

Course Description Catalog

2009-2010

Dear Student,

This booklet contains a list of all the courses available to you at North Salem High School. Please read this booklet carefully so that you can make wise choices for the upcoming school year. It is advisable that you carry a full program so that you can explore various subjects and career alternatives. Please consider these points: Which courses will be most helpful in planning your college/employment career? Which courses are best suited to your academic ability? Which courses will help you to improve an area of weakness?

Please discuss your choices with your parents and teachers. We will do our best to accommodate your course selections.

Sincerely,
The Guidance Department

North Salem Central School District VISION

The North Salem Central School District will be a model public school district, identified by its focus on the development of students of all abilities. Most of all, it will produce motivated and competent learners, capable of solving the intellectual, emotional and ethical problems they encounter, and of reaching their personal goals. All stakeholders - student, parents, faculty, staff, administration, Board of Education, community – will share responsibility for student development. In their respective roles, they will exceed expectations through a process of continually: setting challenging goals and plans, executing them with promptness and innovation, measuring and evaluating the results, recognizing performance, and improving.

STUDENT GOALS FOR THE NEW MILLENNIUM

- Students will develop tolerance, compassion, and appreciation for diversity in order to be constructive members of society.
- Students will be able to assess personal skills, aptitudes, and abilities, in order to make informed decisions, recognize excellence, and develop the courage and comfort to take risks when striving for highest achievement.
- Students will develop competence in self-management, develop skills for long-term planning to accomplish multiple tasks, and take responsibility for achieving goals.

HIGH SCHOOL PHILOSOPHY

North Salem High school is dedicated to fostering a love of learning while promoting excellence in the educational process. The school provides students with the knowledge, skills and positive attitudes necessary to make the transition to a productive, caring, responsible adulthood. North Salem High School promotes the ideals of good citizenship, stresses ethical values, and transmits our multicultural heritage, enabling all students to be committed participants in a democratic society.

North Salem High School recognizes and supports the uniqueness of each individual. The school strives to provide each student with the appropriate opportunity to develop intellectually, emotionally, physically, and socially to his/her maximum potential in an atmosphere which fosters independent thought and actions. The following goals structure the school's efforts to assist all students in experiencing success both during and after their high school years.

GOALS

To maintain an atmosphere which provides support yet fosters independent thought and action which will enable the student to become a productive citizen.

To organize instruction in order to develop appropriate communicative, mathematical, and reasoning skills essential to live a full and productive life.

To promote lifetime learning patterns that will enable the student to adapt to the new demands, opportunities and values of a changing world.

To acquire the appropriate knowledge and attitudes to maintain one's mental, emotional and physical health in order to develop the capacity for creativity, recreation and self-renewal.

To foster an understanding of human relations – respect for and ability to relate to other people in our own and other nations – including those of different sex, religious origins, racial backgrounds, cultures and aspirations.

To understand the processes of developing values – particularly the formation of spiritual, ethical, and moral values which are essential to individual dignity and a humane civilization.

To recognize the individual abilities and learning styles of each student and to provide the means necessary for each to achieve his/her full potential

To encourage the development of a career plan perspective and goal necessary to secure employment and perform work in a manner that is gratifying to the individual and to those served.

To develop an understanding of the processes of effective citizenship in order to foster responsibility in the school, in the community, and in the society.

To foster knowledge of the interdependence between man and his environment in order to develop a lifelong sense of ecological responsibility.

HOW TO USE THIS GUIDE

This guide, published by the Guidance Department, in cooperation with the faculty, contains all of the essential information you need to plan your academic schedule for the school year. For your convenience, we have used the following format:

COURSE TITLE - COURSE NUMBER - CREDIT - GRADE LEVEL

PLANNING YOUR PROGRAM

Planning the courses you will take each year requires serious thought. Underclassmen especially should consider a four-year plan which is based on carefully considered and realistic, personal goals. Throughout high school, your counselor can help you develop these plans.

Your current teachers have recommended courses for the next school year. Some courses have prerequisites and academic requirements for admission.

DROPPING OR CHANGING COURSES

If you are considering any change in your course schedule, every effort should be made to accomplish it early in the school year. All course changes require a parent signature of approval.

Students enrolled in full-year courses may drop a course with no entry made on their transcripts and permanent record cards if they do so prior to the beginning of the 7th week of school. Students seeking to drop the course beyond the beginning of the 7th week of school will have an entry of drop-pass or drop-fail on their transcripts and permanent record cards. **No full year course can be dropped after 30 weeks.**

Students enrolled in semester courses may drop a course with no entry made on their transcripts and permanent records cards, if they do so prior to the beginning of the 4th week of the course. Students

seeking to drop the course beyond the beginning of the 4th week of the course will have an entry of drop-pass or drop-fail on their transcripts and permanent record cards. **No semester course can be dropped after 15 weeks**

Students may add a course during the first three weeks of a full-year course and during the first two weeks of a semester course.

SCHEDULING REMINDERS

REPEATING A COURSE OR REGENTS EXAM

Students may elect to retake a course or Regents exam but will receive credit once. The higher grade achieved during the school year will be used to compute the final average. Any time a Regents exam is taken again after August, both grades will appear on the transcript.

MINIMUM NUMBER OF COURSES: All students must take the equivalent of 5 courses each semester plus physical education.

PROMOTION REQUIREMENTS: 8th grade students must successfully complete a **minimum** of 3 of the 5 basic courses (English, Mathematics, Science, Social Studies, and World Language) to earn promotion to the next grade level. High School students must earn the following number of credits to earn sophomore, junior or senior status:

- Grade 10 – 4 credits (including English 9 & Global Studies I)
- Grade 11 – 9 credits (including English 10 and Global Studies II)
- Grade 12 – 14 credits (including English 11 & U.S. History)

We **strongly** urge any student who fails a course to attend summer school. It is extremely difficult for a student to make up a failed course during the school year.

SIGNATURES: All course requests must have the signed approval of your parents, counselor, and current teacher in the respective academic area. A list of course requests will be provided prior to a schedule for the following school year.

INDEPENDENT STUDY: Students who have an interest in a particular area of study which is not offered in our curriculum many want to consider study of that course on an independent basis. Credit will be granted providing the student works under the direction of a teacher who agrees to monitor the progress made during the independent study process. Independent study for courses required for graduation must follow the regulations set forth by the State Education Department of New York. Interested students must complete the required forms found in the Guidance Office.

AWARDING CREDIT: The granting of credit will not be based solely on a Regents examination or final exam score, but on a passing final average determined by adding the four quarters and the Regents exam or final exam and dividing by five.

GUIDELINES

Every effort is made to tailor-make a schedule to individual needs.

Too often, students utilize a “plan-as-you-go” approach to course selection. Your counselor will meet with you each year to conduct an “Annual Review” of your program and progress. This is an excellent time to look ahead at your goals. Having a long-range goal in mind, whether it is a particular career, a certain type of college, or a specific job, helps considerably when you make decisions about which course to take.

There are some general guidelines one should follow throughout the process. **First,** if you are considering college of any type, enrolling in the most challenging courses possible is recommended. **Second,** if you know far enough in advance of graduation that you are not planning college, it is most important to develop a skill before graduation. Having a high school diploma is not enough; our increasingly complex and technological world demands job skills. It is possible to build enough skills for an early level job upon graduation through our art departments, or an area technical center (see list of Tech Center courses).

DIPLOMA REQUIREMENTS
For Graduating Classes of 2010, 2011 2012, 2013
(Freshman classes of 2006, 2007, 2008, 2009)

Units of Credit

	<u>North Salem Regents Diploma</u>	<u>North Salem Advanced Regents Diploma</u>
English	4	4
Social Studies	4	4
Mathematics	3	3
Science	3	3
World Language	1	3
Health	0.5	0.5
Art/Music/DDP	1	1
Physical Education	2	2
Electives	3.5	1.5
	22 units	22 units

A local diploma will be awarded to students who have earned 55-64 on the required Regents exams.

The latest laws for testing requirements to earn a **local diploma** are as follows:

For students entering grade 9 in 2006, a score of 65 or above must be achieved on 3 required regents exams and a score of 55 or above on 2 required regent exams.

For students entering grade 9 in 2007, a score of 65 or above must be achieved on 4 required regents exams and a score of 55 or above on 1 required regent exam.

For students entering grade 9 in 2008, a local diploma will no longer be available.

Students who are desirous of an Advanced Regents diploma and are pursuing a five-unit sequence in art, music, or occupational education may be exempt from the second language requirement.

For students with disabilities, the safety net permits those who have failed a required Regents exam to take the Regents Competency Test (RCT), or the equivalent, in that subject.

**NEW YORK STATE TESTING REQUIREMENTS FOR REGENTS DIPLOMA
(REGENTS EXAMINATIONS)**

- A. Comprehensive English
- B. Global History & Geography
- C. U. S. History and Government
- D. Integrated Algebra
- E. Science

*Scores of 55-64 earn a local diploma for students entering grade 9 prior to 2008.

**NEW YORK STATE TESTING REQUIREMENTS FOR ADVANCED REGENTS DIPLOMA
(REGENTS EXAMINATIONS)**

- A. Comprehensive English
- B. Global History & Geography
- C. U. S. History and Government
- D. World Language
- E. Integrated Algebra, Integrated Geometry and Integrated Trigonometry
- F. 2 Sciences (Physical Setting & Living Environment)

CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT CLASSES

North Salem Middle/High School, in keeping with the Vision of the North Salem District, seeks to help children set challenging goals and plans for themselves, and strives to support students in their work to be motivated and competent learners. To that end, the criteria for enrollment in Honors and Advanced Placement courses at North Salem High School is designed to encourage the participation of capable learners in the challenges of the Honors or Advanced Placement curriculum, while at the same time ensure that the rigor of the course of study can be maintained.

To enroll in Honors and Advanced Placement courses, students must qualify by earning a total of 2 points according to the rubric outlined below:

- A. Earn minimum of 90% on the Regents exam in the previous course.
1 point
- B. Earn minimum of 90% course average in the previous heterogeneous or Regents level course or earn minimum of 85% course average in the previous Honors level course
1 point
- C. Earn the recommendation of the teacher based on teacher developed criteria
1 point
- D. Demonstrate mastery on a placement test developed by the department
1 point

Total points required to enroll = 2 points

Total points earned = _____

Student placement in Honors courses will be reviewed at the end of the marking period. Students must maintain a minimum average of 80% to remain in the Honors course. Students failing to maintain this minimum average will be rescheduled for a Regents level course, schedule permitting.

SENIOR YEAR PROGRAMS

O.P.T.I.O.N.S. (Opportunity for Professional Training In and Out of North Salem)

All seniors have the opportunity to enroll in O.P.T.I.O.N.S. (Opportunity for Professional Training In and Out of North Salem), a full year course organized around a core curriculum focused on the themes of college and careers. Students working with mentors and faculty advisors explore career goals, connect course work with real-life experiences, and apply skill through a mentored guided internship or a mentor guided research paper. All seniors present their work at the Senior Exhibition in June. Seniors enrolled in O.P.T.I.O.N.S. will be block scheduled for English, Economics, and Government. These classes will be scheduled from September to April.

Course Alternatives

North Salem High School offers a variety of alternatives to the full five course schedule to qualified students. Some of these alternatives are listed below. With proper planning and supervision, these experiences can be both satisfying and enriching. Reasonable alternatives proposed by a Senior but not listed below will be given serious consideration. The only limit to the alternatives is individual imagination. These alternatives, however, cannot replace requirements.

Some examples of appropriate alternatives include:

BOCES Walkabout Program, BOCES New Visions, Career Experience, courses at area colleges, a foreign exchange student program.

