185-1385 |

Peekskill High School: English Flowchart Departmental Pathways: 9th-12th



Criteria for Course Recommendations by Department

| SUBJECT | COURSE NAME | GRADE | GUIDELINES FOR 2024-2025 |
|---------|-------------------------------------|-------|--|
| English | English 9 Honors | 9 | Students must meet at least two of the following three criteria: 85+ average in English 8; Reading on grade level (Lexile score 1010+); teacher recommendation. |
| English | English 10 Honors | 10 | Students must meet at least two of the following three criteria; 85+ average in English 9/9H; teacher recommendation; Reading on grade level (Lexile score 1050+). |
| English | English 11 AP English Language | 11 | Students must meet at least two of the following three criteria: 85+ average in English 10/10H; teacher recommendation; Reading on 11th grade level (Lexile score 1185+). |
| English | African Diaspora | 11/12 | Students must meet at least two of the following three criteria: 85+ average in English 11/11AP/E10H; Reading on grade level (Lexile score 1185+); teacher recommendation. |
| English | English 12 AP English Literature | 12 | Students must meet at least two of the following three criteria: 85+ average in English 11/11AP; teacher recommendation; Reading on grade level (Lexile score 1185+). |
| English | Intro to Hip Hop | 11/12 | Students must meet at least two of the following three criteria: 85+ average in English 11/11AP/E10H; Reading on grade level (Lexile score 1185+); teacher recommendation. |

Criteria for Course Intervention Courses

| GRADE | English/Reading | Literacy Lab |
|-----------|--|--|
| 9 | English 8; N.Y.S. ELA score 1/low 2 Reading more than 2 grades below level (Lexile score below 925); teacher recommendation. | Freshman students who are not enrolled in English/Reading 9 and meet one of the following two criteria: Reading 1-2 grades below level (Lexile score between 925-990); teacher recommendation. |
| 10 | Reading more than 2 grades below level (Lexile score below 970); teacher recommendation. | Sophomore students who are not enrolled in English/Reading 10 and meet one of the following two criteria: teacher recommendations; Reading 1-2 grades below level (Lexile score between 970-1030); teacher recommendation. |
| 11 | | Junior students who meet one of the following two criteria: Reading more than 2 grades below level (Lexile score below 1010); teacher recommendation. |
| 12 | | ELA AIS Regents Review: 4 th year students who did not pass ELA Regents |

ENGLISH AS A NEW LANGUAGE (ENL)

COURSE OFFERINGS

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

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|-------------------------------|
| ENL Entering 9/10 ENL Entering 11/12 | 2 | 1.0 | Full Year | NYSESLAT/NYSITELL Entering |
| A double-block course for English Language Learners who have been determined to be at the Entering stages of English language acquisition. Students require intensive Sheltered English listening, speaking, reading, and writing instruction. Emphasis is placed on English language comprehension, grammar, syntax, vocabulary building, idiomatic expressions, and everyday English language use. | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|-------------------------------|
| ENL Emerging 9/10 ENL Emerging 11/12 | 1 | 1.0 | Full Year | NYSESLAT/NYSITELL Emerging |
| A course for English Language Learners who have been determined to be at the Emerging stages of English language acquisition. Students require intensive Sheltered English listening, speaking, reading, and writing instruction. Emphasis is placed on English language comprehension, grammar, syntax, vocabulary building, idiomatic expressions, and everyday English language use. | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|---------------------------------|
| English 9 English 10 English 11 English 12 | 1 | 1.0 | Full Year | NYSITELL/NYSESLAT All Levels |
| All English Language Learners are enrolled in Integrated ENL/English 9/10/11/12 courses in order to continue developing their English skills in listening, speaking, reading, and writing skills while receiving intensive language support. Emphasis is placed on complex English language structures, vocabulary development, grammar, mechanics, and exposure to different genres. Course descriptions for English 9/10/11/12 are listed in the English section of the Course Catalog. Additionally, Entering English Language Learners are enrolled in a Sheltered English course designed specifically for Entering students. All 11th-grade students are required to take the E.L.A. Regents. | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--|
| English 12: Memoir and Nonfiction | .5 | 1.0 | Half Year | NYSITELL/NYSESLAT Emerging; Transitioning; Expanding; |

| | | | | |
|---|---|-----|-----------|--|
| English 12: Analyzing Images and Texts | | | | Commanding |
| English 12: Media Literacy | | | | |
| English 12: Creative Writing A/B | 1 | 1.0 | Full Year | NYSITELL/NYSESLAT Emerging; Transitioning; Expanding; Commanding |

All 12th grade English Language Learners are enrolled in an English 12 course in order to continue developing their English skills in listening, speaking, reading, and writing while receiving intensive language support. Emphasis is placed on complex English language structures, vocabulary development, grammar, mechanics, and exposure to different genres.

All English 12 courses can be taken to receive English 12 course credit. Memoir and Nonfiction, Media Literacy, and Analyzing Images are half year/half credit English 12 courses. Creating Writing A/B is a full year/full credit English 12 course. Course descriptions are listed in the English section of the Course Catalog.

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--|
| English 12: Introduction to College English | 1 | 1.0 | Full Year | NYSITELL/NYSESLAT Transitioning; Expanding; Commanding |
| English 12: Introduction to Hip Hop Studies | | | | |

All 12th grade English Language Learners are enrolled in Integrated English 12 courses in order to continue developing their English listening, speaking, reading, and writing skills while receiving intensive language support. Emphasis is placed on complex English language structures, vocabulary development, grammar, mechanics, and exposure to different genres.

All courses above are full year/one credit English 12 courses that can be taken to receive English 12 course credit. Course descriptions are listed in the English section of the Course Catalog.

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-------------------------------|---|
| ENL 9/10 Flex 1 ENL 11/12 Flex 1 | .5 | 1.0 | Full Year/ every other day | Transitioning; Expanding; Commanding |

A course for English Language Learners who have been determined to be at the Transitioning and/or Expanding stage of English language, pursuant to the NYSESLAT. This class serves as a bridge between ENL and mainstream English classes. Students are also enrolled in a mainstream English class. Instruction focuses on English language structures, vocabulary development, grammar, mechanics, research, expository and creative writing, and extensive reading of all genres of literature.

| Course | Credit | Weight | Length | Prerequisite |
|-----------------------------------|--------|--------|-----------|--------------------------------|
| Stand-Alone ENL Bridges | 1 | 1.0 | Full Year | NYSITELL Newcomers/S.I.F.E. |
| Integrated ENL/ELA Bridges | 1 | 1.0 | Full Year | |

The Bridges Program is specifically for culturally and linguistically diverse English Language Learners who have recently immigrated to the United States, never experienced the American education system and have interrupted or inconsistent formal education (S.I.F.E.). During a daily three-period block (two periods ELL support and one period of English), content integrated instruction focuses on English language acquisition (speaking, listening, reading, and writing), literacy, and American culture. Although English language acquisition is a primary objective, students are encouraged to use their first languages and share

their cultures in order to successfully participate in class activities and complete assignments. Students generally remain in the program from 6 months to 1 year. Readiness for exiting the Program is determined by multiple factors, including NYSESLAT scores, classwork, class exams, etc.

SOCIAL STUDIES DEPARTMENT

COURSE OFFERINGS

All students must complete four units of Social Studies and pass one Regents Examination in Global History and Geography II and one Regents exam in U.S. History and Government.

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--------------|
| Global History & Geography I | 1 | 1.0 | Full Year | None |
| <p>This course provides students with the opportunity to study world regions in Global History and their cultures within a framework that is designed to develop a global perspective for the period beginning in the Paleolithic Era to circa 1750. This approach aims to cultivate students' knowledge, and skills of gathering, interpreting and using evidence, chronological reasoning and causation, comparison and contextualization, and geographic reasoning, which will help develop them to function effectively in a world characterized by ethnic diversity, cultural pluralism, international and domestic conflicts and the importance of climate and geography. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--|
| Global History & Geography I Honors | 1 | 1.05 | Full Year | Students must meet at least two of the following three criteria 85+ in previous class ; 1050+Lex; Teacher Recommendation |
| <p>This course provides students with the opportunity to study world regions in Global History and their cultures within a framework that is designed to develop a global perspective for the period beginning in the Paleolithic Era to circa 1750. This approach aims to cultivate students' knowledge, and skills of gathering, interpreting and using evidence, chronological reasoning and causation, comparison and contextualization, and geographic reasoning, which will help develop them to function effectively in a world characterized by ethnic diversity, cultural pluralism, international and domestic conflicts and the importance of climate and geography. A significant amount of work is required, including extensive reading and writing, analysis of primary sources at a level which demonstrates high proficiency in social studies skills. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--|
| AP World History I | 1 | 1.1 | Full Year | Students must meet at least two of the following three criteria 90+ in previous class; 1050+Lex ; Teacher Recommendation |
| <p>World History I is the first year of a two-year program designed to prepare students to take the AP Advanced Placement World History exam. The course will focus on the interactions between communities and cultures across time and place. Within a chronological approach, students will examine how different societies have historically addressed complex political, economic and social issues. This course addresses history from approximately 8000 BC to 1450 AD and focuses on the development of skills specific to the study of history, including document analysis and persuasive writing. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|------------------|
| Global History & Geography II | 1 | 1.0 | Full Year | Global History I |
| <p>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. Global History II provides a snapshot of the world circa</p> | | | | |

1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach. All students will take the Global History & Geography Regents Examination. *NCAA approved course*

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--|
| Global History & Geography II Honors | 1 | 1.05 | Full Year | Students must meet at least two of the following three criteria 85+ in Global History I ; 1050+Lex; Teacher Recommendation |
| 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. Global History II provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology, and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach. A significant amount of work is required, including extensive reading and writing, analysis of primary sources and individual research at a level which demonstrates a high proficiency in social studies skills combined with extensive information, showing breadth of scope and depth. <i>NCAA approved course</i> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--|
| AP World History II | 1 | 1.1 | Full Year | Students must meet at least two of the following three criteria 90+ in Global History I ; 1050+Lex; Teacher Recommendation |
| The AP World History course focuses on developing students' understanding of world history from approximately 600 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania. This course culminates with an AP exam in May. <i>NCAA approved course</i> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|---------------------------------|
| U.S. History & Government | 1 | 1.0 | Full Year | Global History and Geography II |
| United States History and Government begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution. The development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, the threat of terrorism, and the place of the United States in an increasingly globalized and interconnected world. <i>NCAA approved course</i> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| U.S. History & Government Honors | 1 | 1.05 | Full Year | Students must meet at least two of the following three criteria 85+ in Global History II; 1050+Lex Teacher Recommendation |

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

| Course | Credit | Weight | Length | Prerequisite |
|------------------------|--------|--------|-----------|--|
| AP U.S. History | 1 | 1.1 | Full Year | Students must meet at least two of the following three criteria 90+ in Global History II ; 1050+Lex Teacher Recommendation |

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

| Course | Credit | Weight | Length | Prerequisite |
|-----------------------------------|--------|--------|-----------|---|
| Argumentation & Debate | .5 | 1.0 | Half Year | Students must meet at least two of the following three criteria 90+ in previous social studies class; 1050+Lex Teacher Recommendation |

Available to all 9th -12th grade students. However, only 11th and 12th grade students have the ability to earn college credit through SUNY Albany. Students will learn the fundamentals of argumentative speech, writing and debate. This course is based on the belief that reasoned analysis of issues, shared discussion of concerns; respectful reflection and presenting alternate viewpoints are all important skills both within the classroom as well as in personal and professional situations. This course is designed to present students with the tools, principles and practices to help them improve their ability to formulate, test, revise and critique arguments and become effective argumentative writers and speakers. Students will also use learned skills to become effective public forum debaters and will get an overview of other forms of competitive debate. Course credit at SUNY Albany available SUNY Albany's College of Arts and Sciences *University in the High School Program* offers junior and seniors the opportunity to earn three college credits for this course. The cost for college credit is \$95 if you get reduced lunch; \$190 if you don't get reduced lunch. *NCAA approved course (Course will not be offered in 2024-2025)*

| Course | Credit | Weight | Length | Prerequisite |
|------------------------------------|--------|--------|-----------|-----------------------------|
| Participation in Government | .5 | 1.0 | Half Year | U.S. History and Government |