School credit may be granted for successful completion of the alternative. For Career Experience, students completing 150 hours will receive ½ credit, while those who complete 300 hours will receive 1 credit. A written journal will be required in order to earn credit. Choosing an alternative may allow a student to carry 4 courses plus physical education each semester instead of the traditional 5 course plus physical education. In certain cases, a student may be allowed to carry fewer than 4 courses if the alternative chosen is more substantial and demanding.

Students considering alternatives should consult early with their guidance counselor.

EARLY GRADUATION

We believe that students benefit from the academic and social skills that are continually developed in the total 4-year high school experience. Therefore, we do not recommend that students exercise the option of early graduation. However, we recognize that special circumstances exist in which early graduation may in fact be in the best interest of the student.

Students considering early graduation must schedule an appointment with the Director of Guidance by May 1st of the sophomore year in order to review credits and graduation requirements. A letter from the student's parent or guardian requesting this option is required at that time.

Students considering this option will be required to meet the requirements for graduation, during the junior year. Other course requirements may be met through enrollment in a college or university course at family expense. A course description must be submitted and the course must be approved by the Director of Guidance and the High School Principal before enrollment.

In unusual circumstances, students will be required to complete both participatory government and economics as well as all other courses required for graduation during the first semester of the senior year.

COMMUNITY SERVICE

We believe in the value of student service to school and community. As a result, we encourage students in grades 9-12 to participate in our Community Service Program. Participation in this program requires that students take action to assist others rather than themselves. Such action can occur during or after school hours and is conducted on a volunteer basis – that is, without pay. Students completing 30 hours of community service will receive an official school endorsement of community service on their transcript and will be recognized at our Awards Program in the spring.

Any interested student should complete a Community Service Application. Applications are available in the Assistant Principal's Office. Completed applications are due back to the office by April 30th.

RECOGNITION FOR ACADEMIC EXCELLENCE

Honor Rolls

Based on their academic average determined by all subjects except for physical education, students are recognized for their achievement through enrollment in the following honor rolls:

Principals' List – Average of 95 and above

High Honor Roll – Average of 90 – 94

Honor Roll – Average of 85 – 89

Scholarship Medal Program

The Scholarship Medal Program is designed to reward students for their academic accomplishment based on the following criteria:

Each time a student's name appears on the honor roll, he/she will be awarded credits:

- An appearance on the principal's list (95 average) will entitle the student to 3 credits.
- An appearance on the high honor roll (90 average) will entitle the student to 2 credits.
- An appearance on the honor roll (85 average) will entitle the student to 1 credit.

With the accumulation of credits, students are awarded scholarship medals.

- Students who accumulate a total of 15 credits will be entitled to a bronze medal.
- Students who accumulate a total of 25 credits will be entitled to a silver medal.
- Students who accumulate a total of 31 credits will be entitled to a gold medal.

National Honor Society

Criteria for admission to the National Honor Society is as follows:

- Achievement of a weighted academic average of 88% based on all subjects excluding physical education for 4 or 6 semesters
- Commitment to service through documented activities
- Demonstrated leadership
- Evidence of character through letters of recommendation
- Successful acceptance through an application process

Math National Honor Society

The North Salem Math National Honor Society recognizes achievement, encourages scholarship, and promotes enjoyment of mathematics among high school students.

Criteria for the Math National Honor Society is as follows:

- Overall academic average of 88% or higher
- Average of the grades for all high school math classes must be 88 or higher
- At least 4 semesters of college-preparatory mathematics must be completed at the high school level (including courses leading to Math A and Math B Regents exams, Algebra, Geometry, Algebra II/Trig, Pre-calculus, Calculus, or Statistics)
- Mathematical scholarship must continue to be demonstrated to maintain membership
- Members will encourage other students in their study of mathematics through example and through service projects, such as peer tutoring

TECH CENTER COURSE OFFERINGS

ARTS/HUMANITIES CAREERS

Advertising Art and Design
Computer Graphics
TV Productions

BUSINESS CAREERS

Entrepreneurship and Business Management
Business and Computer Technology
Microcomputer Technology
Introduction to Electronic Circuitry

ENGINEERING TECHNOLOGIES CAREERS

Computer Assisted Drafting
Carpentry
Construction Electricity
Heating/Ventilating & Air Conditioning
Plumbing/Pipe Fitting
Masonry

TRANSPORTATION

Auto Body
Auto Mechanics I & II
Small Engine Technology

HEALTH SERVICES CAREERS

Licensed Practical Nursing (12th, 13th year program)
Medical Assistant
Certified Nurse Aide/Home Health Aide

HUMAN & PUBLIC SERVICES CAREERS

Child Care Worker
Early Childhood Educator
Cosmetology I & II/Cosmetic Services
Fashion Design and Merchandising
Food Service/Culinary Arts
Law Enforcement
Manicuring/Nail Sculpturing

NATURAL & AGRICULTURAL SCIENCES

Floral Design and Shop Management
Urban Forestry

ADDITIONAL PROGRAMS

Search

Community-Based Experience
Life Vocational Class

Senior Four Hour Option

Parenting

Alternative Options (GED)

New Visions Academy

Health Careers – Northern Westchester Hospital
Environmental Science – Teatown Lake Reservation
Law and Government – White Plains law/government facilities
Education – School District K-12 classrooms

Several of the courses at the Tech Center require students to purchase, for their own use, several items which will be used in their training. These items are commonly used in the field and should be of quality that will make them long lasting so that they can be used on the job following completion of the Tech Center Program.

It is recognized by the Tech Center that some individuals may not have the funds to purchase these items. In such cases, we will provide assistance in obtaining these items or will provide the items for the students.

COURSE DESCRIPTIONS

ENGLISH DEPARTMENT

ENGLISH DEPARTMENT PHILOPOPHY

We believe that:

Clear and forceful communication of ideas, values and beliefs binds together a society of mutual respect. The study of literature enhances understanding of our contemporary world and builds appreciation of the great heritage of our past.

The ethical values underlying literature appropriately serve as the basis for classroom discussion and writing.

ENGLISH DEPARTMENT GOALS

The Goals of the English Department are to develop the four competencies as outlined by SED in the L.A. Standards.

Reading, Writing, Listening, and Speaking for Information & Understanding

Reading, Writing, Listening, and Speaking for Literary Analysis & Expression

Reading, Writing, Listening, and Speaking for Critical Analysis & Evaluation

Reading, Writing, Listening, and Speaking for Social Interaction

The ultimate goal is a unified, interrelated, well articulated, literature based Language Arts program developing students who are capable of clear, forceful and creative communication of ideas.

A brief overview of the English program at each grade level is present below:

OVERVIEW

Grade 9 The first year of high school English concerns itself with study skills and vocabulary usage in the context of writing, reading, literature and oral proficiency. The emphasis in writing is on the character study and personal as well as persuasive essays. Research skills are emphasized this year.

Grade 10 A generic approach to literature (i.e. the short story, the essay, etc.) is used in grade 10. Interdisciplinary English/Global History research papers are major units of study. Outside reading, projects, and written reports are included. Formal research and study skills are reinforced at this level. Preparation for the English Regents exam in January of the following year is stressed.

Grade 11 Grade 11 stresses preparation of students for important exams facing many of the juniors: the SAT I & SAT II's in English and the new English Regents Comprehensive Exam (80% writing). Literary selections from American Literature – including prose, poetry, and drama provide the focus for class discussion/analysis. Writing tasks include research and reports, persuasive essays, as well as expository, narrative and descriptive pieces. Students will gain experience in all stages of process writing from brainstorming through peer/teacher conferences and will practice “writing to a prompt” in preparation for the statewide/national exams. Listening skills, grammar, vocabulary and notetaking skills are woven into writing units. The new Comprehensive English Regents is the final examination for this course.

Grade 12 Every effort is made in this culminating course to bring students to their full level of competence necessary for success in college or employment. Expository and persuasive writing is stressed in assignments based in the writing lab as well as during in-class “writing-to-a-prompt” exercises. The literature program focuses on modern writers and stresses point of view. Research skills are honed in short papers using quotes, outline, works cited and report format citations.

For criteria for admission into Honors and Advanced Placement courses, please refer to **CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT**.

COURSES

English 9 Honors

1

9

This course includes some core works taught in the Regents classes; however, topics are studied in greater depth, and enrichment is provided in the form of more extensive and mature literary selections. Critical evaluation of literature is stressed and student writing is generally expository, focusing on the character analysis. Major works include Childhood's End, Romeo and Juliet, A Tale of Two Cities, A Separate Peace, The Odyssey, and The Once and Future King. Substantiation of opinions and the correct form for quotations are required. Students are required to complete a summer reading assignment designed to expand the curriculum and lessen student reading load during the year.

English 9

1

9

This course concentrates on literary genres. Research skills are introduced. Vocabulary is gleaned from literature and outside sources. Since students are grouped heterogeneously, major emphasis is placed on writing skills and grammar in the context of writing. A number of novels are studied including Of Mice and Men, To Kill A Mockingbird, A Separate Peace, The Odyssey, Ten Little Indians, The Old Man and the Sea, The Alchemist and character analysis studies from the various works are developed in expository essays. A mandatory summer reading list is provided. A Shakespearean unit is introduced featuring the tragedy Romeo and Juliet. Students are required to complete a summer reading assignment designed to expand the curriculum and lessen student reading load during the year.

English 10 Honors

1

10

English 10 Honors is for a select group of honors students who already exhibit advanced skills in writing and reading. Emphasis is placed upon independent study skills, composition, classical literature, and formal research. Students complete interdisciplinary English and Social Studies writing/research projects. Several major literary essays are assigned and monitored throughout the various phases from thesis formulation to finished product. The Honors program introduces the use of literary criticism. Major works include Julius Caesar, The Grapes of Wrath, Lord of the Flies, Antigone, Night, and Catcher in the Rye. Students read two pieces of independent literature and are responsible for creative written response or in class quiz. Students are required to complete a summer reading assignment designed to expand the curriculum and lessen student reading load during the year. Students will take the ELA Regents in June.

English 10

1

10

English 10 is a heterogeneous program designed to develop proficiency in reading and writing skills. A generic approach to literature is used. Short stories, nonfiction, poetry and fantasy units are featured. Character analysis and theme comparison papers are monitored at every stage leading to an acceptable first draft. Several selections are chosen from such major works as: Catcher in the Rye, Anthem, Night, The Grapes of Wrath, Lord of the Flies, and Julius Caesar. Students independently read two pieces of literature and are responsible for a creative written response or in class quiz. Students complete interdisciplinary English and Social Studies writing/research projects and a six hour practice Regents exam is administered. Students are required to complete a summer reading assignment designed to expand the curriculum and lessen student reading load during the year.

English 11 AP

1

11

The student recommended for the English 11th Grade Advanced Placement course has demonstrated superior writing ability and consistent motivation. This college course concentrates on the art of prose writing in a variety of forms on a variety of subjects, with a specific emphasis on the study and writing of analytic or persuasive essays on nonliterary topics. The primary text for the course will be Short Takes: Model Essays for Composition, a collection of essays displaying valuable exemplars of rhetorical modes. Literary works will include selections from the following: The Adventures of Huckleberry Finn, The Great Gatsby, Othello, Macbeth, Fahrenheit 451, The Crucible, Into the Wild, Nickel and Dimed, Narrative of the Life of Frederick Douglass, and The Jungle. In May, students must take the Advanced Placement Language and Composition exam sponsored by the College Board. Registration fees must be assumed by the student. Students are required to complete a summer reading assignment and independent reading throughout the year in an effort to expand the curriculum.

English 11

1

11

This course will review and teach skills tested by the Comprehensive Regents Examination in English (ELA) (80% writing). Listening skills, vocabulary, spelling, reading comprehension and interpretation, usage, study skills, literature and composition, and research skills are components of English 11. Units of SAT prep focus on vocabulary development to improve performance on the national exam. Key literary works studied in English 11 include selections from Marty, Ryan White, The Great Gatsby, The Scarlet Letter, Macbeth, The Glass Menagerie, and The Crucible. The New York State Comprehensive English Regents, the final exam in the course, is scheduled for January. Students are required to complete a summer reading assignment designed to expand the curriculum and lessen student reading load during the year.

English 12 AP

1

12

The student recommended for the English 12th Grade Advanced Placement course has demonstrated superior writing ability and consistent motivation. This college course concentrates on World Literature with special emphasis on 20th century writers. Selections include 6-8 major novels/plays from the following: Hamlet, Death of a Salesman, The Stranger, Cat's Cradle, Heart of Darkness, Streetcar Named Desire, and Siddhartha. Analysis of poetry and the essay form (sensitivity to audience, purpose, tone, word choice) receive heavy emphasis since they are tested on a three hour national AP exam sponsored by the College Board. Registration fees must be assumed by the student. Students are required to complete a summer reading assignment designed to expand the curriculum and lessen student reading load during the year.

English 12**1****12**

This course focuses on “point of view” and includes a key unit on “voice”/narrator in the short story. Modern Literature is emphasized. Literary works include Death of a Salesman, Streetcar Named Desire, Hamlet, and Cat’s Cradle. Writing skills include persuasive writing as well as experimentation with point of view and “voice” in creative writing. Short research papers emphasize skills of formulation of a thesis statement, developing an outline, using quotes, etc. “Writing-to-a-prompt” exercises prepare for college “blue-book” essay writing. Oral communication skills are an essential component to provide support to seniors for their final presentations. It is recommended a student pass the Comprehensive English Regents (ELA) exam prior to enrollment in this course. Students are required to complete a summer reading assignment designed to expand the curriculum and lessen student reading load during the year. For any student enrolled in O.P.T.I.O.N.S., English 12 will end in April.

Creative Dramatics and Speech**1/2****9-12**

Do you love improvisation? Is performing in front of your class something you’ve always wanted to do? Or, are you running for student office and would love to know the basics about writing speeches and delivering them? If your answer is “Yes” to both, then this action-packed, twenty-week course is for you. Beginning with creative dramatics, this class builds your confidence in front of an audience of your peers through such activities as creative role playing, improvisation, theater games, gibberish, musical comedy and creative conflict. The speech component includes a required reading of speeches from American history as well as extemporaneous speeches and prepared presentations from note cards using audio visual aids to present your ideas more clearly. The course builds awareness of eye contact, delivery techniques, and a sense of suitability of material for a variety of audiences. Performance is the key to success in this course.

Creative Writing**1/2****10-12**

Develop your personal writing skills. Here is a creative outlet for the student writer. Students will produce an original illustrated children’s story, write original narratives, describe real-life experiences, create fables and tall tales, and write dialogues and TV scripts. Class members will share responses with each other. During the second semester, students may opt to create longer writing selections or alternative writing tasks.

English A.I.S.**0****9-12**

English A.I.S. exists to assist identified students in the heterogeneous ninth, tenth, eleventh, and twelfth grades who might benefit from curriculum and skills reinforcement. If scheduling permits, students meet with a staff member in small groups and receive support affording them the opportunity to progress in the regular classrooms. Extra credit (1-3%) towards the regular English quarterly grade is derived from effort and performance in the support classes and based on the number of scheduled sessions attended during a six-day cycle. The curriculum develops skills and supports classroom tasks. Close communication on student progress is maintained between the course support teacher and regular classroom teacher. If a student’s quarterly grade reaches 85% as a result of extra credit from A.I.S., the student will have the option of dropping the A.I.S., or continuing (if he/she wishes) but without the bonus points.

SAT English Preparation**1/2****11**

This English elective is designed to help students prepare for the challenges posed by the new SAT exam. The course’s focus will be to address the new writing component that asks students to take a position on an issue and support their decision. The course will also consider the new grammar based multiple choice section and the changes to the reading comprehension questions that will now seek to evaluate critical reading skills.

Public Speaking/Presentation Skills for the Future Professional

1/2

10-12

Students moving into college and the work world need to develop strong oral presentational skills using AV supports. Students will be trained to “sell an idea” to a specific audience, using clear, logical, concise language. Contemporary issues topics will be investigated and students will adopt a position (pro-con) using effective graphics. Training will be provided on the LCD panel and students will create their own slides to support their presentation.

Journalism

This course is for all those interested in participating in the publishing of the school newspaper. The class will address issues related to publishing such as: deadlines, layout, audience, tone. Class members will be expected to both write articles for publication and participate in the production of the final draft of The Tiger Times.

Sports Literature

1/2

9-12

This course will delve into a wide array of sports based literature and examine the genre by addressing various literary works that represent the powerful medium of sports based literature. The course will help participants consider such topics as author’s purpose and sports as a reflection on contemporary society through works like The Natural, When Pride Still Mattered and Field of Dreams.

Behind the Screen: Film Criticism and Appreciation

1/2

10-12

Why do movies make us laugh or cry, feel tense or exhilarated? This course will explore the movies by evaluating the cinematic, dramatic, and literary techniques, as well as the historical context of various films. Each student will take the role of critic – as we watch 8 to 10 full length films- giving their own thumbs-up or thumbs-down to each movie. This course will also include the examination of various film roles (acting, directing, editing, etc.) and the study of film lingo (by reviewing key scenes from many films). Behind the Screen is a semester course which can be credited toward history or English.

American Literature

1/2

10-12

The American Literature course studies the literature of American chronologically from the Puritans of 1692 to the contemporary era. In addition to the standard texts of a high school literary program, the cultural, social, and political forces that shaped our nation will be examined, discussed, and written about.

FAMILY AND CONSUMER SCIENCES

The courses offered in the Family and Consumer Science Department are designed to help you meet the changing lifestyles you are experiencing in today’s society. As the roles of individual and family members are changing, the courses stress preparation for human development, consumer and managerial roles. You, as a manager of these roles, will learn to make decisions about your food, clothing, shelter, family, friends and, most importantly, yourself.

Psychology of Child Development

1/2

9-12

Enjoy children? Thinking of working with children or becoming a parent some day? Then enter the world of the child! This course provides students with an understanding of the aspects of human growth and development. The content covers a child’s physical, mental, emotional, and social growth from the prenatal period through early adolescence. The knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of children are addressed. Applications through authentic settings such as volunteer experiences, internships and service learning are encouraged.

F.O.O.D. (Fundamentals of Our Diet) **1/2** **9-12**

Food is simple – you get hungry, you buy something, and you eat it, right? While eating may be that simple, there’s really a lot more to choosing and preparing foods. You are constantly faced with food decisions. Should I eat breakfast? How much fat is in that package of chips? What should I make for dinner tonight? In this course students will develop a greater understanding of the major concepts related to the need for food and how to go about satisfying this need. Laboratory work, which includes the selection and preparation of various foods, is emphasized.

Dollars & Sense **1/2** **9-12**

“Money makes money.” “A penny saved is a penny earned.” Money isn’t the most important thing in life, but you need it to get many of the things you want. That’s why it’s important not only to make money, but also to use it wisely. How can you get the most for your money? In this course, students will concentrate on managing finances for the teenage budget. Money management and consumer decision-making skills are related to all aspects of your life, including food, clothing, housing, automobiles, insurance, banking, and leisure time activities.

FINE ARTS AND MEDIA ARTS

DRAFTING & DESIGN

Successful completion of Design and Drawing for Production. D.D.P. I satisfies the New York State one-credit requirement for art/music/mechanical drawing.

ATTENTION: If you have difficulty drawing freehand or feel that you are not artistic, then these courses are for you!

Every single product that we own or use needed to be designed, drawn and dimensioned before it could be produced. This makes a fairly strong statement for the importance of knowing how to communicate graphically! These enjoyable courses in designing, mechanical drawing, and architecture introduce students to this universal graphic language, called “drafting”, and its many related careers.

Students experience the art and science of drafting by means of drawing instruments such as T-squares, triangles and compasses. They will also explore the excitement of Computer Assisted Drawing (CAD). After learning some fundamentals, students may find themselves creating their own designs.

Design & Drawing for Production I (D.D.P. I) **1** **9-12**

D.D.P. I is a full year innovative design course. The emphasis of the course will be design through creative thinking, decision making and problem solving experiences. Students will be introduced to drawing techniques that are easily mastered. Specific drawing projects will culminate in the creation of 3-dimensional models. Successful completion of this course fulfills the one credit graduation requirement for Humanities at the High School level. This class will be the start of a portfolio for any student interested in a technical area or a career in art related professional.

Design & Drawing for Production II (D.D.P. II) **1** **10-12**

D.D.P. II is a full year, advanced level design course. The emphasis of this course will be to enhance drawing and design skills learned in D.D.P. I. Specific projects will culminate in the creation of 3-dimensional models. Students will continue to build a portfolio of their work.

Architectural Drafting I **1** **11, 12**
Prerequisite: D.D.P. II, or instructor’s approval.

This is a fascinating course in which students find themselves involved with the design and construction of scale model homes, decks, landscapes and structures. Fundamental concepts of architectural drafting will be explored. The computer will be used as a drawing simulating and modeling tool. Approximately 75% of this course is devoted to project work. The remaining 25% will be demonstrations, lessons and other instructional techniques.

The elective art courses are geared to promote creative thought while teaching mastery of materials. Students are assessed using a grading rubric that clearly articulates the expectations of the program. Work is judged on a standard of performance not on a subjective response on the part of the teacher. Students are encouraged to explore and take risks, with the production of quality work as the goal. Courses are designed to meet New York State visual arts standards.

Students desiring a three credit sequence in art must take Studio in Art and two advanced art courses. A student desiring a five credit art sequence must take Studio in Art and four additional advanced art courses.

Studio in Art 1 9-12

Studio in Art is a full-year, comprehensive foundation art course. Students will use the elements and principles of art as they explore a range of materials and techniques. Students will learn about the critique process and participate in oral critiques of their work. There will be several units which require drawing from observation throughout this course. Other units may include painting, printmaking and sculpture. **This course fulfills the one-credit graduation requirement for humanities at the high school.**

Drawing & Painting I 1 10-12
Prerequisite: Studio in Art or Design and Drawing for Production (DDP)

This course is for students interested in learning fundamental skills in drawing, watercolor and oil painting. Students will be introduced to a variety of drawing and painting materials and techniques, while learning to use the principles and element of art creatively. Independent exploration is encouraged. The process of building a portfolio for art and architecture programs will begin. Students are required to keep a visual journal to help them generate ideas.

Drawing & Painting II 1 11, 12
Prerequisite: Drawing and Painting I

This course is designed to challenge students to sharpen their observational and interpretative skills through the use of various drawing and painting media. Students are asked to keep a visual journal to help them generate ideas. Students will continue to build a portfolio for art and architecture programs.

Drawing & Painting III 1 12
Prerequisite: Drawing and Painting II

The student in this advanced course will create a body of drawings and paintings that are related visually and express a particular idea. Students should be able to demonstrate a personal commitment to a specific visual concept or mode of working and articulate this in writing at the end of the year. A strong portfolio should emerge.