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

| Course | Credit | Weight | Length | Prerequisite |
|--------|--------|--------|--------|--------------|
|--------|--------|--------|--------|--------------|

| | | | | |
|---|----|------|-----------|--|
| Public Policy in Modern America (Honors Government) | .5 | 1.05 | Half Year | Students must meet at least two of the following three criteria 85+ in U.S. History; 1050+Lex Teacher Recommendation |
| <p>This course is organized chronologically, but with an emphasis on the history of four major domestic policies: welfare, civil rights, economic policy, and health policy in 20th century America. The course will introduce students to public policy as a goal-directed course of action taken by the different levels and branches of government in the United States. Students will evaluate the impact that different public policy stakeholders, players, and actors have had in influencing public policy. Students will also assess the relevance of history to current political debates and analysis of public policy. Group workshops and debates will enable students to engage in active learning while grappling with these larger questions. Course credit at SUNY Albany available SUNY Albany's College of Arts and Sciences <i>University in the High School Program</i> offers junior and seniors the opportunity to earn three college credits for this course. The cost for college credit is \$95 if you get reduced lunch; \$190 if you don't get reduced lunch. NCAA approved course (Course will not be offered in 2024-2025)</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--|
| Introduction to Social Justice and Government (Honors Government) | .5 | 1.1 | Half Year | Students must meet at least two of the following three criteria 85+ in U.S. History; 1050+Lex Teacher Recommendation |
| <p>This course explores the history of public policy in twentieth-century America through the lens of criminal justice and incarceration. This class is geared towards 12th grade students who are interested in issues regarding criminal justice, incarceration, public policy, and civic participation. In addition, it will employ a particular focus on the history of Sing Sing Prison and its role in various public policy debates around criminality, control, and incarceration. The courses lectures, class activities and readings will focus on and will introduce students to public policy as a goal-directed course of action taken by the different levels and branches of government in the United States. Students will evaluate the impact that different public policy stakeholders, players, and actors have had in influencing public policy. Students will also assess the relevance of history to current political debates and analysis of public policy. Group workshops and debates will enable students to engage in active learning while grappling with these larger questions. Course credit at SUNY Albany available SUNY Albany's College of Arts and Sciences <i>University in the High School Program</i> offers junior and seniors the opportunity to earn three college credits for this course. The cost for college credit is \$95 if you get reduced lunch; \$190 if you don't get reduced lunch. NCAA approved course</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|-----------------------------|
| Economics | .5 | 1.0 | Half Year | U.S. History and Government |
| <p>Economics, the Enterprise System, and Finance examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to the government to address these challenges. NCAA approved course</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--|
| Entrepreneurship Economics | 1 | 1.0 | Full Year | Students must meet at least two of the following three criteria 85+ in previous class; 1050+Lex Teacher Recommendation |
| <p>Entrepreneurship economics is designed to teach Economics through the lens of an entrepreneur. The skills and concepts taught will help students to become Entrepreneurial Citizens who are opportunity focused, solution driven, and holistic thinkers, with skills that are adaptable and transferable in any field they choose to study in. Students will engage in problem-based</p> | | | | |

learning, relevant to real life. There is a focus on critical thinking, communication skills, and collaboration. Economic topics include banking, finance, wealth management, supply and demand problems, debt, budgeting, and investing; this course qualifies for the state economics requirement. The course is supported by the Network for Teaching Entrepreneurship Program and includes field trips and competitions that students will submit their business plans to. **NCAA approved course**

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|---|
| AP U.S. Government & Politics | 1 | 1.1 | Full Year | Students must meet at least two of the following three criteria 90+ in U.S. History ; 1050+Lex Teacher Recommendation |

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

| Course | Credit | Weight | Length | Prerequisite |
|---------------------------------|--------|--------|-----------|---|
| Classism, Racism, Sexism | .5 | 1.1 | Half Year | Passed Grades 9-10; Students must meet at least two of the following three criteria 85+ in previous social studies class; 1050+Lex Teacher Recommendation |

This course analyzes the connections between classism, racism and sexism, their mutually reinforcing nature, and the tensions arising from their interrelations. Critical thinking skills will be developed as we examine a variety of readings and media (theoretical, factual, and creative), to deconstruct systems of oppression and move towards social justice. Particular attention will be given to the ideological and personal aspects of these phenomena, as well as to the creation of strategies for students to critique and change existing structures of inequity and group oppression. A major portion of the course revolves around developing the student’s ability to have an open exchange of ideas, how to grapple with the issues that are present in today’s society, and how to be substantive contributors in these areas of discourse. Course credit at SUNY Albany available SUNY Albany’s College of Arts and Sciences *University in the High School Program* offers junior and seniors the opportunity to earn three college credits for this course. This course also meets the University at Albany’s General Education Requirement satisfying the SUNY Albany General Education Program category of Challenges for the 21st Century. The cost for college credit is \$95 if you get reduced lunch; \$190 if you don’t get reduced lunch. **Pending NCAA approval**

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| Latin America and the Caribbean (CLC) SUNY | .5 | 1.1 | Half Year | Passed Grades 9-10; Students must meet at least two of the following three criteria 85+ in previous social studies class; 1050+Lex Teacher Recommendation |

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

economic change; revolutions; and comparative Caribbean studies. Course credit at SUNY Albany available 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. The cost for college credit is \$95 if you get reduced lunch; \$190 if you don't get reduced lunch. **Pending NCAA approval**

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| AP African American Studies | 1 | 1.1 | Full Year | Students must meet at least two of the following three criteria 90+ in previous social studies class; 1050+Lexile; Teacher Recommendation |
| Students in African American studies look at the history, politics, culture, and economics of North American people of African descent. From the slave economy to the civil rights movement, and from the blues to hip-hop, African Americans have had a huge role in shaping American society and culture. If you major in African American studies, you'll learn about their achievements. You'll also examine the hardships African Americans faced during their history. Further, you'll dive into the difficult issues, such as unequal educational opportunities, they deal with today. Scholars in African American studies play a key role in the development of modern academics. By focusing on people and viewpoints that have been ignored in other fields, they lead the way in integrating minority experiences into all academic subjects. This course is a pilot course for the 2023-2024 school year and will culminate in an AP exam in May of 2024. Pending NCAA approval | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|---|
| History of American Women (CLC) SUNY | .5 | 1.1 | Half Year | Passed Grades 9-10; Students must meet at least two of the following three criteria 85+ in previous social studies class; 1050+Lex Teacher Recommendation |
| With an emphasis on the diversity of U.S. women, this course examines the social, historical, and economic forces that have shaped U.S. women's lives from about 1800-1970 and the contexts within which women have participated in and sometimes led social and political movements. Course credit at SUNY Albany available SUNY Albany's College of Arts and Sciences <i>University in the High School Program</i> offers junior and seniors the opportunity to earn three college credits for this course. The cost for college credit is \$95 if you get reduced lunch; \$190 if you don't get reduced lunch. Pending NCAA approval | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--|
| W.I.S.E. (PISE Peekskill Individualized Senior Experience) | .5 | 1.0 | Half Year | Economics, Global 1 & 2 US History & Gov. Passed all Regents. |
| W.I.S.E. is a program to provide students with the opportunity to participate in internships or do original, creative projects. This program is for second semester seniors. The program provides academic credit in Social Studies. The program's overall value lies in encouraging students to develop their independence, confidence, and sense of responsibility. | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|-----------------------|
| Psychology | .5 | 1.0 | Half Year | Passed 9th-10th grade |
| Introduction to Psychology is a social studies elective that enables students to study topics in general psychology at the introductory college level. Topics include the Theoretical Perspectives of Psychology, Research Methodology, the Biological Basis of Behavior, Sensation and Perception, Motivation and Emotion, and Learning and Memory. NCAA approved course | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|---|
| Sociology | .5 | 1.1 | Half Year | Passed Grades 9-10; Students must meet at least two of the following three criteria 85+ in previous social studies class; 1050+Lex Teacher Recommendation |
| <p>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. Course credit at SUNY Albany available SUNY Albany's College of Arts and Sciences <i>University in the High School Program</i> offers junior and seniors the opportunity to earn three college credits for this course. The cost for college credit is \$95 if you get reduced lunch; \$190 if you don't get reduced lunch. NCAA approved course</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|------------------------|
| Start Up Tech | 1 | 1.0 | Full Year | 10 th Grade |
| <p>The NFTE Startup Tech Intro is a blended learning tech-entrepreneurship course that asks students to identify ways to improve their world and to build marketable digital solutions using MIT App Inventor. Students create an original app that addresses a community need, develop a corresponding original abbreviated business plan and marketing materials, and present in a Startup Showcase expo for the chance to win funding and publicity. Pending NCAA approval (Course will not be offered in 2024-2025)</p> | | | | |

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

| <u>9th Grade Course(s)</u> | <u>10th Grade Course(s)</u> <i>(Options)</i> | <u>11th Grade Course(s)</u> | <u>12th Grade Course(s)</u> |
|---------------------------------------|--|--|---|
| Global History & Geography I | Global History & Geography II | United States History and Government | Economics Economics Entrepreneurship Participation in Government W.I.S.E. |
| Global History & Geography I Honors | Global History & Geography II Honors | United States History and Government Honors | Public Policy in Modern America (SUNY) Introduction to Social Justice and Government (SUNY) |
| AP World History I | AP World History II | AP United States History | AP United States Government & Politics |
| | | Electives: <ul style="list-style-type: none"> ● Psychology ● Sociology (SUNY) ● Classism, Racism, and Sexism (SUNY) ● Startup Tech ● Latin America & Caribbean History (SUNY) ● AP African American Studies ● History of Amer. Women (SUNY) ● Argumentation and Debate (SUNY) | Electives: <ul style="list-style-type: none"> ● Psychology ● Sociology (SUNY) ● Classism, Racism, and Sexism (SUNY) ● Startup Tech ● Latin America & Caribbean History (SUNY) ● AP African American Studies ● History of Amer. Women(SUNY) ● Argumentation and Debate (SUNY) |

MATH DEPARTMENT

COURSE OFFERINGS

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

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--|
| Common Core Algebra I | 1 | 1.0 | Full Year | Successful completion of 8 th Grade Math; Lexile score 950+; and Teacher Recommendation |
| <p>Algebra I is a one-year Regents-ending course which introduces students to variables, algebraic expressions, equations, functions, inequalities, and their multiple representations. The students develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. This course covers various applications of real number systems, polynomials, equations and inequalities, functions, linear systems, graphing linear and nonlinear functions, quadratic equations, factoring, sequences, and statistics. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--|
| Common Core Algebra I-1.5 | 1.5 | 1.0 | Full Year | Successful completion of 8 th Grade Math; Lexile score 850+; and Teacher Recommendation |
| <p>Algebra I-1.5 is a one-year Regents-ending course which introduces students to variables, algebraic expressions, equations, functions, inequalities, and their multiple representations. The students develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, and communicate mathematical ideas clearly. Contrary to Algebra I, Algebra I-1.5 includes an attached lab period on alternating days for further reinforcement and retention. The curriculum is designed to allow for additional discovery and practice of new skills and knowledge. This course covers various applications of real number systems, polynomials, equations and inequalities, functions, linear systems, graphing linear and nonlinear functions, quadratic equations, factoring, sequences and statistics. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|---|
| Common Core Algebra 1 Extended | 2 | 1.0 | Full Year | Successful completion of 8 th Grade Math; Lexile score below 850; and Teacher Recommendation |
| <p>Common Core Algebra I Extended is a one-year, double block, Regents-ending course which introduces students to variables, algebraic expressions, equations, functions, inequalities, and their multiple representations. The students develop the ability to explore and solve real-world application problems, demonstrate the appropriate use of graphing calculators, communicate mathematical ideas clearly, build foundational skills and increase Mathematics literacy skills. Contrary to Algebra I, Algebra I Extended includes an attached, daily lab period for further reinforcement and retention. The curriculum is designed to allow for additional discovery and practice of new skills and knowledge. This course covers various applications of real number systems, polynomials, equations and inequalities, functions, linear systems, graphing linear and nonlinear functions, quadratic equations, factoring, sequences, and statistics. The curriculum is designed to allow for discovery and practice of new skills and knowledge. <i>Pending NCAA approval</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| Common Core Geometry (Euclidean) | 1 | 1.0 | Full Year | Successful completion of Common Core Algebra I 75%+; Common Core Algebra I Regents 75%+; and Teacher Recommendation |

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

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--|
| Common Core Geometry (Analytic) | 1 | 1.0 | Full Year | Successful completion of Common Core Algebra I with an average of 65%+; Common Core Algebra I Regents 65%+; and Teacher Recommendation |

Common Core Geometry is an analytic based, one-year course ending in the Geometry Regents exam. This course covers concepts of Euclidean geometry - outlined in the NYS Common Core Learning Standards - including basic definitions, postulates, and theorems. Areas of study include precise definitions, angle relationships, parallel and perpendicular lines, constructions, transformations, congruent and similar figures, coordinate geometry, 3-dimensional geometry, introductory trigonometry, and circle theorems. In addition to including problems which serve to review algebra skills, this course familiarizes students with basic conceptual and procedural geometric knowledge, as well as inductive and deductive thinking skills in problem solving situations, formal proofs, and applications to real world problems. *NCAA approved course*

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--|
| Common Core Geometry Honors (Euclidean) | 1 | 1.05 | Full Year | Students must maintain 85%+ GPA in 8 th Grade Mathematics; Demonstrate Mastery on NYS Algebra I Common Core Regents with a grade of 85%+; and Teacher Recommendation. |

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

| Course | Credit | Weight | Length | Prerequisite |
|-----------------------------|--------|--------|-----------|---|
| Intermediate Algebra | 1 | 1.0 | Full Year | Common Core Geometry (Analytic) with an average of 65%+; and Teacher Recommendation |

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

| Course | Credit | Weight | Length | Prerequisite |
|-------------------------------|--------|--------|-----------|---|
| Common Core Algebra II | 1 | 1.0 | Full Year | Successful completion of Common Core Geometry (Euclidean or Analytic) 75%+; Common Core Geometry Regents 65%+; and Teacher Recommendation |

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

| Course | Credit | Weight | Length | Prerequisite |
|--------------------------------------|--------|--------|-----------|--|
| Common Core Algebra II Honors | 1 | 1.05 | Full Year | Students must maintain an 85%+ GPA in Common Core Geometry Honors or Common Core Geometry (Euclidean); Demonstrate Mastery on NYS Common Core Geometry Regents with a grade of 85%+; and Teacher Recommendation. |

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

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|---|
| Advanced Algebra & Trigonometry | 0.5 | 1.0 | Half Year | Successful completion of Common Core Algebra II or Intermediate Algebra with an average of 75%+; and Teacher Recommendation |

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

| Course | Credit | Weight | Length | Prerequisite |
|--------------------|--------|--------|-----------|---|
| Precalculus | 1 | 1.0 | Full Year | Successful completion of Common Core Algebra II Honors or Common Core Algebra II with an average of 75%+; Common Core Algebra II Regents 65%+; and Teacher Recommendation |

This course is designed to further students' algebraic development and mathematical thinking by strengthening their mathematical foundation and preparing students for the study of Calculus. The primary focus of this course is to combine all the critical skills and concepts from algebra and geometry while integrating the language and concepts of functions. Fundamental to the study of higher mathematics is thorough understanding of polynomial, exponential, logarithmic, rational, trigonometric functions. These topics are needed to strengthen students' conceptual understanding of problems and mathematical reasoning in solving problems. Students will also be exposed to theory of equations, conic sections, solid geometry, limits, and derivatives.