Photography I 1 9-12

This course is for students interested in learning to use photography as an art form. The fundamental skills of 35mm black and white photography include the use of the camera; film processing and darkroom skills will be introduced. Students will also learn hand coloring, sepia toning and experimental darkroom techniques. The process of building a portfolio will begin. Student must have access to any 35mm camera and supply their film. Students will be required to keep a visual journal to help them generate ideas.

Photography II 1 10-12
Prerequisite: Photography I

This course is designed to challenge students to enhance their observational and darkroom abilities. Students will pursue their own vision to further develop technically and personally as a photographer. Experimentation will be encouraged. Students will be asked to keep a visual journal to help generate ideas. Students will continue to build a portfolio.

Photography III 1 10-12
Prerequisite: Photography II

The student in this advanced course will create a body of work that is related visually and expresses a particular idea. The student will demonstrate a personal commitment to a specific visual concept or mode of working and articulate this in writing at the completion of the year. Students will be asked to keep a visual journal to help them generate ideas. A strong portfolio should emerge.

Computer Art I/II 1/2 or 1 9-12

Computer Art I is a half-year, introductory art course. Students will study the elements and principles of design to assist them in developing artistic solutions to visual projects. Adobe programs, including InDesign, Photoshop and Illustrator will be learned in this course. Projects include graphic designs such as logos, posters and DC covers along with fine art assignments such as abstract compositions and self-portraits. Students may continue on with **Computer Art II** in semester 2 which offers more complex projects.

Computer Art III 1 10-12
Prerequisite: Computer Art I and II or enrollment in AP

Computer Art III is offered as an independent study course within Computer Art I and II classes. Through this course, students with a strong interest in any aspect of Computer Art can develop an original portfolio of work in print or video. Software available for use includes: InDesign, Photoshop, Illustrator, I-Movie, Final Cut Express, Bryce and Poser. Advanced art students who are interested in including digital work in an AP class portfolio will find this course useful for producing their AP assignments. This class is for self-motivated learners as it takes the form of an independent study.

Basic Digital Video and Editing 1 10-12
Prerequisite: Computer Art I and II

Students will create short videos and animated stills in this course. The processes of creating a storyboard and writing a script will be components of this course as well as learning to operate the cameras and editing software. A review of Photoshop will be included in the curriculum. Photoshop is useful to edit or enhance imagery used within video frames or stills. This is an advanced art course.

Creative Crafts 1 9-12

Creative Crafts offers the student tactile experiences with three-dimensional materials, and emphasizes a wide range of processes, including papermaking, bookbinding, fiber/weaving, ceramics and sculpture. Various ceramic techniques will be covered, such as hand building, pinch, coil and slab techniques. Sculpture techniques will include assemblages, constructions, found objects, and additive and subtractive methods. Among the media introduced are paper, fiber, papier-mâché, plaster, wire, cardboard, foam core, wood and clay. **This course fulfills the one-credit graduation requirement for humanities at the high school level.**

Advanced Placement in Studio Art 1 12
Prerequisite: Drawing and Painting II, Photography II, Portfolio of work

The Advanced Placement program in Studio Art is intended for highly motivated students who are seriously interested in the study of art. AP work involves significantly more commitment and accomplishment than the typical high school course and is not for the casually interested. Students will need to work outside of the classroom and beyond scheduled periods. The AP exam consists of a portfolio of 24 to 30 very strong pieces. These are submitted for examination in slide form along with six actual pieces. A written artist's statement must accompany your portfolio.

Please note: A student may obtain the unit of credit in art by participating, only in exceptional situations, in an advanced out-of-school art or music activity. Credit for this shall be upon recommendation by the student's art or music teacher, shall be approved by the department chairperson and the school principal. The course of study must be consistent with the goals and objectives of the school's art program.

The principal must request a copy of the advanced course outline to be offered from the institution, organization or individual. The course outline must be reviewed and approved by the art supervisor and the art teacher. This alternative is not for private study as per Summary of Art and Visual Arts Provision in Part 100 of the Commissioner's Regulations, State Education Department.

MATHEMATICS

At North Salem, mathematics instruction is guided by the seven key ideas in the Mathematics Standards (3). Strategies which enhance an understanding of mathematical reasoning, number and numeration, operations, modeling and multiple representation, measurement, uncertainty, patterns and functions are fostered and developed.

An overview of the North Salem High School Mathematics Program includes:

Honors Program – For the highly motivated student who wishes to pursue mathematics as a possible academic major beyond high school. This includes preparation for:

8 th	Integrated Algebra
9 th	Geometry/Honors
10 th	Algebra II/Trigonometry/Honors
11 th	Pre-Calculus/AP Calculus AB/AP Calculus BC

Regents Preparatory Program – This includes preparation for Integrated Algebra, Geometry, and Algebra II/Trigonometry

9 TH	Integrated Algebra
10 TH	Geometry
11 TH	Algebra II/Trigonometry
12 TH	Pre-Calculus/ AP Calculus AB/AP Statistics/MST

We recommend that as a prerequisite for taking any mathematics course, the student must:
have passed the preceding Regents Exam in the course sequence
have a 65 or better vertical average in the preceding regents course
have a teacher recommendation

We will continue to encourage all students to strive for the high level of excellence demanded for the Regents. However, parents will be informed of the criteria deficiencies by departmental letter and will be kept updated through regular reporting channels as to the student's progress.

For criteria for admission into Honors and Advanced Placement courses, please refer to **CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT**.

Integrated Algebra 1 9
Prerequisite: Satisfactory completion of 8th grade mathematics and teacher recommendation

This course explores the fundamental concepts of algebra from set theory to graphing. Also included are basic trigonometry and basic transformations. Integrated Algebra will help students view mathematics as an integrated whole rather than a set of isolated topics. This course begins preparation for the Math A /Integrated Algebra Regents exam.

Integrated Algebra Extended 1 9
Prerequisite: Satisfactory completion of 8th grade Math with a grade less than 75%

Same as above except that this course meets 2 periods every other day in preparation for the Math A/Integrated Algebra Regents exam.

Geometry 1 10, 11

Prerequisite: Satisfactory completion of Integrated Algebra

This course explores all concepts of geometry including logic, transformational geometry, coordinate geometry, as well as Euclidean geometry. There will be an emphasis on inquiry and exploration to prove basic concepts of geometry.

Geometry Honors 1 9, 10

Prerequisite: Satisfactory completion of Integrated Algebra and meets all math department criteria

This course explores all concepts of geometry including logic, transformational geometry, coordinate geometry, as well as Euclidean geometry. There will be an emphasis on inquiry and exploration to prove basic concepts of geometry. This course will be heavily supplemented with analysis of special topics in geometry.

Geometry Extended 1 10, 12

Prerequisite: Satisfactory completion of Integrated Algebra with a grade between 65 and 75

Same as Geometry, except in addition to being taught everyday, this course will meet two periods every other day.

Algebra II with Trig 1 11, 12

Prerequisite: Satisfactory completion of Geometry with a grade of 75 or better

Students in this course will be engaged in creative problem solving activities and explore advanced topics in algebra and trigonometry including statistics and sequences and series. A graphing calculator is required for this course.

Algebra II with Trig Extended 1 11, 12

Same as Integrated Algebra II with Trig except in addition to being taught everyday, class meets two periods every other day.

Algebra II with Trig Honors 1 10, 11

Prerequisite: For criteria for admission into Honors and Advanced Placement courses, please refer to **CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT.**

Students in this course will be engaged in creative problem solving activities. Students will be engaged in an in-depth exploration of advanced topics in Algebra II/Trig including topics such as statistics, sequences, and series.

SAT Math Review ½ 11

This course is designed to enhance students' test taking skills and math abilities as they prepare for the Math SAT exam.

Math/Science/Technology (MST) 1 10-12

Prerequisite: Successful completion of Integrated Algebra and one lab science course

In this course, students will be presented with problems and will design and build devices to solve the problems, applying math and science concepts in their solutions. The working models will be tested and the results of testing will be analyzed and evaluated. Research skills, technical writing skills, and communication and presentations skills will also be strengthened.

Math 12 Pre-Calculus 1 12

Prerequisite: Completion of Algebra II with Trig

This is a full year course which is designed to prepare college bound students for a first course in calculus. Topics include: graphing techniques, special functions, trig functions and identities. Polynomial function sequences, limits and differentiation, are language necessary for the calculus bound student. Use of the graphing calculator is a component part.

AP Calculus (AB) 1 12
Prerequisite: Completion of Math 12 or Algebra II with Trig Honors and District criteria for AP program

This is a college level course covering topics in differential and integral calculus. It is designed to prepare a student to take the Advanced Placement exam to possibly receive college credit for calculus. (Practical problems and applications are included.) Students must take the Advanced Placement exam in calculus as a requirement of the course. Students must have knowledge of the use of a graphing calculator,

AP Calculus (BC) 1 11, 12
Prerequisite: AB Calculus

BC Calculus is a full year course in calculus as a single variable. It includes all topics of AB Calculus plus parametric, polar and vector functions, polynomial approximations and series that include concept of series, series of constants and the Taylor series. Students must take the AP exam upon completion of this course.

AP Statistics 1 11, 12
Prerequisite: Completion of Algebra II w/Trig

Statistics is a full year course of data analysis. It includes exploring, measuring and modeling data sets, distribution analysis, statistical inference and interpreting data by regression analysis, and hypothesis testing of one or more variables. Students must have some knowledge of the graphing calculator. All students must take the AP exam in statistics upon completion of the course.

Topics in Algebra II w/Trigonometry

Prerequisite: Passed Integrated Algebra exam **AND** completed either Geometry or Topics in Geometry

This course is designed to expose students to higher level math topics in Algebra II and Trigonometry. It will give students a more challenging math class without a Regents exam, during their Junior/Senior year. Additionally, there will be exposure to topics necessary to be successful on the SAT and on college placement exams.

College Math 1 12
Prerequisite: Students in grade 12 who have passed the Integrated Algebra exam

This course will enhance and expand upon the skills and concepts students acquired in Math A. It will give students the opportunity to practice the skills necessary for the SAT exam. It will also give students the opportunity for success when they take a college level math course. Topics include: problem solving, equation, inequalities and mathematical modeling, functions and their graphs, polynomial functions, rational and conic functions, exponential and logarithmic functions, systems of equations, matrices, sequences and series.

Accounting 1 11, 12
Prerequisite: Completion of Integrated Algebra

This course will provide an overview of accounting processes, definitions, and applications that will be useful in personal and business opportunities. Students will learn about the accounting cycle through analyzing transactions, preparing financial statements, recording entries into a journal, concepts of a checking account, and recording, adjusting, and closing entries. Students will be introduced to the accounting cycle for both a service business and a merchandise business.

Sports and Entertainment Marketing ½ 11, 12
Prerequisite: Completion of Integrated Algebra

This is an introductory course, which will help students develop an understanding of the marketing concepts and theories that apply to sports and entertainment events. This course will cover basic marketing, marketing and segmentations, sponsorship, event marketing promotions, sponsorship proposals, and sports marketing plans. Students will learn how to develop a Marketing Plan for a company, which outlines specific goals, and strategies to achieve these goals.

MUSIC

Music is an art, a form of expression and a unique way of knowing and experiencing our world. The music department believes in providing a comprehensive music education for students through performing, composing, improvising, analyzing, evaluating, and listening to music from a variety of styles, time periods, and cultures. Courses are designed to meet New York State music education standards.