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| Precalculus Honors | 1 | 1.05 | Full Year | Students must maintain an 85%+ GPA in Common Core Algebra II Honors or Common Core Algebra II; Demonstrate Mastery on NYS Common Core Algebra Regents with a grade of 85%+; and Teacher Recommendation. |
| <p>This rigorous course is designed to prepare students for Advanced Placement Calculus (AB). The primary focus of this course is to combine all the critical skills and concepts from algebra and geometry while integrating the language and concepts of functions. Fundamental to the study of higher mathematics is thorough understanding of polynomial, exponential, logarithmic, rational, trigonometric functions. These topics are needed to strengthen students' conceptual understanding of problems and mathematical reasoning in solving problems. Students will also be exposed to theory of equations, conic sections, solid geometry, limits, and derivatives. A department examination will be administered in June. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--|
| Statistics | 1 | 1.0 | Full Year | Successful completion of Precalculus Honors, Precalculus, Common Core Algebra II Honors, or Common Core Algebra II with an average of 75%+; and Teacher Recommendation |
| <p>This course is designed to develop students' understanding of the concepts of Statistics and provide experience with its methods and applications. It emphasizes statistical reasoning, sampling methodology, probability, descriptive statistics and inference. It includes analysis and interpretation of statistical data in various fields. Common errors in sampling, data interpretation, and research design will be addressed. Topics include statistical thinking, descriptive statistics, the normal distribution, frequency distributions, confidence interval estimates, hypothesis testing, data interpretation and analysis, and an introduction to research design. A department examination will be administered in June.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--|
| Calculus | 1 | 1.0 | Full Year | Successful completion of Precalculus Honors or Precalculus, with an average of 75%+; Minimum score of 65% on the Precalculus Honors Final Exam or the Precalculus Exam; and Teacher Recommendation |
| <p>This course is designed to develop students' understanding of the concepts of Calculus and provide experience with its methods and applications. It provides an overview of Calculus topics such as limits and continuity, derivatives, related rates, curve sketching and integration. While this course covers many of the same topics found in the AP Calculus course, it is not bound by the pace necessary for success on the AP Calculus exam. A department examination will be administered in June. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--------------------|--------|--------|-----------|--|
| AP Calculus | 1 | 1.10 | Full Year | Successful completion of Precalculus Honors or Precalculus, with an average of 85%+; Minimum Score of 75% on the Precalculus Honors Final Exam or the Precalculus Final Exam; and Teacher Recommendation |

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

| Course | Credit | Weight | Length | Prerequisite |
|----------------------------|--------|--------|-----------|---|
| AP Computer Science | 1 | 1.10 | Full Year | Successful completion of Intro. to Programming or Computer Science Discoveries, with an average of 85%+; Minimum Score of 75% on the Intro. to Programming Final Project or the Computer Science Discoveries Final Project; Successful completion of Precalculus, Precalculus Honors or Statistics, with an average of 85%+; and Teacher Recommendation |

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities. Students are required to take the Advanced Placement Examination in May.

| Course | Credit | Weight | Length | Prerequisite |
|-----------------------------|--------|--------|-----------|---|
| Personal Finance A/B | 1 | 1.0 | Full Year | Successful completion of Common Core Algebra I and Common Core Geometry; and Teacher Recommendation |

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

| Course | Credit | Weight | Length | Prerequisite |
|----------------|--------|--------|-----------|---|
| Math 12 | 1 | 1.0 | Full Year | Successful completion of Common Core Algebra I, Common Core Geometry Regent and/or Intermediate Algebra; and Teacher Recommendation |

The purpose of this course is to prepare 4th year students for college level mathematics. Students will review foundational mathematics skills, focus on college level statistics and probability, and prepare for college placement exams in mathematics. Areas of study include equations, inequalities and expressions, polynomials and factoring, solving quadratic equations, algebraic fractions and rational expressions, statistics and probability, and finance and business math. A local final examination is required. If applicable, at the conclusion of the course, Westchester Community College will determine students' mathematics placement at their institution.

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| WCC Computer Information Systems CIS 110 | 1 | 1.0 | Full Year | Successful completion of Common Core Algebra I, Common Core Geometry ; and Teacher Recommendation |
| <p>This is the foundation course for business students and will acquaint the student with current computer technology and applications. Concentration is on learning standard applications of word processing and graphical presentations, while going more in depth on spreadsheets and database management. Additionally, the student becomes familiar with file management, computer hardware and connectivity. The Internet is used as a research and communication tool.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|---|
| Intro. to Programming | 1 | 1.0 | Full Year | Successful completion of Common Core Algebra I with an average of 65%+; Common Core Algebra I Regents with a minimum of 65%; and Teacher Recommendation OR Successful completion of Computer Science Discoveries; and Teacher Recommendation. |
| <p>This year-long course will introduce students to computer programming and computer science. The material of the course focuses on how to think and solve problems using a computational mindset. The topics covered include foundational programming concepts and skills such as: numbers and data, control flow, loops and repetition, graphics and UI, functions, and arrays. The programming language for the course is Python and uses Carnegie Mellon University's CS Academy CS 1 curriculum. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| Computer Science Discoveries Intro | .5 | 1.0 | Half Year | Successful completion of Common Core Algebra I with a 65%+; Common Core Algebra I Regents with a minimum of 65%; and Teacher Recommendation |
| <p>This half year course uses select units from code.org's CS Discoveries curriculum to introduce students to a wide variety of computer science topics including web development with HTML & CSS, foundational programming with javascript, and physical computing with the adafruit circuit playground and javascript. This course is intended for students who are interested in discovering what Computer Science is all about. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| Computer Science Discoveries 2 | .5 | 1.0 | Half Year | Successful completion of Common Core Algebra I with a 65%+; Common Core Algebra I Regents with a minimum of 65%; and Teacher Recommendation |
| <p>This half year course uses select units from code.org's CS Discoveries curriculum to introduce students to a wide variety of computer science topics including web development with HTML & CSS, foundational programming with javascript, and physical</p> | | | | |

computing with the adafruit circuit playground and javascript. This course is intended for students who are interested in discovering what Computer Science is all about. **NCAA approved course**

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| Math Support | 0 | 0 | Half Year | Successful completion of Common Core Algebra I, Common Core Geometry Analytic or Intermediate Algebra; and Teacher Recommendation |
| This course is designed to support students in their mathematical needs through small group instruction and the use of ALEKS. It will aid students in becoming more proficient in various math topics, as well as assist with reinforcement and retention of the math topics in their current math course. As students become proficient in these topics they will be able to test out of the course. | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|------------------------|
| Algebra Regents Test Prep | 0 | 0 | Half Year | Teacher Recommendation |
| This course is designed to help struggling students achieve proficiency on the New York State Common Core Algebra Regents exam. This course will follow the New York State Common Core Algebra I curriculum and provide students with targeted intervention to fill gaps in their understanding of critical topics. | | | | |

Peekskill High School Mathematics Flowchart Departmental Pathways: 9th-12th

| 9 th Grade Course(s) | 10 th Grade Course(s) (Options) | 11 th Grade Course(s) | 12 th Grade Course(s) |
|--|--|---|--|
| Common Core Geometry Honors (Euclidean) June Regents | Common Core Algebra II Honors June Regents | Pre-Calculus Honors | AP Calculus |
| Common Core Geometry (Euclidean) June Regents | Common Core Algebra II June Regents | Pre-Calculus or Advanced Algebra/Trig. (.5/.5) | Calculus Or Statistics |
| Common Core Algebra I June Regents | Common Core Geometry (Euclidean) June Regents | Common Core Algebra II June Regents | Pre-Calculus Or Statistics Or Advanced Algebra/Trig. (.5/.5) |
| Common Core Algebra 1-1.5 June Regents | Common Core Geometry (Analytic) June Regents (with teacher recommendation) | Common Core Algebra II June Regents Or Intermediate Algebra | Advanced Algebra/Trig. (.5/.5) Or Math Elective |
| Common Core Algebra I Extended June Regents | Common Core Geometry - 1.5 (Analytic) June Regents (with teacher recommendation) | Common Core Algebra II June Regents Or Intermediate Algebra Or Math Elective | Pre-Calculus Or Advanced Algebra/Trig. (.5/.5) Or Math 12 Or Math Elective |

SCIENCE DEPARTMENT

COURSE OFFERINGS

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

AP Course

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--|
| AP Bio | 1 | 1.5 | Full Year | Successful Completion of Living Environment and the regents exam |
| <p>The AP Biology course is designed to help students develop a conceptual framework for modern biology and an appreciation of science as a process. The successful student will: acquire personal experience in scientific inquiry, recognize unifying themes that integrate the major topics of biology as specified in the AP Biology Course Description; Science as Process; Evolution; Energy Transfer; Continuity and Change; Relationship of structure to function; Regulation; Interdependence in nature; Science, technology and society. The successful student will also apply biological knowledge and critical thinking skills to environmental and social concerns. Lastly, students are required to take the AP exam at the conclusion of this course.</p> | | | | |

Regents Level Courses

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------|
| Living Environment Regents | 1 | 1.0 | Full Year | None |
| <p>This Regents level course is designed for the study of basic concepts that apply to all life forms. The course stresses the relationships between living things and their environment. The main topics of discussion include ecology, evolutionary theory, genetics, molecular biology, properties of living things and human physiology. Using the scientific method, students will develop a sense of how science is carried out. A 1200-minutes laboratory requirement, in addition to class time is State mandated and is an integral part of this course. Lab reports must be completed and submitted by the last week in May before students can take the Regents exam. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------|
| Living Environment Regents with Spanish Support | 1.5 | 1.0 | Full Year | None |

This Regents level course is designed for the study of basic concepts that apply to all life forms taught by a Spanish speaking instructor. The course stresses the relationships between living things and their environment. The main topics of discussion include ecology, evolutionary theory, genetics, molecular biology, properties of living things and human physiology. Using the scientific method, students will develop a sense of how science is carried out. Accordingly, the students will gain the necessary literacy skills, which will have an emphasis on vocabulary and comprehension skills needed to strengthen their reading and writing skills. A 1200-minutes laboratory requirement, in addition to class time, is State mandated and is an integral part of this course. Lab reports must be completed and submitted by the last week in May before students can take the Regents exam.

NCAA approved course

| Course | Credit | Weight | Length | Prerequisite |
|----------------------------------|--------|--------|-----------|--|
| Living Environment Honors | 1 | 1.05 | Full Year | Students must meet at least two of the following three criteria: 85% or higher in Earth Science Class Lexile level of 1050 + Teacher Recommendation |

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

| Course | Credit | Weight | Length | Prerequisite |
|----------------------|--------|--------|-----------|--|
| Earth Science | 1 | 1.0 | Full Year | Students must meet at least two of the following criteria: Teacher Recommendation Lexile score of 1050 + 75% or higher in previous science class |

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

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--|
| Chemistry: The Physical Setting – Regents Level | 1 | 1 | Full Year | Students must meet at least two of the following criteria: Teacher Recommendation Lexile score of 1050 + 75% or higher in previous science class |

Regents chemistry course is designed to acquaint students with basic knowledge of the fundamental principles of chemistry. Successful completion of the course consists of a solid understanding of the following 12 units: Behavior of Matter, Atomic Theory, Periodic Table, Properties of Solutions, Bonding, Formulas and Equations, Math of Chemistry, Oxidation and

Reduction, Kinetics and Equilibrium, Acids Bases and Salts, Organic Chemistry, and Nuclear Chemistry. A 1200-minute laboratory requirement in addition to class time is State mandated and is an integral part of this course. All labs must be completed by the last week in May for a student to be eligible to take the Regents exam. **NCAA approved course**

| Course | Credit | Weight | Length | Prerequisite |
|-------------------------|--------|--------|-----------|---|
| Chemistry Honors | 1 | 1.05 | Full Year | Students must meet at least two of the following three criteria: 85% or higher in previous science class and Algebra 1 class Lexile level of 1050 + Teacher Recommendation |

The design of the Honors Chemistry course is intended to help students prepare for the rigors of lab-science courses that may be encountered in college. A high level of understanding in mathematical problem solving and the scientific method is necessary for success in this course. Honors Chemistry follows the same curriculum as the Regents Chemistry course, but moves at a faster pace and includes additional inquiry and lab activities including, topics such as limiting reagents, logarithmic acid and base calculations, Equilibrium constants to mention a few. A 1200 minute laboratory requirement in addition to class time is State mandated and is an integral part of this course. All labs must be completed by the last week in May for a student to be eligible to take the Physical Setting Chemistry Regents Exam in June. **NCAA approved course**

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--|
| Physics – The Physical Setting Regents | 1 | 1.0 | Full Year | Students must meet the following criteria: Teacher Recommendation Lexile level of 1050 + 75% or higher in previous science course and Algebra 1 |

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

| Course | Credit | Weight | Length | Prerequisite |
|------------------------|--------|--------|-----------|--|
| Applied Physics | 1.5 | 1.05 | Full Year | Students must meet the following criteria: Teacher Recommendation Lexile level of 1050 + 85% or higher in previous science course 85% or higher in Algebra 1 class <i>and</i> currently enrolled in or completed Algebra II Honors |

This course enhances the Regents Physics curriculum and allows students to use the additional time allocated to research in depth a topic of their interest beyond the curriculum, which can relate to numerous careers in the science industry. Through class lectures, research and hands-on and inquiry-based laboratory experiments students will gain the ability to think critically and acquire the base foundation for college level Physics. The course quantitatively treats mechanics, electricity, wave motion and atomic physics. For successful completion of the course, students must accomplish stated learning objectives, complete approved laboratory assignments and take the Physics Regents Exam which serves as the final examination for the course. It should be noted that students must successfully complete a minimum of 1,200 minutes of laboratory activities with satisfactory reports submitted, in order to meet the requirement for the final exam. Students must take the New York State Physics Regent

exam in June *and* complete a project in their area of interest to receive Applied Physics credit. **NCAA approved course**

| Course | Credit | Weight | Length | Prerequisite |
|-----------------------|--------|--------|-----------|---|
| Physics Honors | 1.5 | 1.05 | Full Year | Students must meet the following criteria: Teacher Recommendation 85% or higher in previous science course 85% or higher in Algebra 1 class <i>and</i> currently enrolled in or completed Algebra II Honors Lexile level of 1050+ |

The Honors Physics course follows the Regents Physics curriculum in a fast paced environment to prepare students to take the AP Physics I exam in the Spring. The course quantitatively treats mechanics, electricity, wave motion and atomic physics. For successful completion of the course, students must accomplish stated learning objectives, complete approved laboratory assignments and take the Physics Regents Exam as the final examination for the course. It should be noted that students must successfully complete a minimum of 1,200 minutes of laboratory activities with satisfactory reports submitted, in order to meet the requirement for the final exam. Students must take and pass the New York State Physics Regent exam in June to receive honors credit. In addition, students will have the option to take the AP Physics I exam in the Spring semester. **NCAA approved course**

Half Year Electives

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--------------|
| Science Discovery Through Research | .5 | 1.0 | Half Year | None |

The Freshman-Peekskill Science Research (F-PSR) course will serve to introduce ninth grade students to concepts of research in various fields of science. The goal of this half-year course is to help students prepare for the Peekskill Science Research three-year course sequence via SUNY Albany that they can take from their sophomore to senior year. The FSR will provide opportunities for students to explore fields of science and the types of research and career possibilities that each of them provides. The five scientific fields covered by the course are Environmental Sciences, Public Health, Social Science Research, and Engineering.

| Course | Credit | Weight | Length | Prerequisite |
|--------------------------------|--------|--------|-----------|-------------------|
| Introduction to Zoology | .5 | 1.0 | Half Year | 2 Science credits |

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

| Course | Credit | Weight | Length | Prerequisite |
|-----------------------|--------|--------|-----------|-------------------|
| Marine Science | .5 | 1.0 | Half Year | 2 Science credits |

In Marine Science, students will explore various aspects of marine environments including biology, chemistry, geology and oceanography. This new high school course blends Life, Earth, and Physical Science, which includes STEM pedagogical strategies that help students understand integrated science content in the context of the ocean – Earth's greatest resource. Students will

be able to describe the scientific concepts associated with Marine Science through research and project-based learning. This course is designed for 11th and 12th grade students.

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|-------------------|
| Natural Disasters | .5 | 1.0 | Half Year | 2 Science credits |
| In Natural Disasters, students will explore various categories of Geological, Meteorological, and Astronomical disasters. Students will be able to describe the scientific concepts, identify underlying causes and general effects of each disaster, as well as the locations in the U.S. and around the world where each type of disaster is most likely to strike. Accordingly, the students will complete project-based activities to demonstrate both the scientific concepts and methods of measuring and tracking the different processes, as well as the role they can play in helping to avoid or manage these natural phenomena. This course is geared for 11 th and 12 th grade students. | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|-------------------|
| Nutrition | .5 | 1.0 | Half Year | 2 Science credits |
| This elective one semester course will assist students in understanding the role of nutrition in health and wellness. Demonstrations, hands-on food labs, guided instruction and cooperative learning are used throughout the course. Ultimately, students will be given the opportunity to have the necessary skills to plan, purchase and prepare nourishing meals and to evaluate and improve their day-to-day food choices. | | | | |

Full Year Electives

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|------------------|
| Chemistry in Society (non regents) | 1 | 1 | Full Year | 1 Science credit |
| | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|------------------|
| Environmental Science | 1 | 1.0 | Full Year | 1 Science credit |
| This course prepares a student with the knowledge to promote an understanding, awareness and a greater sensitivity toward the importance of the environment to the survival of living things. It will also provide knowledge concerning the interrelationships among plants, animals and their environment, and discuss the role of human inhabitants in the conservation of natural resources and natural habitats. This course is designed to meet the second year of science to fulfill the graduation requirement. Credit for this course will be given upon successful completion of course assessments, assignments, and student initiated projects. <i>NCAA approved course</i> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|------------------|
| Environmental Science with Spanish Support | 1 | 1.0 | Full Year | 1 Science credit |
| This course prepares a student with the knowledge to promote an understanding, awareness and a greater sensitivity toward | | | | |

the importance of the environment to the survival of living things taught by a spanish speaking instructor. It will also provide knowledge concerning the interrelationships among plants, animals and their environment, and discuss the role of human inhabitants in the conservation of natural resources and natural habitats. This course is designed to meet the second year of science to fulfill the graduation requirement. Credit for this course will be given upon successful completion of course assessments, assignments, and student-initiated projects. *NCAA approved course*

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|-------------------|
| Forensic Science I/II | 1 | 1.0 | Full Year | 2 Science credits |
| Students who find the practical application of science to criminal investigations interesting will enjoy this course. Students are exposed to observational skills, experimental techniques, data interpretation and problem solving through systematic analysis. Possible topics include analysis of fingerprints, odontology (teeth), anthropology (bones), entomology (bugs), documents, handwriting, ballistics, art forgery, toxicology, DNA fingerprints, blood typing and spatter, fiber and hair analysis. Students will solve crime scene scenarios using their newly acquired skills. <i>NCAA approved course</i> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|-------------------|
| Physical Science | 1 | 1.0 | Full Year | 2 Science credits |
| This course is ideal to introduce students to the physical science concepts of chemistry and physics. This course provides students with the basic science concepts needed to better understand the many science elective courses and may prepare them to take either Regents Physics or Regents Chemistry later in their high school career. Students will study chemistry topics which include physical and chemical changes, atomic structure, the periodic table, bonding, chemical reactions and nuclear reactions. Students will study Physics topics which include the nature of science, science and technology, describing motion and Newton's laws and the nature of energy. An opportunity also exists to explore heat and states of matter, work, power and simple machines. | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|-------------------|
| Physical Science with Spanish Support | 1 | 1.0 | Full Year | 2 Science credits |
| This course is ideal to introduce students to the physical science concepts of chemistry and physics taught by a Spanish speaking instructor. This course provides students with the basic science concepts needed to better understand the many science elective courses and may prepare them to take either Regents Physics or Regents Chemistry later in their high school career. Students will study chemistry topics which include physical and chemical changes, atomic structure, the periodic table, bonding, chemical reactions and nuclear reactions. Students will study Physics topics which include the nature of science, science and technology, describing motion and Newton's laws and the nature of energy. An opportunity also exists to explore heat and states of matter, work, power and simple machines. | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------|
| Introduction to Engineering Design | 1 | 1.0 | Full Year | None |
| This course is intended to provide high school students with an introduction to the field of engineering. The goal of this course is to provide a realistic exposure to the wide variety of disciplines of engineering. The class will cover multiple disciplines of engineering, including civil, mechanical, structural, environmental, electrical and energy generation, water supply, and computer design. Each discipline will be its own discrete unit with projects, guest lecturers, case studies and field trips. This course features a strong math component. Students must be able and willing to apply formulas to solve real world technical problems. <i>NCAA approved course</i> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| Principles of Engineering | 1 | 1.0 | Full Year | Introduction to Engineering Design |
| <p>Technological Design contributes to the development of each high school student's capacity to make responsible judgements about technology's development, control, and use. Students are actively involved in the organized and integrated application of technological resources, engineering concepts, and scientific procedures. Through high school technology education experiences, students address the complexities of technology and issues that stem from designing, developing, using and assessing technological systems. In developing functional understanding of technology, students comprehend how human conditions, current affairs, and personal preferences drive technological design and problem solving. Actively engaged in making and developing as well as using and managing technological systems, students better understand the role of systems in meeting specific purposes. Students are able to analyze and understand the behavior and operation of basic technological systems in different contexts. <i>NCAA approved course</i></p> | | | | |

College Level Classes

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--|
| WCC SUNY Astronomy (CLC)** | 1 | 1.1 | Full Year | <p>Students must meet at least two of the following criteria:</p> <ul style="list-style-type: none"> -teacher recommendation -3 science credits -65 or higher on one NYS Regents exam |
| <p>An introduction to the fundamentals of astronomy for the non-science major. The course examines how we have learned about the structure and organization of the universe through observation and experimentation. Emphasis is placed on stars, galaxies and cosmology. Other topics include appearance and motions of the sun, moon, and stars. The nature of light and gravity, and the search for extraterrestrial intelligence. The course includes a planetarium activity, computer simulations and hands-on investigations. Successfully completing the course may yield (4) college credits from Westchester Community College. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| WCC Anatomy and Physiology I (CLC)** | 1 | 1.1 | Full Year | <p>Students must meet the following criteria:</p> <ul style="list-style-type: none"> Teacher Recommendation 3 Science credits 75 or higher on the Living Environment Regents exam. |
| <p>An analysis of the systems of the human body, the structure and functions of the circulatory, digestive, respiratory, excretory, skeletal-muscular, nervous, endocrine and reproductive systems. These systems are approached through an understanding of their functioning in the healthful condition followed by a study of the common disease conditions resulting from their dysfunction. Successfully completing the course may yield (4) college credits from Westchester Community College. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--|
| WCC Forensics (CLC)** | 1 | 1.1 | Full Year | <p>3 science credits 75% or higher on the Living Environment Regents</p> |
| <p>Forensic Science is the application of science to the examination of physical evidence obtained in the investigation of a crime.</p> | | | | |

Both the lecture and laboratory emphasize the role of forensic science within the criminal justice system. Some of the topics to be covered include the crime scene, collection of physical evidence, fingerprints, firearms, trace evidence and DNA analysis. When possible, there will be a field trip to the local forensic science laboratory. Successfully completing the course may yield (3) college credits from W.C.C. *NCAA approved course*

| Course | Credit | Weight | Length | Prerequisite |
|-----------------------------------|--------|--------|-----------|---|
| Peekskill Science Research | 1 | 1.1 | Full Year | Successful completion of the Living Environment Regents Course and Approved application |

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

ROBOTICS/TELECOMMUNICATIONS TECHNOLOGIES COURSE OFFERINGS

The economic era in which we live demands a more technologically literate populace and workforce. With this understanding, Peekskill City School District has adopted a *College and Career Ready* approach and aims to provide diverse opportunities for our students. Our Robotics and Telecommunications Technologies program strives to prepare students to succeed in the increasingly competitive work environment by providing exposure and entry points to desirable career pathways in an engaging environment while supporting aspirational goals and learning in the core disciplines, Mathematics, Science, Language Arts, and Social Studies.