One credit in Foundations of Music, High School Concert Band, High School Concert Choir or High School Madrigal Choir fulfills the NYS Humanities credit for a Regents diploma. One credit in Foundations of Music, High School Concert Band or High School Concert Choir also fulfills the prerequisite requirement for a student to enroll in any of our upper-level music courses: Composition & Improvisation I & II, and Musical Theatre Performance

Introduction to Music Theory

1/2

9-12

Introduction to Music Theory is a half-credit course that explores the theory and structure behind music. Students will learn basic fundamentals of music reading in order to construct rhythms, scales, chords and melodies, as well as analyze how composers have constructed music over time. This course is recommended for students who wish to deepen their understanding of music, and is highly recommended for students who are interested in pursuing a career in music. This course does not fulfill the humanities requirement for graduation.

Guitar I

1/2

9-12

Guitar I is a beginning course in guitar. Students will learn basic fundamentals of guitar playing, including basic chord progressions. Students will also learn to transcribe and perform songs of their choice, and perform in small groups. This course is recommended for any student who wishes to learn to play guitar. This course does not fulfill the humanities requirement for graduation.

Percussion Ensemble

1/2

9-12

Prerequisite: Ability to read music notation and experience playing percussion. If you are unsure of eligibility, see a music faculty member.

Percussion Ensemble is a class designed for percussionists who wish to broaden their performance experience. Students will work as an ensemble performing traditional percussion ensemble music, as well as compose and improvise in drum circles to create their own music. A variety of percussion instruments will be utilized. Students will perform on the High School Winter and Spring Concerts. This course does not fulfill the humanities requirement for graduation.

High School Concert Band

1

9-12

Prerequisite: Ability to play a band instrument and read standard music notation

HS Concert Band can fulfill the Humanities credit required for a Regents Diploma, and also serves as a prerequisite for upper level music courses. Band offers students the opportunity to perform with fellow instrumental musicians. Emphasis is placed on musicianship, music reading, and the performance of literature of various styles and historical periods. Students are responsible for practicing individual parts, and for contributing to a positive, cooperative rehearsal atmosphere. The band performs two concerts during the year, as well as at the North Salem Memorial Day Parade, and 8th and high school graduation ceremonies.

Foundation of Music

1

9-12

Foundations of Music can fulfill the Humanities credit required for a Regents diploma, and also serves as a prerequisite for upper level music courses. Students will study the elements of music and use these in the composing, performing, arranging, analyzing, evaluating, and listening to a variety of musical styles. Students incorporate their individual musical goals into assignments and projects. Although it is not necessary to play an instrument, those students who sing, play a band instrument, piano, guitar, electric bass, or percussion will be able to use their instruments in class. A variety of live instruments, music software and recording technology will be used.

High School Concert Choir**1****9-12**

High School Concert Choir is non-auditioned and open to students in grades 9 -12; the course may be repeated for credit. Students will study basic vocal techniques (balance, breathing, tuning, resonant tone, and expressiveness) and musicianship (sight-reading and rhythmic awareness). Literature performed will be drawn from many historical periods and musical styles. A minimum of two public performances will be given each year, and students have the option of participating in the New York State School Music Association Solo Festival in the spring. High School Concert Choir can fulfill the Regents diploma humanities requirement

High School Madrigal Choir

High School Madrigal Choir is open to students in grades 9 - 12 by audition only, and may be repeated for credit. Student choosing Madrigal Choir should be strong sight-readers with previous choral experience. The literature studied will encompass many styles, from medieval chant to Renaissance pieces to jazz and contemporary music. As the premiere vocal ensemble in NSHS, Madrigals performs often, both in and out of school. Members of the group are strongly encouraged to perform in the NYSSMA Solo/Ensemble Festival each year. Madrigal Choir can fulfill the Regents diploma arts requirement.

Composition and Improvisation, I, II, and III**1/2****10-12**

Prerequisite: Foundations of Music, HS Concert Band, or HS Concert Choir

In order to enroll for this upper-level course, the student must have completed one credit of Foundations of Music, High School Concert Band, or High School Concert Choir. Students will explore the concepts of form, melody, harmony, rhythm, texture and contrast through musical composition and improvisation. World music, jazz, popular and traditional music will be used. Although it is not necessary to play an instrument, those students who sing, play a band instrument, piano, guitar, electric bass or percussion will be able to use their instruments in class. Students will compose music for individual instruments, as well as small ensembles.

Musical Theater Performance I**1/2****9-12**

Note: Not offered in 2009-2010

This course will be offered every other day in the 6-day schedule. It combines vocal technique in singing and speaking, as well as acting and text study required for musical theater performance. Students will learn proper vocal production techniques through proven methods of Lessac and Alexander, and employ those methods with speaking voices. Songs are broken down to barest form and studied initially from a monologue standpoint, focusing on text. After intensive study into lyric content, music is added. Vocal production techniques are reinforced and songs are studied again with music compounding intensity of study. There is also a social and historical study element of shows written in, for example, the Great Depression, or set in turn-of-the-century New York City, or the tenements of the Upper West Side in the 1950's.

Musical Theatre Performance II**1/2****10-12**

Prerequisite: Musical Theatre Performance I

Musical Theatre II is the follow-up course to Musical Theatre I. Basic vocal production techniques of Lessac and Alexander will be reviewed and continued for both speaking and singing. Instead of working in solo situations, this class will focus on two-person scenes and partner work. Study will begin with Rodgers and Hammerstein's 'Big 5', and continue to more modern day shows. Focus will be on working with other people and acting in a scene.

PHYSICAL EDUCATION DEPARTMENT**GENERAL GOALS**

Physical Education is a purposeful and vital part of a student's education. It aids in the realization of those objectives concerned with the development of a favorable self-image, creative expression, motor skills, physical fitness and knowledge and understanding of human movement. The student, in order to

become a fully functional individual, needs many opportunities to participate in multi-faceted learning experience in physical education.

Our physical education curriculum provides the student the opportunity to engage in team games, individual sports, fitness activities, lifetime activities, leisure activities, an elective program, Alternative program, and Varsity Option. Whenever possible, a selective program is offered.

Varsity Option for Juniors and Seniors

Junior and seniors who are participating on a varsity team have the option to opt out of P.E. during their season. Seasons run:

Fall: August – November
Winter: November – February
Spring: March – June

Students will need to sign up for a physical education class and then opt out when they make the team. Our philosophy behind this recommendation is to provide junior and senior varsity athletes with a period during the day to study. It is our belief that freshmen and sophomore varsity athletes need to participate in physical education. Students in grades 9 and 10 need instruction, practice and participation time to accomplish the mastery, competency and proficiency standards of the curriculum.

Alternative Physical Education Program

Students in grades 11 and 12 are eligible to participate in an out-of-school program for either the 2nd or 3rd quarter. Juniors and seniors must:

1. Pass P.E. for the 1st marking quarter with a minimum of 85
2. Demonstrate acceptable level of physical fitness
3. Submit program request form

High School Physical Education

First semester

Field Hockey/Touch Football
Soccer/Line Dancing
Weight Training/Ultimate Frisbee
European Handball/Fitness
Volleyball/Whoopee/Ultimate Whoopee
Scoliosis Testing
Physical Fitness/Evaluations and Reviews
New Games/Ping-Pong

Second Semester

Basketball/Dodgeball (a “kinder, gentler” form)
Weight Training/Yoga
Indoor Soccer
Off The Floor (Ropes, Rings, Trapelet, Vaulting)
Physical Fitness Evaluations
Pilates
Badminton
Aerobic Dance
Softball/Badminton

Health

1/2

10, 11

The students will study units in mental health, substance abuse prevention, human sexuality, nutrition, cancer, heart disease, safety and environmental health. The class will be geared toward group discussions. There will be a strong emphasis on current health issues and trends in society today. There will also be discussions on how peer pressure, family lifestyles, and one's self-esteem can influence our health patterns.

This course will explore, in depth, contemporary health topics. Some topics many include: stress management, sexuality concerns, disease control, environmental health concerns, addictive behaviors (drugs, cutting, eating disorders, gambling, etc.), media effect on health decisions, safety, health care in the U.S., and health insurance. The students will also have input into the topics they will like to discuss. Students who select this class will be expected to participate in class discussions and prepare a research topic of their choosing to present in class. The only requirement for the class will be completion of the Health requirement prior to enrollment. This will not be waived under any circumstance.

NORTH SALEM INTERSCHOLASTIC ATHLETIC PROGRAM**FALL**

Varsity Cheerleading/John Jay
Varsity Boys & Girls Cross Country
Modified Boys & Girls Cross Country
Varsity Field Hockey
JV Field Hockey
Modified Field Hockey
Varsity Football / John Jay
JV Football / John Jay
8th Grade Modified Football / John Jay
7th Grade Modified Football / John Jay
Varsity Boys Soccer
JV Boys Soccer
Modified Boys Soccer
Varsity Girls Soccer
JV Girls Soccer
Modified Girls Soccer
Varsity Girls Swim / John Jay
JV Girls Swim / John Jay
Varsity Girls Tennis
Varsity Volleyball
JV Volleyball
Modified Volleyball
Freshman Football

WINTER

Varsity Boys Basketball
JV Boys Basketball
Modified Boys Basketball
Varsity Girls Basketball
JV Girls Basketball
Modified Girls Basketball
Varsity Boys Bowling
Varsity Girls Bowling
Varsity Cheerleading
Modified Cheerleading
Varsity Ice Hockey / Somers
Modified Ice Hockey / Somers
Varsity Boys Ski
Varsity Girls Ski
Varsity Boys Swim / John Jay
Varsity Boys & Girls Indoor Track
Varsity Wrestling
Modified Wrestling

SPRING

Varsity Baseball
JV Baseball
Modified Boys and Girls Track
Modified Baseball
Varsity Golf
Varsity Boys Lacrosse
JV Boys Lacrosse
Modified Boys Lacrosse
Varsity Girls Lacrosse
JV Girls Lacrosse
Modified Girls Lacrosse
Varsity Softball
JV Softball
Modified Softball
Varsity Boys Tennis
Varsity Boys & Girls Track

SCIENCE

Recommended Science Course Sequences

Accelerated Program: For the highly motivated student who wishes to pursue science as a possible academic major beyond high school. Students are selected by the 7th grade science teacher.

8 th	Physical Setting/Earth Science Regents
9 th	Living Environment/Biology Regents
10 th	Physical Setting/Chemistry Regents and Scientific Research
11 th	Physical Setting/Physics Regents and/or AP Biology, AP Environmental Science AP Chemistry, AP Physics, Scientific Research
12 th	Physical Setting/Physics Regents and /or AP Biology, AP Environmental Science AP Chemistry, AP Physics, Scientific Research

Regents Program: For those students who desire a strong academic background in the sciences.

9 th	Physical Setting/Earth Science Regents
10 th	Living Environment/Biology Regents
11 th	Physical Setting/Chemistry Regents
12 th	Physical Setting/Physics and/or AP Biology, AP Environmental Science, AP Chemistry, AP Physics

For criteria for admission into Honors and Advanced Placement courses, please refer to **CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT.**

Electives:

- Methods of Forensic Science
- Applications of Forensic Science
- Environmental Science
- SIM: "How Things Work"
- Field Ornithology
- Physical Setting/Applied Chemistry
- Physical Setting/ Applied Physical Science
- Advanced Placement Biology
- Advanced Placement Environmental Science
- Advanced Placement Chemistry
- Advanced Placement Physics
- Scientific Research (3 year sequence, grades 10-12)

Physical Setting/Earth Science Regents 1 8, 9

The Physical Setting Earth Science core curriculum is organized into three general areas of study: Geology, Astronomy and Meteorology. Concepts common to all three areas, including Earth History, Topography, the Oceans, Atmosphere and Water Cycle dominate the instructional content. The New York State Regents Exam is the final exam for the course.