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--------------|
| Robotics | 1 | 1.0 | Full Year | None |
| Robotics class provides an opportunity to explore the Engineering Design Process and apply the process to build a mobile robot. During the year, students will learn key principles including the basics of physics, electronics, telecommunications, and robotics. Teams of students will have the opportunity to participate in the competitions which aim to engage and inspire students to grow in their learning and refine their design. The class culminates giving students the option to participate in the national competitions such as the Rube Goldberg Challenge and the <i>FIRST</i> (For Inspiration and Recognition of Science and Technology) Tech Challenge (FTC). This course is structured on a modular, project-based curriculum which engages, motivates, and inspires students in a hands-on, minds-on environment. | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|-----------------|
| Advanced Robotics | 1 | 1.0 | Full Year | Robotics Stem 1 |
| The Advanced Robotics course builds on the foundations of Robotics to enhance experiences and deepen understanding of previously learned principles and concepts of Engineering Design. The course is designed to engage students in projects related to diverse interests in the fields of robotics, electrical & mechanical engineering, manufacturing, and software/programming. Course topics may include principles of problem solving and engineering as applied to: robotics, theory/design of robotic systems, electronics, microprocessor programming/controls, interfacing, sensing, chassis, and powertrain, as well as operation of hand/machine and computerized machine tools. In addition, teams of students will compete in several technical challenges including the Rube Goldberg Challenge and the <i>FIRST</i> (For Inspiration and Recognition of Science and Technology) Tech Challenge (FTC). The course invites self-driven, motivated students who value teamwork, enjoy working in a hands-on, minds-on environment, and want to gain experience in leadership roles. | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--------------|
| Introduction to Construction Trades | 1 | 1.0 | Full Year | - |
| This course is intended for ninth and tenth graders, which will provide students with basic knowledge of the construction field, on top of new trends such as Smart Home technologies and renewable sources of energy. The program will also investigate aspects of renewable energies and sustainable construction techniques. It will cover general information on hazards and hazard recognition in the construction industry. Participants will learn how to prevent injuries as well as how to protect | | | | |

themselves on construction jobsites. This is an awareness course only and is not intended to certify participants for work in any construction setting. Job-specific training must also be conducted throughout participation in specific PNW BOCES Courses.

Peekskill City School District Science Flowchart Departmental Pathways: 9th-12th

| Level | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-----------|--|---|--|--|
| Honors | <ul style="list-style-type: none"> Living Environment Honors | <ul style="list-style-type: none"> Chemistry Honors | <ul style="list-style-type: none"> Applied Physics Physics Honors Regents Physics WCC Anatomy and Physiology Astronomy Forensics | <ul style="list-style-type: none"> Applied Physics Honors Physics Regents Physics WCC Anatomy & Physiology Astronomy Forensics |
| Regents | <ul style="list-style-type: none"> Living Environment | <ul style="list-style-type: none"> Earth Science Environmental Science | <ul style="list-style-type: none"> Physical Science Chemistry | <ul style="list-style-type: none"> Science Elective Physics |
| Electives | <ul style="list-style-type: none"> Science Discovery Through Research Robotics Introduction to Engineering Design | <ul style="list-style-type: none"> College Peekskill Science Research Robotics Robotics Advanced Introduction to Construction Trades Introduction to Engineering Design Principles of Engineering | <ul style="list-style-type: none"> Natural Disasters Forensics 1 Forensics 2 Introduction to Engineering Design Principles of Engineering Peekskill Science Research Zoology Nutrition Robotics Robotics Advanced Introduction to Construction Trades Suny Astronomy Marine Science | <ul style="list-style-type: none"> Natural Disasters Forensics 1 Forensics 2 Introduction to Engineering Design Principles of Engineering Peekskill Science Research Zoology Nutrition Robotics Robotics Advanced Introduction to Construction Trades Suny Astronomy Marine Science |

| | | | | |
|--------------------------------|--|--|---|--|
| | | | | <ul style="list-style-type: none"> • WCC Anatomy & Physiology • Astronomy • WCC Forensics |
| ENL (Entering and Emerging) | <ul style="list-style-type: none"> • Environmental with Spanish Support | <ul style="list-style-type: none"> • Earth Science with Spanish Support | <ul style="list-style-type: none"> • Living Environment with Spanish Support | <ul style="list-style-type: none"> • Physical Science with Spanish Support • Science Elective |

Science Pathways for ENL Students 2023-2024 School Year

| Level | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|--|--|--|--|---|
| ENL (Entering and Emerging) | <ul style="list-style-type: none"> • Environmental with Spanish Support | <ul style="list-style-type: none"> • Earth Science with Spanish Support | <ul style="list-style-type: none"> • Living Environment with Spanish Support • Physics** | <ul style="list-style-type: none"> • Physical Science with Spanish Support • Science Elective |
| ENL (Transitioning, Commanding and Expanding) | <ul style="list-style-type: none"> • Living Environment | <ul style="list-style-type: none"> • Earth Science • Environmental Science | <ul style="list-style-type: none"> • Physical Science • Chemistry | <ul style="list-style-type: none"> • Science Elective • Physics |

WORLD LANGUAGE DEPARTMENT COURSE OFFERINGS

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

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--------------|
| Spanish 1 | 1 | 1.0 | Full Year | None |
| This course of the Spanish language begins with the basic skills of speaking, writing, listening, and reading. Emphasis is placed on developing comprehension of everyday situations by mastering simple vocabulary while introducing Spanish grammar. The customs, attitudes and beliefs of Spanish-speaking countries are taught and discussed throughout the course. NCAA approved course | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--|
| Spanish 2 | 1 | 1.0 | Full Year | Successful completion of the Spanish course in 7th & 8th grades and the Checkpoint A OHM Boces exam or successful completion of Spanish 1 at the High School or Native or Heritage speaker received teacher recommendation with an 85+ on the department assessment. |
| <p>Spanish 2 continues the entry level curriculum taught in Spanish 1. Students begin by reviewing vocabulary and grammar from the previous course. Verb tenses besides the present tense are introduced (preterite, imperfect and present progressive). Vocabulary is increased through topics on school, extracurricular activities, daily routine, shopping, community, giving directions, childhood, etc. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--|
| Spanish 3 | 1 | 1.0 | Full Year | Successful completion of Spanish 2 at the High School or have passed an accelerated Spanish 2 class at the Middle School level and the Checkpoint A OHM Boces exam with an 85 and above. |
| <p>Students begin the year reviewing material from Spanish 2. Previously taught tenses are reinforced in reading, writing, listening & speaking situations. Additional grammar will be introduced (the future, the present perfect, etc.). Vocabulary is expanded to include topics on travel, competition, arts, music, environmental, health/nutrition, relationships, etc. This course culminates with the OHM Boces exam which is an additional requirement for the Advanced Regents Diploma and can also be used for the 4 to 1 pathway to graduation. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|----------------------------------|--------|-----------|--|
| WCC Spanish 201-Intermediate Spanish 1 | 1 HS credit 3 college credits | 1.05 | Full Year | <p>Successful completion of Spanish 3 and the Checkpoint B Oneida Herkimer Madison BOCES Exam (OHM BOCES exam) and have received teacher recommendation.</p> <p>An English Language Learner (ELL) that has studied in a Spanish-speaking country may get the following Elective credits after verification of their transcript (up to the age of 11; 3 credits; up to the age of 12 - 4 credits; age 13 and above - 5 credits) and be placed in this course after receiving a 90 and above on a department assessment.</p> |
| <p>This course places emphasis on communication skills. These skills are further enhanced through the acquisition of advanced grammar, vocabulary, writing compositions, oral presentations and reading. This course has selected works from Enrique Anderson Imbert, Sabine Ulibarri, Amelia Pardo Bazán, Marco Denevi, José Martí and Jorge Luis Borges. <i>NCAA approved course</i></p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|-------------|--------|-----------|--|
| Spanish 5H | 1 HS credit | 1.0 | Full Year | Successful completion of WCC Intermediate Spanish 1 or Spanish Language Arts and the department assessment and have received teacher recommendation. |
| This is an advanced Spanish course that will emphasize advanced communication, listening, reading and writing skills. Reading at an advanced level will consist of literature of varying topics and will stress comprehension. Students will add grammar and structure and be able to enhance their writing skills. Previously learned material will be reviewed while advanced subject matter will be introduced. Students will also continue to learn about the cultures throughout the Spanish-speaking world. They will prepare to continue to the AP Spanish Language and Culture course. <i>NCAA approved course</i> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|----------------------------------|--------|-----------|--|
| Latino USA | 1 HS credit 3 college credits | 1.05 | Full Year | Students must meet at least two of the following requirements: Successful completion of WCC Intermediate Spanish 1, Spanish 5H or Spanish Language Arts; have received teacher recommendation; read on grade level based on Lexile scores (1050+). |
| This course is an extensive examination of Latino American society. Major Latino groups (e.g., Puerto Ricans, Mexican-Americans, Cubans, Central Americans, and Colombians) will be studied with emphasis on interactions between these groups and mainstream society, culture and value change in contact situations, and efforts to deal with prejudice and discrimination. The course draws from texts in anthropology, sociology, history, and cultural studies, all of which are augmented with various films. <i>NCAA approved course</i> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--|
| AP Spanish Language | 1 | 1.1 | Full Year | Students must meet at least two of the following requirements: Successful completion of WCC Intermediate Spanish 1, Spanish 5H or Spanish Language Arts and the department assessment with an 85 or above; have received teacher recommendation; read on grade level based on Lexile scores (1185+). Or passed the AP Spanish Literature course. An English Language Learner (ELL) that has studied in a Spanish-speaking country may get the following Elective credits after verification of their transcript (up to the age of 11; 3 credits; up to the age of 12 - 4 credits; age 13 and above - 5 credits) and be placed in this course after receiving a 90 and above on a department assessment. |
| 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 ideas orally with fluency.

Students are expected to take an AP exam in May. **NCAA approved course**

| Course | Credit | Weight | Length | Prerequisite |
|------------------------------|--------|--------|-----------|--|
| AP Spanish Literature | 1 | 1.1 | Full Year | <p>Students must meet at least two of the following requirements: Successful completion of WCC Intermediate Spanish 1, Spanish 5H or AP Spanish Language and the department assessment with an 85 and above; have received teacher recommendation; read on grade level based on Lexile scores (1185+).</p> <p>An English Language Learner (ELL) that has studied in a Spanish-speaking country may get the following Elective credits after verification of their transcript (up to the age of 11; 3 credits; up to the age of 12 - 4 credits; age 13 and above - 5 credits) and be placed in this course after receiving a 90 and above on a department assessment.</p> |

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:

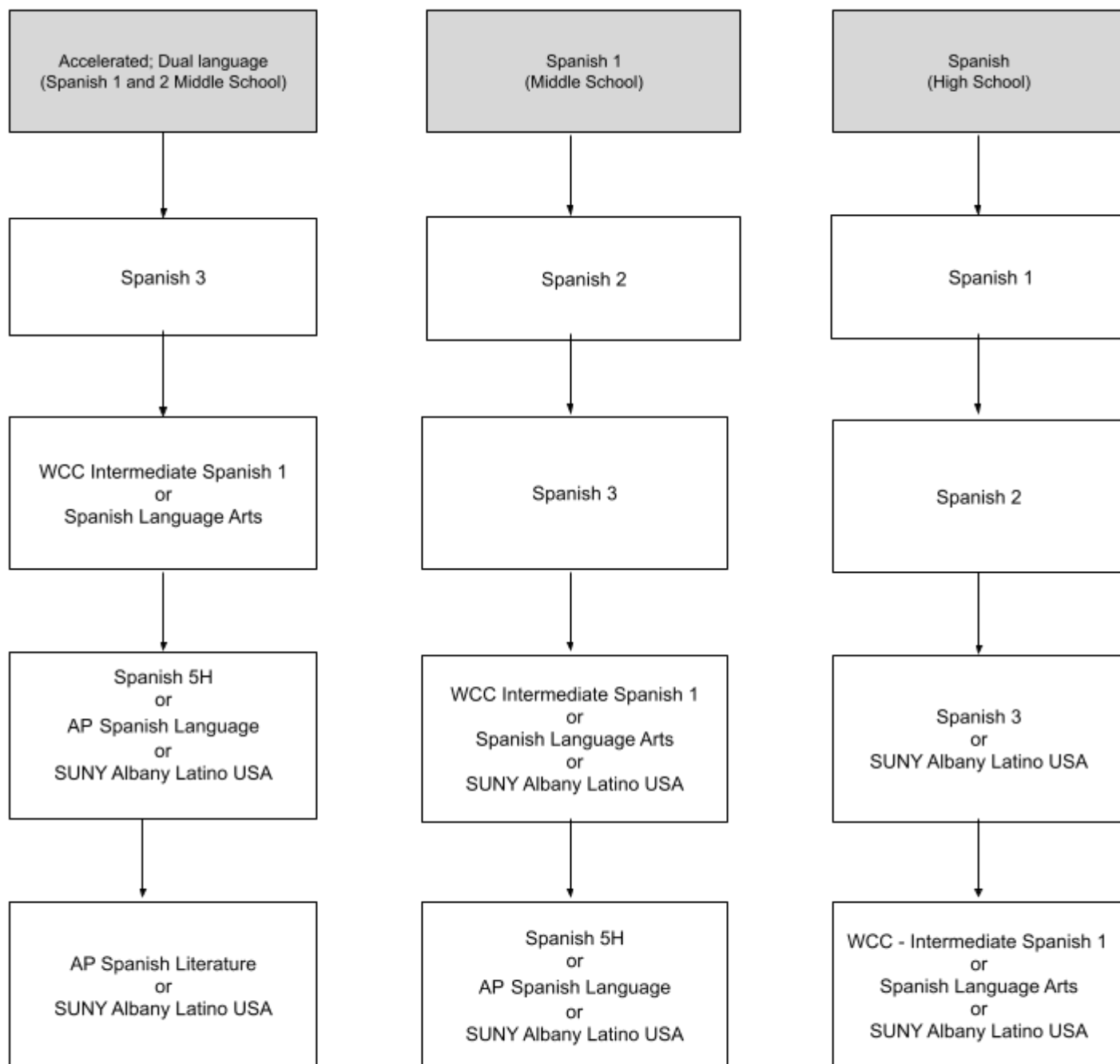
- To understand a lecture in Spanish and participate actively in discussion of literary topics in Spanish.
- To do close reading of literary texts of all genres in Spanish.
- To critically analyze the form and content of literary works, including poetry.
- The required reading list will include authors 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. **NCAA approved course**

| Course | Credit | Weight | Length | Prerequisite |
|------------------------------|--------|--------|-----------|--|
| Spanish Language Arts | 1 | 1.0 | Full Year | <p>Heritage or English Language learner.</p> <p>An English Language Learner (ELL) that has studied in a Spanish-speaking country may get the following Elective credits after verification of their transcript (up to the age of 11; 3 credits; up to the age of 12 - 4 credits; age 13 and above - 5 credits) and be placed in this course after receiving a 90 and above on a department assessment.</p> |