Living Environmental/Biology Regents 1 9, 10

Biology is concerned with the world of living things and calls upon chemistry, biochemistry and physics for explaining it. Topics covered are genetics, biochemistry, microbiology, botany, invertebrates, vertebrates, and human physiology. In-depth treatment will be given to the areas of biochemistry, genetics and microbiology. The Living Environment Regents Exam is the final examination for the course.

Living Environment/Honors Biology 1 9, 10

Honors Biology includes all of the content of the Living Environmental/Biology Regents curriculum, but offers enrichment and extra areas of study. Because of the time constraints, students will be expected to do considerable work outside of the classroom. We will delve into structures and processes in much more depth than in The Living Environment, and cover current events in biology as they unfold. Students will design and carryout experiments as they pertain to course work. The Living Environment Regents Exam is the final exam for this course.

Physical Setting/Chemistry Regents 1 10, 11

The major topics of chemistry are studied from the forces that create atoms, molecules, and our world to the energy involved in physical and chemical changes. Connections to other sciences and daily life are stressed. Problem solving skills are applied throughout the course. Laboratory exercises are often quantitative in nature and are designed to familiarize the student with techniques and apparatus used in chemistry labs. The New York State Regents Exam in Chemistry is the final exam for the course.

Physical Setting/Honors Chemistry 1 10, 11

Compared to Regents Chemistry, the Honors section involves significantly more enrichment topics and activities studied at a much more rapid pace. Students should be highly motivated and competent, independent learners. Successful students will be well prepared to enter Advanced Placement Chemistry.

Physical Setting/Applied Chemistry 1 11, 12

This course of study presents a view of chemistry suitable for those students who wish to pursue chemistry as an inter-discipline and still satisfy a college science requirement. The topical approach is used and provides the unifying theoretical principles of chemistry together with their related facts. Much emphasis is placed upon the practical application of chemical principles.

Physical Setting/Physics 1 11, 12

Prerequisite: Successful completion of Physical Setting/Chemistry Regents

This course presents a modern view of physics with major emphasis placed on the fundamental concepts relating matter and energy. A unifying theme based on the conservation of energy, momentum and charge is presented so as to foster an appreciation for this science. The topical approach is used based upon the above unifying theme. Laboratory exercises are quantitative in nature and are designed to develop an appreciation of the scientific method, as well as the development of the habit of critical thinking. A local examination in Physics is the final exam for this course.

Physical Setting/Applied Physical Science 1 11, 12

This course develops the fundamental concepts of a physical science with major emphasis on the qualitative aspects needed to understand and appreciate the nature of physics. Topics include the study of motion, the understanding of energy principles, using wave characteristics to understand sound and light, and the applications of electricity and magnetism. Laboratory activities will serve to develop an appreciation of scientific methods and aid in the development of critical thinking skills as applied to problem solving scientific discrepancies.

Scientific Instructional Media (SIM):
“How Things Work” **1/2** **10-12**

In this new course, small groups of students will select a tool, device or process of their choice and then search and study the scientific literature to gain a full and deep understanding of “how the thing works”. They will design and conduct an independent experiment relevant to their subject at an appropriate level of sophistication. Students will also receive instruction in and develop skills in computer animation. Each group will then construct a web page or web log (blog), at two different levels of sophistication, to address the question of “How Things Work”. One presentation would be developed for an elementary school age youngster and a second presentation (on the same topic) at a level appropriate for high school or beyond. Each electronic media will include: (a) at least one original computer animation of some fundamental aspect of their subject, (b) at least one original digital video of some fundamental aspect of their subject, including their experiment, and (c) a complete narrative, with appropriate graphics, that explains “How Things Work”. Students will work with the teacher to develop work contracts and rubrics for evaluation of their work.

Methods of Forensic Science **1/2** **10-12**
Prerequisite: Living Environmental/Biology

Methods of Forensic Science will discuss scientific methods as they relate to the law and solving crimes. Topics will include physical evidence, crime scene processing, fingerprinting, recognition of bloodstains and patterns, forgery and counterfeiting. Students will develop the knowledge and skills associated with a forensic scientist.

Application for Forensic Science **1/2** **10-12**
Prerequisite: Living Environment/Biology

Applications of Forensic Science will explore the varied fields of professional forensic scientists. Topics will include pathology, toxicology, archeology/anthropology, entomology, psychology, and engineering, as they apply to solving crimes.

Field Ornithology **1/2** **10-12**
Prerequisite: Living Environment/Biology

This half-year field science elective is offered in the second semester. The course will cover diverse aspects of bird biology including anatomy, physiology, evolution, classification, ecology, reproduction, and behavior. The laboratory component will focus on identification (by sight and sound), taxonomy, natural history, and behavior of local avian species. Students will be expected to participate in outdoor excursions at least twice per week. Each student will be required to write a term paper on the natural history of any bird species. Students are asked to submit weekly lists of birds they have identified, as a fulfillment of the laboratory aspect of the class. Also required will be an annotated list of at least 20 internet sites visited by the student in addition to regular contributions to a school ornithology website.

Environmental Science **1/2** **10-12**

Students interested in learning more about the delicate balance of ecosystems will enjoy this elective. The relationship between individuals, resources and habitats will be studied. The impact of humans on the environment will be explored through a case study in land development.

Advanced Placement Biology **1** **11, 12**

This course is the equivalent of a college biology course at the introductory level. Topics covered include those of the regents course but in greater depth and with greater emphasis on biochemistry. Students must take an A P examination in May and may apply for Advanced Placement and/or college credit.

Advanced Placement Environmental Science 1 11, 12

The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. There are several major unifying constructs or themes that cut across the many topics included in the study of environmental science.

Students must take the AP examination in May and may apply for advance placement and/or college credit.

Advanced Placement Physics 1 11, 12

The Advanced Placement Physics B course provides a systematic introduction to the main principles of physics and emphasizes the development of problem solving ability. It is assumed that the student is familiar with algebra and trigonometry; calculus is seldom used, although some theoretical developments may use basic concepts of calculus. In most colleges, this is a one-year terminal course with a laboratory component and is not the usual preparation for more advanced physics and engineering courses. However, the B course often provides a foundation in physics for students in the life sciences, pre-medicine, pre-veterinary, and some applied science, as well as other fields not directly related to science.

Students must take the AP examination in May and may apply for Advanced Placement and/or college credit.

Advanced Placement Chemistry 1 11-12

This course is the equivalent of a college chemistry course at the introductory level. Topics covered include those of the Regents course, but in greater depth and with greater emphasis on chemical calculations. Laboratory work is more extensive, and for the most part individualized. Students must take the AP examination in May and may apply for Advanced Placement and/or college credit.

Scientific Research 1 10,11 & 12

This three year program of study begins in the sophomore year. In the first year, goals include: developing the skill sets required for independent research and the initiation of a small science fair project. As students progress in the course, they will complete a literature review of an area of personal interest. They will be taught how to develop an authentic research question. They will have the opportunity to develop a mentor/mentee working relationship with a scientist who can help guide the students as they research their question.

Throughout the program students will give public presentations of their readings and of their research work. Students will be encouraged to participate in a number of science competitions throughout the program.

SOCIAL STUDIES DEPARTMENT

SOCIAL STUDIES DEPARTMENT OBJECTIVES AND GUIDELINES

OBJECTIVES: The basic objective of our curriculum is to prepare students to be humane, tolerant, rational, participating citizens in a world that is becoming increasingly interdependent. The social studies program provides an academic structure which focuses on the preparation. Our program fulfills these objectives by providing an understanding of the historical past, by examining today's crucial issues, and by attempting to analyze humankind's future. Using historical documents and current data, students are prepared for individual and group decision-making.

GUIDELINES:

After successful completion of middle school social studies courses, four years of social studies are required at the high school level for all students. Our curriculum follows the guidelines established by the Regents of New York State Department of Education.

Grade 9	Global History and Geography I
Grade 10	Global History and Geography II
Grade 11	US History and Government
Grade 12	Participatory Government (one semester) and Economics (one semester)

Our classes are grouped with the following requirements and guidelines in mind:

For criteria for admission into Honors and Advanced Placement courses, please refer to **CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT.**

HETEROGENEOUS: Emphasis on the development of skills in locating, organizing, and evaluating information. Considerable attention is given to oral presentation and research skills. Creative projects are required, as well as interdisciplinary research projects in grades 9 and 10. Further emphasis will be placed on thematic essays and primary document based questions.

**Global History and Geography I Honors/
Pre-AP European History**

1

9

This course, mandated by our NY State Board of Regents, is the first part of the two year chronological study of global history based on the five social studies standards (U.S. and NY History, World History, Geography, Economics, and Civics: Citizenship and Government). An introduction to Social Science Methodology will be followed by units on The Ancient World: Civilizations and Religion (4000 B.C.E - 500 C.E.); Expanding Zones of Exchange and Encounter (500 C.E. – 1200 C.E.); Global Interactions 1200 C.E. – 1650 C.E.). During the fourth quarter, students will begin a Pre-AP European History program completing the final unit, the First Global Age (1450 C.E – 1770 C.E.).

Global History and Geography I

1

9

This course, mandated by our New York State Board of Regents, is the first part of the new two-year chronological study of global history based on the five social studies standards (U. S. History and New York History, World History, Geography, Economics, and Civics: Citizenship and Government). An introduction to Social Science Methodology will be followed by units on The Ancient World: Civilizations and Religion (4000 B.C.E. - 500 C.E.); Expanding Zones of Exchange and Encounter (500 C.E. - 1200 C.E.); Global Interactions (1200 C.E. - 1650 C.E.); and The First Global Age (1450 C.E. - 1770 C.E.).

Advanced Placement European History

1

10

This course will replace Global Studies II Honors.

The study of European History since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this prior knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to express historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing. Students will be expected to take the AP European History examination May. After the AP exam in May, students will prepare to take the Global History & Geography Regents exam in June.

Global History and Geography II	1	10
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This course mandated by our NY State Board of Regents is the second part of the two-year chronological study of global history based on the five social studies standards (US and NY History, World History, Geography, Economics, and Civics: Citizenship and Government). Units include: An Age of Revolutions (1790-1914), a Half Century of Crisis and Achievement (1900-1945), The 20th Century Since 1945, and Global Connections and Interactions. The Global History & Geography Regents is the final exam for this course.

US History and Government 11	1	11
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This heterogeneous grouped course emphasizes a chronological sociopolitical development of the United States by focusing on eight major aspects of American experience: "Implications of American Geographic Growth", "The Constitutional Process", "Jacksonian Era and Manifest Destiny", "The Age of Industrialization", "The Progressive Movement", "Prosperity, Depression and War", "Global Crisis: Cold War Era", and "Global Crisis: The Last Three Decades". Emphasis on document based questions and thematic focus essays is provided during many of the units of study. The New York State Regents in US History and Government will be the final examination for the course.

AP World History	1	11, 12
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The AP World History course offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the blending of the world into a tightly integrated whole. AP World History presents an approach that allows students to "do history" by guiding them through the steps a historian would take in analyzing historical events and evidence worldwide over the millennium. The course offers balanced global coverage with Asia, Africa, the Americas, and Europe, each represented. Students will be expected to take the AP World History examination in May.

AP American History	1	11
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This full-year course of American History, based on chronology, will provide students with analytical skills and factual knowledge. Students will be expected to do much expository research and writing in analyzing and interpreting primary and secondary sources and additional outside readings will be required. College credit may be obtained upon successful completion of the Advanced Placement exam sponsored by The College Entrance Examination Board. All students will be expected to take this exam. After the AP exam in May, students will prepare to take the US History and Government Regents exam in June.