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

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



VOCATIONAL TECHNOLOGIES

COURSE OFFERINGS

The economic era in which we are living demands a more highly educated populace and workforce. 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 | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-------------------------|--------------|
| Culinary | 1/ .5 | 1.0 | Full Year/ Half Year | None |
| Students learn fundamental cooking and baking/pastry arts skills through the ProStart Curriculum. Training in safety, sanitation, and basic nutrition is provided. You will learn management principles of menu planning, purchasing, culinary service, sanitation, basic nutrition, and computer applications. In our kitchen you’ll learn to dice, slice, broil, poach, grill, braise, and sauté your way through our program. In addition, students learn applied cultural, English, and technical skills. In addition, you’ll prepare cookies, pies, breads, candies, and decorate cakes. | | | | |

FINE ARTS DEPARTMENT

COURSE OFFERINGS

The New York State Education Department adopted new Learning Standards for the Arts for the first time in over twenty years, which are directly aligned to the National Core Arts Standards. The standards are:

| New York State Learning Standards for the Arts | | |
|--|---------------------------------------|---|
| Shared by all ARTS disciplines | | |
| Artistic Processes | | Anchor Standards |
| Cr Creating Conceiving and developing ne artistic ideas and work | Performing Music - Dance - Theater | Realizing artistic ideas and work through interpretation and presentation |
| | Presenting Visual Arts | Interpreting and sharing artistic work. |
| | Producing Media Arts | Realizing and presetnting artistic ideas and work. |
| Re Responding Understanding and evaluating how the arts convey meaning | | |
| Cn Connecting Relating artistic ideas and work with personal meaning and external content. | | |
| | | 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 7. Perceive and analyze artistic work. 8. Interpret meaning in artistic work. 9. Apply criteria to evaluate artistic work. 10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work. 11. Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures pas, present and future. |

Students interested in developing a portfolio as part of a college admissions requirement should plan a sequence in art through the Art Department.

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------|
| Studio Art-9th- 12th Grade | 1 | 1.0 | Full Year | None |
| Studio 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 offers 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 material, including: drawing, painting and the use of pencils, ink, pens, chalks, pastels, tempera, watercolors and acrylics. Students also study the major movements in art from prehistoric through contemporary times. Students are required to develop a portfolio. Studio Art is the prerequisite for art electives and students interested in art sequences are required to take this course first. This course can be used to fulfill the arts requirement. | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--------------|
| Creative Crafts Grade 9th-12th | 1 | 1.0 | Full Year | None |
| <p>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 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 that students will be exposed to during this course include the following: printmaking, plaster, clay, weaving, painting and drawing. 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 <i>either</i> take Creative Crafts or Studio Art in order to fulfill their art requirement.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|---|
| Advanced Art 1 9-12 Grade | 1 | 1.0 | Full Year | 1 Foundation Art Course with an average of 88 or above AND Teacher Recommendation |
| <p>Advanced Art 1 is a course for the serious 10th-12th grade art student who wishes to continue with the art sequence. The course emphasizes developing a greater depth of understanding of art and application of the Elements of Art and Principles of Design to their work in a variety of media. Advanced Art 1 exposes students to the following materials and art styles: charcoal, artist pencils, acrylic paint, gouache/watercolors, illustration, mixed media, fabric 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.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|---|
| Advanced Art 2 10-12 Grade | 1 | 1.0 | Full Year | 1 Foundation Art course with an average of 88 or above AND Teacher Recommendation |
| <p>Advanced Art 2 is a course for the serious 10-12th grade art student who wishes to continue with the art sequence. Students continue to develop a greater depth of understanding of art and application of the Elements of Art and Principles of Design to their work in a variety of media. Studio experiences include: drawing, painting, illustration, printmaking projects and three-dimensional art. The course content concentrates on themes, big ideas, working with local galleries, museums and artists to develop a better art appreciation and understanding in careers in art. Students are challenged to find themselves as an artist through creative expression, history and culture, art criticism and aesthetic perception. Students are required to develop a portfolio.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|---|
| Portfolio Development 11-12 Grade | 1 | 1.0 | Full Year | 1 Foundation Art course and Advanced Art 1 or 2 with a course average of 88 or above AND Teacher Recommendation |
| <p>This is an advanced elective for the serious 11-12th grade art student who is planning to pursue art in college. The coursework demands a high level of commitment and requires a considerable amount of outside work. This course is structured for the independent worker who is able to be motivated out of the strong desire to succeed in the visual arts. The course content continues to concentrate on themes, big ideas, working with local galleries, museums and artists to develop a better art</p> | | | | |

appreciation and understanding in careers in art. 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 media. Students will be required to complete one portfolio consisting of 10-15 portfolio quality works of art and participate in the Senior showcase at a local museum.

| Course | Credit | Weight | Length | Prerequisite |
|-------------------------------|--------|--------|-----------|--|
| Printmaking-9-12 Grade | .5 | 1.0 | Half Year | 1 Foundation Art Course with an 85 or above AND Teacher Recommendation |

Printmaking is a half credit course which can be taken in either the fall or spring semesters. In this course, students will be engaged in a wide range of printmaking works of art using a variety of materials, including: linoleum, plaster, found objects, wood and silkscreen. Students will be introduced to techniques such as etching, relief, intaglio, and mono prints. Students will gain a better appreciation of printmaking as an art form.

| Course | Credit | Weight | Length | Prerequisite |
|-----------------------------|--------|--------|-----------|--|
| Sculpture-9-12 Grade | .5 | 1.0 | Half Year | 1 Foundation Art Course with an 85 or above AND Teacher Recommendation |

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

| Course | Credit | Weight | Length | Prerequisite |
|------------------------------|--------|--------|-----------|--|
| Digital Photography 1 | .5 | 1.0 | Half Year | 1 Foundation Art Course with an 85 or above AND Teacher Recommendation |

This is an elective course designed to engage students to learn about the ever changing and growing world of digital photography. The coursework demands a high level of commitment and requires a considerable amount of outside work, including homework. This course is designed to teach students the basics of visual communication through photography. Students will relate the Elements and Principles of Art and Design through further investigation and development into the course. Topics include: smartphone photography, camera basics, various styles of photography, and online platforms such as Photopea and Canva. Students will be required to complete a digital portfolio of their work as their final exam in the course.

| Course | Credit | Weight | Length | Prerequisite |
|------------------------------|--------|--------|-----------|---|
| Digital Photography 2 | .5 | 1.0 | Half Year | Digital Photography 1 with a 85 or above AND teacher recommendation |

This is a course for the serious 10-12th grade photography student who wishes to continue with the digital photography sequence. This course will build on the foundation skills acquired from Digital Photography 1. The coursework demands a high level of commitment and requires a considerable amount of outside work. Using these skills, students will develop a point of view to explore the difference between the world seen by the human eye, and the world seen through a camera lens in order to create a body of personal digital images. This course will emphasize developing a greater depth of understanding of visual communication through photography. Students will be challenged to find ways in which their technical decisions can clarify their artistic intentions while focusing on the style of photography they find most appealing to them. Topics include: advanced camera and smartphone knowledge, various styles of photography, graphic tablets, image manipulation, re-touching, collage techniques, and other online platforms. Students will be required to add to their digital 1 portfolio as their final exam in the course.

| Course | Credit | Weight | Length | Prerequisite |
|------------------------|--------|--------|-----------|--------------|
| Digital Art**** | 1 | 1.0 | Full Year | None |

Digital Art is a course that will study the elements of art and principles of design through various digital media projects. Students will use artistic planning techniques (similar to what is learned in Studio in Art and Creative Crafts) to aid in creating their art. Students will develop their digital drawing skills, improve methods of composition, and improve creative thinking skills. Students will be exposed to editing platforms as well as using a graphics pen and tablet. Concepts may include: digital imaging, photo manipulation, graphic design, storage and file management, and copyright/ethical issues. Students will learn to use the computer to visually communicate their ideas and become better prepared to compete in our ever-changing age of technology.

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|---|
| WCC Drawing **** 11th-12 grade | 1 | 1.0 | Full Year | 1 foundation level art course AND at least 2 art courses with an 88 or above AND teacher recommendation |

Working with a range of media, students learn to draw from direct observation, with an emphasis on fundamental elements of visual representation, including mass, shape, line, value, and texture, and principals of composition. Drawing is studied as a tool to help enhance powers of observation and imagination, and to cultivate appreciation and understanding of drawing as a form of visual expression. Drawing from the human figure is also explored. Lectures and critical discussions challenge students to respond perceptually and conceptually to visual works presented in the studios (including historical examples), and to organize their insights through analysis. Successfully completing the course may yield (3) college credits from W.C.C. In addition, there is a cost for the college level credit.

*****Course description is taken directly from WCC Drawing 101 Course Syllabus *****

**Peekskill High School:
Fine Arts Flowchart
Departmental Pathways: 9th-12th**

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

MUSIC & PERFORMING ARTS DEPARTMENT

COURSE OFFERINGS

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

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|------------------------|
| Concert Band | 1 | 1.0 | Full Year | Teacher Recommendation |
| <p>This course is designed to meet the New York State Regents Requirement for one unit of music credit. This course is open to students in grades 9-12 who play a wind, brass, or percussion instrument. This is an ensemble that starts the year with challenging music and continues throughout the year striving for musical excellence. The instructional program focuses on improving musicianship through developing students' senses of tonality, meter, and technique, and through the analysis of musical structure and style. Students will have opportunities to compose, arrange, conduct and take part in seminars with critiques by performers, composers, arrangers, and teachers. Emphasis will be placed on individual growth, broad in scope and content that meets the diversified needs of today's instrumental music student. Weekly small group lessons are a part of the curriculum for this class. Each student will be eligible for and have the opportunity to audition and perform in festivals sponsored by the New York State School Music Association, and the National Association for Music Education. The Concert Band performs at district activities such as football games, the winter concert and spring concerts, and community events such as Parades, Civic events, and graduation ceremonies. Participation in each performance is required. Honor groups such as the Jazz Ensemble and Pit Orchestra are offshoots of the Concert Band which students are able to participate in upon teacher recommendation and audition.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------|
| Concert Choir | 1 | 1.0 | Full Year | None |
| <p>This is a co-ed chorus ensemble at Peekskill High School that is open to any student. Concert Choir performs a variety of styles and genres of music including world music, gospel, spirituals, pop, musical theatre, classical, folk songs, and a cappella. Students are not required to sing by themselves in front of anyone, unless they would like to audition for a solo. Students rehearse daily as one large ensemble, and attend small group lessons once a week. Each student is expected to perform in the Winter and Spring music concerts with appropriate attire. This class teaches any beginner the basics of singing and reading music and enforces new material for students with a higher skill. All PKMS students that are entering 9th grade that want to be in the PHS chorus program can only enroll in Concert Choir. Being in Concert Choir gives you eligibility to be in any of the other ensembles in the future such as the City Singers or Vocal Forte.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|------------------------|
| Orchestra | 1 | 1.0 | Full Year | Teacher Recommendation |
| <p>Orchestra is offered to students who have previous experience playing a string instrument. These instruments include Violin, Viola, Cello, and Double Bass. This is an ensemble that starts the year with challenging music and continues throughout the year striving for musical excellence. The instructional program focuses on improving musicianship through developing students' senses of tonality, meter, and technique, and through the analysis of musical structure and style. There will be a large ensemble rehearsal every day as well as a small group lesson once a week. This small group lesson will rotate periods week to week so the students will not miss the same class each week. There are several performance opportunities throughout the year. Attendance at the Winter and Spring concerts is mandatory. Each spring the opportunity arises, for those who choose, to</p> | | | | |

| |
|----------------------------------|
| perform at NYSSMA Solo Festival. |
|----------------------------------|

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|------------------------------------|
| City Singers | 1 | 1.0 | Full Year | Audition Teacher Recommendation |
| <p>Founded in September of 2015, the City Singers is an advanced Vocal Jazz ensemble at Peekskill High School. Students sing a variety of genres with a focus in jazz. Other styles of music include barbershop, swing, and contemporary pop music. Students are required to perform in all three concerts as well as participate in the NYSSMA Majors Festival in the Spring. Each year, the students will perform at numerous venues and gigs and must be available to sing at them. They will also be going on annual field trips and competitions to work on their musicality. At the end of the school year, students that have enrolled in a high school chorus ensemble for at least one year are eligible to audition for this group in June.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|------------------------|
| Introduction to Guitar | 1 | 1.0 | Full Year | Teacher Recommendation |
| <p>This course is a beginner-level class for students that will learn various styles of guitar playing: classic, finger-style, and pick-style. Students will rehearse as a class to learn basic music theory and music notation. Involvement in the Winter and Spring music concerts is required for every student in the class. There will be playing test and practice assignments throughout the school year for students to develop their music technique and skills. There is the opportunity for students to bring home a school guitar to practice at home as well. Students enrolled in this course have the opportunity to be recommended for Advanced Guitar.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|-----------------------|
| Advanced Guitar | 1 | 1.0 | Full Year | Teacher Approval Only |
| <p>Advanced Guitar is a course that continues the skills learned in the Introduction to Guitar class. Students will perform advanced solo and ensemble repertoire for the Winter and Spring concerts. Students will be provided a school guitar to take home and practice for playing tests and assignments. Students will have the opportunity to perform in select ensembles such as chamber ensembles and mariachi ensembles.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--------------|
| Music Technology and Digital Recording | .5 | 1.0 | Half Year | None |
| <p>This course is designed to meet the New York State Regents Requirement for a .5 unit of music credit This course includes instruction in the following areas: <u>Essentials of Music Technology</u>: Acoustics, psychoacoustics, analog and digital audio, MIDI, and digital notation. Technical competency in recording software, techniques, and equipment. Concepts include analog and digital recording, microphone design and placement, studio design and setup, mixing, and mastering. <u>Live electronic manipulation and performance</u>: Concepts include hardware and software for live music creation, audio interfaces and live equipment setup, control interfaces for live manipulation of analog and digital instruments, and performance practice. <u>Creation and Composition through Music Technology</u>: The use of technology in creating, composing, and making music in both live and studio practices. Concepts include composition and notation software, and the theory and practice of composition with music technology. <u>History of Music Technology</u>: The study of the evolution of Music Technology covering the development of hardware and software both for recording and performance.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|-----------------------|--------|--------|-----------|--------------|
| Intro to Drama | 1 | 1.0 | Full Year | None |

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

| Course | Credit | Weight | Length | Prerequisite |
|-----------------------|--------|--------|-----------|----------------|
| Advanced Drama | 1 | 1.0 | Full Year | Intro to Drama |

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

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|------------------------|
| Performing Arts Independent Study | 1 | 1.0 | Full Year | Teacher Recommendation |

Independent Study for Music is created for the purpose of offering recommended students the opportunity to enroll in a music class to advance their skills in music performance and education. The following outlines how a student may qualify for this option: Ensemble application: When a student cannot schedule Concert Band, Concert Choir, Orchestra, Introduction to Guitar, or Advanced Guitar class into their schedule and still want to perform and study ensemble music. Music Technology application: When a student wants to do an internship at a performance/educational based business (i.e. recording studio/music technology).

PHYSICAL EDUCATION/HEALTH DEPARTMENT

COURSE OFFERINGS

| Course | Credit | Weight | Length | Prerequisite |
|---------------------------|--------|--------|---------------------|--------------|
| Physical Education | .5 | 1.0 | Half Year/Full Year | None |

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

| Course | Credit | Weight | Length | Prerequisite |
|--------------|--------|--------|---------------------|--|
| Dance | .5 | 1.0 | Half Year/Full Year | 1 year of credit earned Physical Education |

The dance program will incorporate the health-related components of physical fitness and dance. Throughout the year students will develop dance routines that incorporate various genres of dance. This course can be taken to fulfill physical education credits.

| Course | Credit | Weight | Length | Prerequisite |
|--------------------------------|--------|--------|---------------------|--|
| Competitive Team Sports | .5 | 1.0 | Half Year/Full Year | 1 year of credit earned Physical Education |

This course will account as an introduction to the skills and rules associated with team sports. Students in grades 10-12 will be engaged in skill development, as well as be introduced to the rules and procedures associated with team sports. Students will develop an understanding of cooperatively working in a team sports setting. This curriculum will include the sports of: flag football, basketball, soccer, volleyball, team handball, and ultimate Frisbee. This course can be taken to fulfill physical education credits.

| Course | Credit | Weight | Length | Prerequisite |
|--------------------------------|--------|--------|---------------------|--|
| Fitness/Weight Training | .5 | 1.0 | Half Year/Full Year | 1 year of credit earned Physical Education |

This course will account as a prerequisite to Advanced Weight Training. It will provide a basic introduction to weight training. Students in grades 10-12 will develop an understanding of weight training physiology, the muscles of the body, strength training techniques, and how to establish proper fitness goals. This course can be taken to fulfill physical education credits.

| Course | Credit | Weight | Length | Prerequisite |
|--------------------------|--------|--------|---------------------|--|
| Cooperative Games | .5 | 1.0 | Half Year/Full Year | 1 year of credit earned Physical Education |

This course will account as an introduction to various cooperative and collaborative games and activities. Students in grades 10-12 will be engaged in the development of social skills, as well as trust and communication. Students will develop an understanding of cooperatively working in groups to achieve a

goal. This curriculum's activities will include, but are not limited to: cooperative games/activities, bocce, horse shoes, cricket, can jam, cornhole, and bucket toss. This course can be taken to fulfill physical education credits.

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|---------------------|--|
| <u>Life Long Athletics</u> | .5 | 1.0 | Half Year/Full Year | 1 year of credit earned Physical Education |
| <p>This course will account as an introduction to the skills and rules associated with individual/team sports. Students in grades 10-12 will be engaged in skill development, as well as be introduced to the rules and procedures associated with individual/team sports. Students will develop an understanding of cooperatively working in an individual and team sports setting. This curriculum will include the sports of: badminton, pickleball, tennis, golf, and bowling. The activities will include, but are not limited to: Tai Chi, self-defense, yoga, archery, and low level resistance training. This course can be taken to fulfill physical education credits.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|---------------------|--------------|
| Health | .5 | 1.0 | Half Year/Full Year | None |
| <p>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.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|---------------------|--------------|
| Real World Health | .5 | 1.0 | Half Year/Full Year | Health |
| <p>This course will be designed to introduce health activities for students. It will provide a basic introduction to the wellness of students. Students in grades 11-12 will develop an understanding of activities that promote mental, social, and physical well being. The units include: Babysitting, parenting, reducing stress, preparing and maintaining health for post High School. This course can be taken to fulfill elective credit.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|---------------------|--------------|
| Principles of Coaching and Leadership | .5 | 1.0 | Half Year/Full Year | Health |
| <p>This course presents the principles of coaching, behavior, teaching, physical training, and management. This course will provide students the knowledge of what it takes to be a successful coach and sports leader. Through this course, students will be challenged to do the following:</p> <p>Define who they are as coaches and leaders (their coaching philosophy, leadership philosophy, objectives, and style).</p> <p>Enhance communication and motivational skills;</p> <p>Become more effective teachers and trainers</p> | | | | |

Improve team, relationship, and management skills

This course can be taken to fulfill elective credit.

SPECIAL EDUCATION DEPARTMENT

COURSE OFFERINGS

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

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

All general education 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 to ensure students are receiving the proper support and appropriate access to the curriculum to meet their individual needs.

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 education classroom. Consultant services provide collaborative consultation between the special education teacher and the general education teacher, which focuses on adjusting the learning environment and/or modifying and adapting instructional techniques and methods to meet the individual needs of the students in the general education classroom.

INTEGRATED CO-TEACHING PROGRAM GRADES 9-11

The Co-Teaching Program is a support service provided for students with disabilities within core academic heterogeneous classrooms. The Co-Teacher and General Education Content teacher plan and deliver instruction together for the benefit of all students in the class.

SMALL CLASS GRADES 9-11

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

RISE PROGRAM

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

PACE PROGRAM GRADES 9-12

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

| Course | Credit | Weight | Length | Prerequisite |
|--|---------|--------|----------------------|--------------|
| Study Skills Grades 9-12 | .5 or 1 | 1.0 | Determined by IEP | None |
| <p>Study Skills is a class designed to help students improve learning effectiveness and motivation in their core academic classes. Students will learn strategies and techniques that lead to successful transitions including college and career readiness. There is a focus on time management and organizational skills; note taking, test prep, and test taking strategies; textbook reading and goal planning. Students will learn how to analyze their personal data to predict learning outcomes. In addition, students will work in small groups or one-to-one with their Special Education Teachers to advocate for Individualized Education Plan (IEP) accommodations and to achieve their IEP goals and Transition Plans.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-------------------------------|--------------|
| Literacy Lab Grades 9-12 | .5 | 1.0 | Full Year- Every other day | None |
| <p>The course is designed to provide Academic Intervention Services and instructional support for 9th grade- 11th grade students who are in need of additional support in literacy. Placement in this course is based on multiple indicators that reveal individuals are below proficiency, including the 8th grade N.Y.S. English Language Assessment (1 or 2), teacher recommendation, performance on reading and writing assessments, and, for 10th grade students, performance in 9th grade. The goal of this course is to provide students with additional, targeted instruction designed to improve reading and writing skills across all content areas.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-------------------------------|--------------|
| Math Lab Grades 9-10 | .5 | 1.0 | Full Year- Every other day | None |
| <p>Math Lab provides students with instructional support in Algebra. Placement in this course is based on multiple indicators that reveal individuals are below proficiency, including past performance and teacher recommendation. During class students will complete assignments and reinforce skills that connect to their Algebra Ext 2 class. This will help students improve their mathematical abilities and deepen their understanding of the material by targeting specific skills and providing additional instruction and practice. Math Lab is designed to meet the individual needs of each student and to provide the necessary support for that individual. The major focus will be on the mastery of the essential Algebra skills through pre-teaching, re-teaching, extra practice, and assessment. This mastery will be demonstrated through class participation, various collaborative activities, and classwork completion.</p> | | | | |

ONLINE COURSES

OC21 (Online Classes for the 21st Century)

About Blended Learning Courses:

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

OC 21 online courses are offered through PNW BOCES, designed by select Westchester County high school teachers, involving students from over 10 Westchester school districts. They present unique opportunities to “learn the way you live” and prepare students for future educational and career demands. These courses are scheduled outside of the traditional nine-period school day. They are counted towards the 5.5 credits required, as they each represent rigorous academic undertakings. Students who take an online course will work and learn collaboratively using an innovative educational platform and Web 2.0 learning tools. Students will have opportunities to participate in live webinars, discuss learning with their peers using synchronous (students and instructors logging on at the same time) and asynchronous (students and instructors working and responding independently) chats and forums, use networking tools to share resources, create and share work virtually, and learn through a variety of media. Students should see their guidance counselor to enroll. Students seeking to enroll should be able to work independently. An outstanding opportunity awaits you during the 2020-2021 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 many 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.