Psychology	1/2	11,12
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This half-year course is a study of human behavior with major emphasis on the basic psychological theories and methods. Students will explore personality development, motivation, and human behavior, both normal and abnormal.

Participatory Government	1/2	12
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This semester course is a "hands-on" course. Students will participate in various class simulations and forum situations, and forum situations pertaining to law and public policy decision making. Guest speakers will be an integral part of this course. Forums and debates will be used to demonstrate student understanding and comprehension of our legal system, as well as to demonstrate their reasoning skills. For students enrolled in O.P.T.I.O.N.S. Government will end in April.

Economics	1/2	12
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This semester course provides an introduction to Economics and Economic Systems. It explains the elements of the economy (Microeconomics) and what brings an economic system together (Macroeconomics). The course emphasizes entrepreneurship and personal finance skills, as well as consumer rights and responsibilities. Class simulations and projects like the Stock Market Game teach

economic decision-making while use of the Wall Street Journal prepares students for economic decision-making. For students enrolled in O.P.T.I.O.N.S. Economics will end in April.

**Global History and Geography I and
Global History and Geography II A.I.S.** **0** **9,10**

This class meets every other day in lieu of a study hall to assist students in completing assigned homework and projects. It also provides a support service to promote the following social studies skills: reading, writing, analysis, and notebook organization. Hints in preparing for quizzes and tests in the classroom help students to relieve unnecessary anxieties. Practice with document-based questions is given to individual students, as well as traditional thematic focus essays.

US History and Government A.I.S. **0** **11**

This class meets every other day in lieu of a study hall to assist students in completing assigned homework and projects. It also provides a support service to promote the following social studies skills: reading, writing, analysis and notebook organization. Hints in preparing for quizzes and tests in the classroom help students to relieve unnecessary anxieties. Practice with document-based questions and written essay form is provided each student.

Law Studies **1/2** **10-12**

Law Studies is a one semester course in “criminal justice” that is offered as an elective in the social studies department. The prevalent units will cover various aspects of the constitution, police, crime and courts. The main objective of the course is to help students develop an understanding of the internal structure and operation of the United States legal system. The students will strive to assimilate the practical aspects of the legal system, and in turn elevate their social awareness.

**Human Rights Issues
Of the Twentieth and Twenty-First Centuries** **1/2** **10-12**

This one semester elective course will examine the meaning of human rights. What exactly are they, and why do we have them? It will also look at the most extreme violation of human rights, genocide, by analyzing specific examples which have occurred during this century. These include: Turkey and the Armenian Genocide, Japan and the Manchurian Genocide, The Holocaust, U.S. Nuclear Attacks on Japan, Pol Pot’s “auto-genocide” in Cambodia, Suppression of the Timorese in Indonesia, Ethnic Fighting in Rwanda, and the Ethnic Cleansing in Bosnia-Herzegovina. There will also be a discussion of the role played by the international community in dealing with these violations by looking at the work of such organizations as Amnesty International and the United Nations.

**Behind the Screen:
Film Criticism and Appreciation** **1/2** **9-12**

Why do movies make us laugh or cry, feel tense or exhilarated? This course will explore the movies by evaluating the cinematic, dramatic, and literary techniques, as well as the historical context of various films. Each student will take the role of critic – as we watch 8 to 10 full length films – giving their own thumbs-up or thumbs-down to each movie. This course will also include the examination of various film roles (acting, directing, editing, etc.) and the study of film lingo (by reviewing key scenes from many films). Behind the Screen is a semester course which can be credited toward Social Studies or English.

**United States Military History:
Civil War to Today** **1/2** **9-12**

This one semester course will analyze the tactical and strategic decisions of United States military and political leaders from the Civil War to the present. Specific battles and campaigns of various wars will be studied in detail. Students will assess the decision-making and leadership skills of small and large unit commanders, as well as the country’s political leaders. An emphasis will be placed on how the country’s military has adapted to technological improvements over time. The course will conclude with a detailed look at the make-up of today’s Armed Forces, as well as the future of the military as its role as global peacemaker emerges and takes shape.

The Television Sitcom as Social History

1/2

11-12

Americans have frequently turned to television for laughter, usually discovering it in the situational comedy or sitcom. However, audiences have found more than just humor, as these programs have helped to create a modern concept of society. This course will examine how the sitcom has affected, and reflected American society – traditions, relationships, role models, language, diversity, the arts, technology, politics, religion, and naturally, humor. It will follow a thematic approach with weekly sections (readings/viewings) on such topics as gender roles, family, and the workplace. Particular attention will be paid to analyzing the sitcom in a historical context. From Lucy to the Simpsons, students will gain an understanding of why we watch these shows and what they tell us about ourselves.

SPECIAL PROGRAMS

The Special Education Department offers a continuum of services as designated by the NYS Department of Education.

English (Grade 9-12)

Students are placed in a co-teaching setting or a special education setting as assigned by the Committee on Special Education. Students in a co-teaching class participate in all regents level general education lessons and testing but are assisted by two teachers in the setting and offered the necessary accommodations and modifications to comply with their IEPs. Students in the special education settings are provided remediation, as well as parallel instruction while being offered the accommodations and modifications to comply with their IEP. Students in the special education setting are still prepared for the ELA Regents. The special education setting in grades 9 through 11 provides in depth focus on listening to write, reading to write, and literary analysis. The 11th grade takes the ELA Regents exam in January.

Science (Grade 9-12)

Science is offered in a co-teaching setting as assigned by the Committee on Special Education. Students participate in all regents level general education lessons, labs, and testing but are assisted by two teachers in the setting and offered the necessary accommodations and modifications to comply with their IEPs. Earth Science and Living Environment courses end with a Regents exam.

Global History and Geography I (Grade 9)

1

Students are placed in a co-teaching setting or a special education setting as assigned by the Committee on Special Education. Students in a co-teaching class participate in all regents level general education lessons and testing but are assisted by two teachers in the setting and offered the necessary accommodations and modifications to comply with their IEPs. Students in the special education settings are provided remediation as well as parallel instruction while being offered the accommodations and modifications to comply with their IEPs. Students are still prepared for the Global History Regents. This is the first part of a two-year chronological study of global history and cultures. The course spans from the beginning of civilization through the 1770s C.E. The course prepares students to take the Regents exam practicing multiple choice questions, thematic essay writing and essays written from document-based questions. The course ends in a local exam.

Global History and Geography II (10)

1

Students are placed in a co-teaching setting or a special education setting as assigned by the Committee on Special Education. Students in a co-teaching class participate in all regents level general education lessons and testing but are assisted by two teachers in the setting and offered the necessary accommodations and modifications to comply with their IEPs. Students in the special education settings are provided remediation as well as parallel instruction, while being offered the accommodations and modifications to comply with their IEPs. Students are still prepared for the Global History Regents. This is the second part of a two-year chronological study of global history and cultures. The course spans from the beginning of the age of revolution in the mid 1700s to the 20th Century. The course prepares

students to take the Regents exam practicing multiple choice questions, thematic essay writing and essays written from document-based questions. The course ends in the Global Regents exam.

U.S. History & Government (Grade 11)

1

Students are placed in a co-teaching setting or special education setting as assigned by the Committee on Special Education. Students in a co-teaching class participate in all regents level general education lessons and testing, but are assisted by two teachers in a setting and offered the necessary accommodations and modifications to comply with their IEPs. Students in the special education settings are provided remediation as well as parallel instruction while being offered the accommodations and modifications to comply with their IEPs. Major aspects of the United States development are examined including The Constitution, Industrialization, the Progressive Movement, the Depression, the Cold War, and the last three decades. The course prepares students to take the Regents exam practicing multiple choice questions, thematic essay writing and essays written from document-based questions. The course ends in the U.S. History Regents exam.

Government (Grade 12)

1/2

Students are placed in a co-teaching setting or a special education setting as assigned by the Committee on Special Education. Students in a co-teaching class participate in all regents level general education lessons and testing but are assisted by two teachers in the setting and offered the necessary accommodations and modifications to comply with their IEPs. Students in the special education settings are provided remediation as well as parallel instruction while being offered the accommodations and modifications to comply with their IEPs. Students participate in a discussion based program analyzing participatory government on the local, regional, state, and national level. The focus is on the comprehension of our legal system and the individual civic responsibilities. Government ends in April

Economics (Grade 12)

1/2

Students are placed in a co-teaching setting or a special education setting as assigned by The Committee on Special Education. Students in a co-teaching class participate in all Regents level general education lessons and testing but are assisted by two teachers in the setting and offered the necessary accommodations and modifications to comply with their IEPs. Students in the special education settings are provided remediation as well as parallel instruction, while being offered the accommodations and modifications to comply with their IEPs. This course introduces students to world economic systems. Students strive to understand personal finance skills and consumer rights and responsibilities. Students become prepared for economic decision making. Economics ends in April.

Academic Support (Grade 9-12) non credit bearing

This class is specifically designed for the special education student and is assigned by the CSE. The student will have direct specific skill instruction that addresses deficits as indicated in the IEP goals. The student will develop compensatory strategies and participate in remedial instruction to enhance their learning style. The student will also be introduced to information on how their individual learning differences impacts their education and alternate ways to compensate for those differences. Additionally, they will receive support for long term assignments, study skills for tests, organizational skills, and assistance understanding assignments as determined by the IEP goals.

Daily Living Skills – independent skills related to employment, personal health and hygiene, and kitchen related health and hygiene, depending on enrollment.

TECHNOLOGY

Our high school technology program offers several upbeat, one-credit courses. These courses will help prepare students who are interested in pursuing college degrees – or post high school training- in any number of technical areas. Some of these areas include: industrial design, interior design, architecture, engineering, construction, computer aided design, finish woodworking, carpentry, etc. Students enjoy this hands-on approach to learning where they can develop skills and enhance their minds. For further information, please call the school at 914-669-5414, extension 2118, and leave a message for Mr. Ron Hendrie

Attention Graduating Eight Graders and Freshmen:

If you are a student who enjoys designing and building things like CO2 dragsters, model airplanes, robots, solar vehicles, and bridges, you will absolutely love taking “**Energy & Power**” or “**Engineering Technology**”. Students who have enjoyed building copper plaques and wall shelves will love our “**Woodworking**” class. From day one, this class is full of using tools and machines for building great projects! Sign up for this one now, because it fills up quickly. As usual, all of these courses are full of hands-on activities which students should find fun and exciting!

Run down and talk to Mr. Hendrie today to find out which courses are best for you!

Energy & Power	1/2* or 1	9-12
Not offered in 2009-2010		

Students can't wait to be thrilled by this hands-on course which may include project activities such as: Slot cars, rat-trap powered vehicles, electric motors and light guided robots. Approximately 75% of this course is devoted to project work. The remaining 25% will be demonstrations, lessons and other instructional techniques. **This course will fulfill the graduation requirement for a 3rd science credit.**

Engineering Technology/Principles of Engineering	1/2* or 1	9-12
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This exciting course is based on a hands-on set of real world case studies that give a basic understanding of engineering principles. Among the many interesting roles students find themselves playing are those of civil, aerospace, electrical and mechanical engineers. Students will be involved in designing and constructing solutions to exhilarating projects such as: auto safety crash test, programmable robotics, and a structure building project. There will be plenty of opportunities to individualize the projects to match your own interests. Approximately 75% of this course is devoted to project work. The remaining 25% will be demonstrations, lessons and other instructional techniques.

*To take this for ½ credit, course must be taken during the **first semester**

Basic Woodworking	1/2 or 1	9-12
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This course teaches the correct and safe use of power tools. Students may construct simple wooden projects that they or others design. All methods required to build and finish the projects will be taught. There will be plenty of opportunities to individualize the projects to match your own interests. Approximately 75% of this course is devoted to projects. The remaining 25% will be demonstrations, lessons and other instructional techniques.