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--------------|
| OC21 Bias Beware: The History of Media and Presidential Elections | .5 | 1.0 | Fall Only | None |
| “The most trusted name in news.”-CNN, “Fair and balanced.”-Fox News, “All the news that’s fit to print.”-New York Times. This course will examine the use of mass media by presidential candidates throughout American history. It will start with the penny press, which was used in America’s earliest elections and continue through the use of radio, television, and the Internet. Students will analyze the impact of media in presidential campaigns and design various campaign messages using different forms of media. There will be an emphasis on the Internet and use of social media in the most recent presidential elections. | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------|
| OC21 Intro to Anthropology | .5 | 1.0 | Fall Only | None |
| 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. | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-----------|--------------|
| OC21 Sports Management, Media & Marketing | .5 | 1.0 | Fall Only | None |
| <p>Does sports management have a role in your future? According to Forbes Magazine, despite tough economic times, sport-related industries are still expected to grow 3-5% a year over the next decade. How can you decide if a sports-related major is the right choice for you? What might work in a sports-related field be like? Where does mathematics fit within the fabric of this industry? This course will help answer these questions and more. Students will learn about the action that takes place off the field or court by exploring management – What might it be like to be a general manager of a professional sports team? What are the roles and responsibilities of a college athletic director or facilities manager of a sports arena? How can the use of statistics better inform the decision-making process? Through an examination of sports marketing, we will learn about related products, their role in the marketplace, and how athletes and products are promoted. In addition, we will discuss some of the ways in which statistics are utilized to gain the winning edge. As we study, we will learn about sports video, radio, analytics, photography, and other roles that make the sports entertainment industry one of the most profitable in the world.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-----------|--------------|
| OC21 Gaming the Story: Writing a Video Game Narrative | .5 | 1.0 | Fall Only | None |
| <p>Do you find time slipping through your fingers every time you pick up a game controller? Have you ever forgotten to eat or lost sleep because you couldn't put that controller down? This course is for you! Learn how video game story-writers design immersive experiences that capture our attention. The narrative structure of gaming provides the story-teller with new obstacles and opportunities. In this course we will be designing a video game narrative. Instead of focusing on programming or graphic design, we will be focused on how the building blocks of fiction--character development, inciting forces, setting, plot structures, dialogue--create motivation and immersive gameplay. You'll be learning the tools of this industry along the way: pitches, script work, and twine.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-------------|--------------|
| OC21 Adventures in Programming | .5 | 1.0 | Spring Only | None |
| <p>This course will introduce students to the basics of software engineering and programming languages. Students will work collaboratively on applying the skills they learn to design and create basic computer programs. They will explore how to annotate text using HTML, create and evaluate basic computer algorithms, and explore syntax and grammar underlying many programming languages. This introductory course will allow students to explore several visual programming languages.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--|--------|--------|-------------|--------------|
| OC21 Beyond Mindfulness | .5 | 1.0 | Spring Only | None |
| <p>The <i>Beyond Mindfulness</i> course was designed to help students create the space in their lives for authentic learning and self-discovery through exploring the foundational concepts of mindfulness and meditation. This course will explore the historic roots of these practices from an Eastern and Western cultural standpoint and students will be introduced to Buddhism, Western Monasticism, and interreligious contemplative practices. The course will look at the application of these concepts through the modern-day application of mindfulness using activities like yoga and meditation and will offer students reflective tools for examining their own lives. Topics covered will include silence and solitude, voice and vocation, and compassion and caring.</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|--------|--------|--------|--------|--------------|
|--------|--------|--------|--------|--------------|

| | | | | |
|--|----|-----|-------------|------|
| OC21 Fake News and Other Hot Topics | .5 | 1.0 | Spring Only | None |
| <p>Fake News, Trolls, and bots have influenced and changed the way we view and understand the world around us. In this course, students will explore the surprising history of propaganda fake news, the fracturing of modern media, and the 24-hour news cycle. Students will evaluate different sources of media and their impacts on free societies. Finally, students will better understand how the internet, computing, and company algorithms have led to the balkanization of political opinion in the United States</p> | | | | |

| Course | Credit | Weight | Length | Prerequisite |
|---|--------|--------|-------------|--------------|
| OC21 Choice or Destiny: Fads, Trends & Phenomena | .5 | 1.0 | Spring Only | None |
| <p>Is there order in phenomena? Are there predictors? What makes a fad, a fad and a trend, a trend? What's the tipping point? In this course, you will explore the world of fads, trends and phenomena in today's society. You will research fads, trends and phenomena, conduct statistical/quantitative analysis, use data to predict longevity and present on how and why your trend will be "the next big thing".</p> | | | | |

The Tech Center at Yorktown

Karen Carey, Admissions Counselor, 914-248-2427, Fax 914-245-2041
Maggie Almonte, Bilingual Counselor, 914-248-2404
Gerry Battista, Counselor, 914-248-2220
Stephanie Carnes, Bilingual Social Worker - 914-248-3616
Melissa Crea, Work-Based Learning Coordinator – 914-248-3648
Amanda Keenan, Special Education Services - 914-248-2437
Catherine Balestrieri, Director - 914-248-2452

Principals:

James Bellucci – 914-248-2212
Stephen Lowery – 914-248-2424

Adult and Continuing Education:
Alyson Trudeau – 914-248-2408

Course Codes:

7000 - 8000 – Programs with integrated academics
9500 - 9600 – Life (No academic credit)
900 – Trade Focused (Core)
6000 – ENL, TASC, Internship, Work Study

***Students must be at least 14 years of age to enroll in a Career and Technical Program.
All CTE classes are General Education programs.***

**Disclaimer: “Tech Center courses are subject to change or cancellation due to insufficient enrollment.
Junior & senior classes may be combined due to CTE Programs in District.”**

Number Codes:

| | |
|--|---|
| Course ending in 1 = 8:00 am - 10:00 am | Course ending in 4 = 8:00 am - 12:00 pm |
| Course ending in 2 = 10:00 am - 12:00 pm | Course ending in 5 = 10:00 am - 2:00 pm |
| Course ending in 3 = 12:00 pm - 2:00 pm | |

Integrated Academics:

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

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

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

| | |
|----------------------|---|
| English 12 | All Career and Technical Education programs |
| Discrete Math | Business Career Academy, Communications Career Academy, Construction Career Academy, Hospitality Career Academy, Teaching Career Academy, Transportation Career Academy |

Senior Four Hour Option:

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

BUSINESS CAREER ACADEMY

Maggie Almonte – Counselor 914-248-2404

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

COMMUNICATIONS CAREER ACADEMY

Gerry Battista – Counselor 914-248-2220

| Session One | Session 2 | Session Three |
|--|---------------------------------|---|
| 7011 – Digital Film, Video & Audio Production | 922 – Digital Media | 922 – Digital Media 8013 - Digital Film, Video & Audio Production |
| 7021 – Computer Graphics | FOX MEADOW | 8023 – Computer Graphics |
| 7191 – Fashion Design & Merchandising | 9582 – Fashion Design Assistant | 8193 – Fashion Design and Merchandising |

CONSTRUCTION CAREER ACADEMY

Karen Carey – Counselor 914-248-2427

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

Maggie Almonte – Counselor 914-248-2404

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

COSMETOLOGY CAREER ACADEMY

Gerry Battista –Counselor 914-248-2220

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

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

ENGLISH NEW LEARNER CAREER ACADEMY

Maggie Almonte – Counselor 914-248-2404

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

Minimum 70% final average is required for admittance into Spanish Cosmetology II.
Students must be 17 years of age to sit for the Cosmetology Licensing Exam.

ENVIRONMENTAL SCIENCE CAREER ACADEMY

Karen Carey-Counselor 914-248-2427

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

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.”

HEALTH CAREER ACADEMY

Karen Carey – Counselor 914-248-2427

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

HOSPITALITY CAREER ACADEMY

Gerry Battista – Counselor 914-248-2220

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

TEACHING CAREER ACADEMY

Gerry Battista – Counselor 914-248-2220

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

TRANSPORTATION CAREER ACADEMY

Maggie Almonte – Counselor 914-248-2404

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

ALTERNATIVE OPTIONS

Karen Carey – Counselor 914-248-2427

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

TABE testing disclaimer: For students to be tested with accommodations proper documentation is required one week prior to TABE

testing. TABE results need to be 9.0 or above in both reading and math to qualify for entrance to our TASC Program.

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

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

GLOSSARY OF TERMS

| TERM | DEFINITION |
|--------------|---|
| ACT | The ACT® test assesses high school students' general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The Writing Test, which is optional, measures skill in planning and writing a short essay. |
| AIS | Academic intervention services help students who are struggling to achieve the learning standards in English language arts and Mathematics in grades K-12 and social studies and science in grades 4-12. These additional general education services include: <ul style="list-style-type: none"> • Extra instructional time to help students achieve the learning standards in the subject areas requiring AIS, and support services to help students overcome barriers that are affecting their ability to learn, such as attendance problems, family- related issues, discipline problems and health-related issues. Support services could include school guidance and counseling services to improve attendance and coordination of services provided by other agencies. |
| AP | Advanced Placement (AP) exams give high school students the opportunity to earn college-level credit while in high school. Courses are taught by specially trained teachers and help raise the academic awareness of all high school students |
| AYP | Adequate Yearly Progress - The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2009–10, the third indicator is science at the elementary/middle level, and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP). For more information about accountability in New York State, visit: http://www.emsc.nysed.gov/irts/accountability/ |
| BIP | Behavior Intervention Plan applies the observations made in the Functional Behavior Assessment (FBA) through an individual plan to reduce or extinguish the student's inappropriate behavior(s) and increase age appropriate behaviors. Commissioner Regulations, Part 200 and 201 require implementation of the BIP under specific circumstances. |
| CDOS | |
| Checkpoint A | Examination is typically administered to students in middle school. If a student, enrolled in middle school, has passed two years of study in a World Language course AND the student passes a Checkpoint A examination, the student will have earned a high school course credit in World Languages. This is the minimum requirement in World Languages for students to earn a New York State diploma. |
| Checkpoint B | Examinations are typically administered to students after completing a total of three (3) units of study in the target language. Students who have earned these units of study and who have passed a Checkpoint B examination will have met the World Languages requirement for an advanced regents diploma. This can be used as the fifth Regents Examination required for graduation (4 to 1 pathway). |
| Cohort | A group of students who all entered 9th grade for the first time in the same year |
| Counseling | Advice or help given by someone qualified to give such advice. Usually provided for students to assist with improving their social skills. |
| Credit | A unit of measure towards meeting the requirements for High School Graduation. Courses are |

| | |
|-----|---|
| | typically either ½ or 1 credit each. Students who are taking a course will qualify for the credit attempted based on successfully passing that course. Partial credits are not awarded for partial completion of a course. |
| CSE | Committee on Special Education responsible for evaluating school-age children, determining the eligibility and recommend special education services for eligible students. |
| CTE | Career and Technical Education is committed to providing high-quality CTE opportunities for all students. CTE studies are organized in New York in the following content areas: <ul style="list-style-type: none"> • Agricultural education • Business & Marketing education • Family & Consumer Sciences education • Health Occupations education • Technology education • Trade, Technical & Industrial education |

| | |
|--------------------------------|---|
| 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.) |
| ENL | English as a New Language - Classes or support programs for students whose native language is not English. |
| SWD Exempt From World Language | A Student With a Disability (SWD) which adversely affects the ability to learn a language can be exempt from the World Language 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 World Languages 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. |

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

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| REGENTS | Regents Examinations are achievement tests that are aligned with New York State's Learning Standards. Regents Examinations provide schools with a basis for evaluating the quality of instruction and learning that have taken place. They are used by school personnel to identify major learning goals, offering both teachers and students a guide to important understandings, skills, and concepts. The examinations also provide students, parents, counselors, administrators, college admissions officers, and employers with objective and easily understood achievement information for use in making sound educational and vocational decisions. Passing scores on the Regents Examinations in English, mathematics, science, and social studies satisfy the State testing requirements for a high school diploma. |
| Related Services | Developmental, corrective and other support services that a student with disabilities requires benefiting from special education; examples include audiology, speech/language, physical and occupational therapy, counselors, hearing services, transportation and medical services. |
| Resource Room Program | A special education program for the student who qualifies for either a general education class or special class placement but needs some special instruction in an individualized or small group setting for a portion of the day. The Resource Room teacher works closely with the general education classroom teacher. Students can be tested in the Resource Room. |
| Safety Net | Safety Net allows students with disabilities who do not pass a Regents exam required for their class; to meet the requirements for a local diploma by passing the RCT or the equivalent in that subject. The student must take the required Regents exam but may take the RCT before or after the Regents exam. |
| RTI | In Response to Intervention (commonly abbreviated RTI or Rtl) is a method of academic intervention used to provide early, effective assistance to children who are having difficulty learning. Response to intervention was also designed to function as one part of a data-based process of identifying learning disabilities. This method can be used at the group and individual level. |
| SAT | The SAT and SAT Subject Tests are a suite of tools designed to assess a student's academic readiness for college. The SAT and SAT Subject Tests keep pace with what colleges are looking for today, measuring the skills required for success in the 21st century. |
| Semester | A measure of time. There are two semesters in the school year; fall and spring. |
| SES | Low-income families can enroll their child in Supplemental Educational Services if their child attends a Title I school that has been designated by the state to be in need of improvement for more than one year. The term "supplemental educational services" refers to free extra academic help, such as tutoring or remedial help, that is provided to students in subjects such as reading, language arts, and math. This extra help can be provided before or after school, on weekends, or in the summer for more information got to: http://www2.ed.gov/nclb/choice/help/ses/description.html |
| Special Class | A special education setting that has a smaller teacher-student ratio for a student with a disability (SWD) that follows the general education curriculum with modifications and accommodations. Class sizes (teacher-student ratio) vary according to student's abilities and needs. |
| Speech/Language Services | Planned program to improve and correct speech and/or language articulation delays and/or severe receptive expressive communication delays. |
| Standard | Learning Standards are defined as the knowledge, skills, and understandings that individuals can and do habitually demonstrate over time as a result of skilled instruction and experience. In 1996, the New York State Regents approved 28 learning standards in seven content areas. |
| Strength Based Assessment | A method to assess a student with a disability's measurable postsecondary goals intended to acknowledge the student's needs preferences and interests for post-high school experience. |
| SWD | Student With a Disability describes a student who has been determined by the CSE to be eligible for special education services or treatment in order to progress academically. |
| Title 1 | 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. |

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