Intermediate Woodworking	1/2 or 1	10-12
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Prerequisite: Basic Woodworking or instructor's approval. This course is designed for the students who enjoyed Basic Woodworking and would like to expand their skills even further. Students may construct wooden projects using intermediate techniques. All methods required to build and finish the projects will be taught. Approximately 75% of this course is devoted to projects. The remaining 25% will be demonstrations, lessons and other instructional techniques.

Advanced Wood/Residential Structures

½ or 1

10-12

Prerequisite: Basic Woodworking or instructor's approval. This course deals with advanced methods of woodworking. Machine tools are stressed, as well as the creation of wood projects using advanced techniques. Some of the materials may need to be provided by the student. Also included may be a segment on the components necessary for constructing a residential structure. Students may build a scale model home from blueprints. They may experience the processes of mixing and pouring cement, framing walls, floors, ceilings, windows and doors, roofing, hanging and taping drywall, as well as some basic electricity. Approximately 75% of this course is devoted to projects. The remaining 25% will be demonstrations, lessons and other instructional techniques.

Furniture Construction

½ or 1

10-12

Prerequisite: Basic Woodworking and Intermediate Woodworking or instructor's approval.

Furniture Construction is truly an advanced course which teaches the design and the methods needed to build furniture. Each student will build a piece of furniture. Some of the materials may need to be provided by the student. All major design categories will be discussed and applied to the student's project. Approximately 75% of this course is devoted to projects. The remaining 25% will be demonstrations, lessons and other instructional techniques.

WORLD LANGUAGES

In an increasingly interdependent world, students may need to be prepared for world citizenship. The ability to communicate in languages other than English is crucial to attainment of a global perspective. Communication skills in World Language provide direct access to the minds and spirits of the peoples of the world. Moreover, research studies indicate that the very process of studying another language gives students a cognitive boost which enables them to perform at higher levels in other subjects.

In addition to the practical application of communication skills, the benefits derived from the study of a second language are many and contribute to the attainment of the skills necessary to succeed on a wide variety of local, state and national assessments such as: the NYSED Proficiency, NYSED Comprehensive Examination in Modern Languages, the SAT II and the Advanced Placement Test.

To study another language and culture is to gain an especially rich preparation for the future. It is difficult to imagine a job, a profession, a career, or a leisure activity in the twenty-first century which will not be enhanced by the ability to communicate efficiently and sensitively with others. Students who have once experienced the process of acquiring a second language have gained language learning skills that make learning another language easier. Possession of the linguistic and cultural insights which come with world language study will be a requisite for life as a citizen in the worldwide neighborhood.

THE WORLD LANGUAGE DEPARTMENT GOALS

The goals of the World Language Department are to develop four competencies in the Standards for Foreign Language Learning:

- 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions (Interpersonal Communication)
- 1.2: Students understand and interpret written and spoken language on a variety of topics. (Interpretive)
- 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.

2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied.

SPANISH
Beginning Grade 6
Grade 7
Grade 8
Beginning H.S.
I
II
II H
III
III H
IV
IV H
V
AP

FRENCH
Beginning Grade 6
Grade 7
Grade 8
Beginning H.S.
I
II
II H
III
III H
IV
IV H
V
AP

For criteria for admission into Honors and Advanced Placement courses, please refer to **CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT.**

French I **1** **9-12**

Emphasis is on the use of the language for oral communication. Understanding, speaking, reading, and writing are developed in that order of priority. In addition to the basic text, visual and audio materials are widely used. Assignments for home study are given daily. Cultural experiences via performances/videos, DBQ's, the Internet, visits by native speakers, and celebration of ethnic holidays are offered as enrichment. Topics include food and meals, leisure-time activities, city life and urban activities, and daily routines.

For criteria for admission to Honors and Advanced Placement classes, see page _.

French II **1** **9-12**

Prerequisite: Minimal grade of 70 in French 8; minimal grade of 70 in French I

Students enrolled in French II will continue to develop their communication skills and DBQ's, with a variety of listening, speaking, reading, and writing opportunities. Dramatizing situations, correspondence with Francophone students and hosting them when they visit North Salem, joining our homestay exchanges to France, utilizing technology to access information, celebrating holidays with authentic cuisine – these are among the activities we encourage our students to experience. As with all cumulative skills, daily oral and/or written practice is the key to retention of new material.

French II Honors **1** **9-12**

Prerequisite: For criteria for admission into Honors and Advanced Placement courses, see refer to **CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT.**

Increased fluency is the primary goal of the French II Honors course. Building on DBQ's and the solid foundation of grammar, students will speak and write French with increasing accuracy. Verb tenses and vocabulary facilitate the reading of a wide range of texts needed to prepare students for both the N.Y.S. Regents, to be taken at the end of the course and the AP Language in their senior year.

French III 1 11,12

Recommended: minimal grade of 70 in French II.

French III reinforces the skills learned in grades 6-9 including DBQ's. Extensive use of new verb tenses and vocabulary facilitates the reading of a wide range of literary genres needed to prepare students for the New York State Regents exam at the end of this year. Speaking skills will be enhanced by the study of a greater variety of practical situations. Writing skills will be further developed as students learn to use multiple tenses to express themselves more fully. Students will also study Francophone cultures by exploring topics in art, literature, history, and current popular trends in entertainment. Students will also have opportunities for letter writing and a cultural exchange. The final exam is the New York State assessment (LOTE), the comprehensive examination in French. It consists of: 24% oral proficiency, 30% listening, 30% reading comprehension, and 16% writing. Students do extensive practice throughout the year to achieve mastery.

French III Honors 1 9-12

Prerequisite: French II Honors

Students in French III Honors have, as their ultimate goal, success on the AP exam in their senior year. This exciting intermediate French course features high interest topics and effective and uniquely sequenced review of selected grammatical topics as well as a thorough integration of language and culture. Topics include the Internet, current events in the Francophone world, the press in the Francophone World, human rights, cultural and gastronomic diversity, sports, family life, ecology and its impact, health, music, and how these topics are presented in literature. Cultural celebration, joint projects and correspondence with French speaking students, movies, contemporary music, articles, fiction, and poetry provide valuable cultural enrichment and practice in oral proficiency. DBQ's are an integral part of writing French III H.

French IV 1 11, 12

Students can enroll in this advanced French class for one year. This course integrates listening, speaking, reading, writing DBQ's, and culture to develop increased proficiency in all skills, to promote cultural awareness, and to enhance the ability to discuss important topics. Materials provide cultural perspectives that encourage critical thinking on topics including changes in French culture, and the Francophone World (France, Canada, Belgium, The French West Indies and French-speaking Africa). French IV students practice the SAT II test in French. Contemporary magazines and newspapers, songs, poems, five French films per year, telecommunications via the Internet and other activities are utilized to prompt creative use of vocabulary and cultural knowledge. An actual French/American exchange with video/fax/email with our sister school in France is an integral part of this program.

French IV Honors 1 11, 12

Prerequisite: Please refer to **CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT**

French IV Honors is designed to meet the needs of those students who plan to continue their study of AP French because of interest in conversation, current events, and history. The class is conducted in French. Grammar and vocabulary are reviewed and augmented in a manner sufficient to the needs of students going onto AP French. Emphasis is placed on developing a high level of oral proficiency in using and understanding the spoken language in formal and conversational situations. Plays, Radio-Canada, magazines such as Paris-Match, DBQ's, cultural celebrations, movies, and cartoons provide valuable cultural enrichment practice in oral proficiency.

French V 1 12

French V class will be conducted in French. Students in French V have reached a high level of achievement in listening, speaking, reading, writing, and cultural awareness. Some have taken the SAT II exam in Level IV Honors while others may opt to take this national test in French V. Materials include Paris-Match, plays, Radio-Canada, DBQ's, selections from authentic French novels, and poetry. Films, TV programs and the internet provide contemporary focus for oral proficiency.

Advanced Placement French**1****11, 12**

This AP French Language course emphasizes the use of language for active communication and has for its objectives the development of:

- A. the ability to understand spoken French in many contexts; DBQ's are used to facilitate listening and writing skills
- B. a French vocabulary more than ample for reading all newspaper and magazine articles, literary tests, and an other non-technical writings without dependence on a dictionary; and
- C. the ability to express oneself coherently, resourcefully, and with fluency and accuracy in both written and spoken French.

Extensive training in the organization and writing of compositions is emphasized. Course content reflects intellectual interests shared by the students and teacher in the arts, current events, literature, sports, etc. The course culminates in the AP French Language Examination, which is equivalent to the third year of French at colleges and/or universities.

Spanish I**1****9-12**

The emphasis in Spanish I is on the establishment of a solid and lasting foundation in terms of grammar and vocabulary; DBQ's are continued and expanded. Grammatical topics to be covered include definite/indefinite articles, regular/irregular verbs, the use of adjectives, and basic syntax. The four interdependent skill areas (reading, writing, speaking, and listening) are developed with emphasis on accurate communication of ideas and information consistent with the New York State Standards at checkpoint A. The foundation provided in Spanish I is the basis for further development of these topics in subsequent courses of study. Culture is introduced through literature, research projects, and electronic media to understand Hispanic cultures and their role both in history and in the modern world.

Spanish II**1****9-12**

Prerequisite: Satisfactory completion of Spanish 6, 7, and 8 and the passing of the New York Second Language proficiency exam or Spanish I

Oral proficiency remains the primary goal of the Spanish II program. Students continue to learn to speak, read, write, and comprehend spoken Spanish in a culturally authentic manner. Assignments for home study are given daily. The activities and resources used in this program accommodate all learning styles. Varied dialogues and readings on diverse topics, use of the internet, and correspondence with Spanish students, all contribute to stimulate students to look beyond the classroom at real life in the Spanish-speaking world. Grammar study guides the students to understand and speak Spanish with increasing accuracy. Classroom activities, such as dramatizations, using the internet, conducting interviews and surveys, and writing dialogues allow students to utilize Spanish in meaningful everyday circumstances. Chapters are set in different Spanish-speaking locations and motivate students to learn about the history, geography and culture of those regions. DBQ's combine listening and writing skills. Topics covered in Spanish I are reintroduced, reinforced, and expanded on as the students' language proficiency increases. Students progress from speaking only in the present tense to talking about past experiences.

Spanish II Honors**1****9-12**

Prerequisite: For criteria for admission into Honors and Advanced Placement courses, see refer to **CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT.**

Increased fluency is the primary goal of the Spanish II Honors course. Building on a solid foundation of grammar, students will speak and write Spanish with increasing accuracy. Emphasis on verb tenses and vocabulary and DBQ's facilitates the reading of contemporary materials from the Spanish speaking world such as Cometa, Authentik, fiction, poetry and journals. A wide range of literary genres are reviewed to prepare students for both the N.Y.S. Regents and A P Language exam in senior year. Language is studied in the context of culture to develop a greater understanding and appreciation of other places and their ways of life. Spanish II H provides valuable cultural enrichment and enhances oral proficiency.

Spanish III 1 10-12

Recommended: minimum grade of 70% in Spanish II.

Spanish III reinforces the skills learned in grades 7-9. Extensive use of new verb tenses and vocabulary facilitates the reading of a wide range of literary genres needed to prepare students for the N.Y.S. Regents exam. The N.Y.S. (LOTE) Regents exam consists of: 24% speaking, 30% reading, 30% listening, and 16% writing. Extensive DBQ practice is done throughout the year to provide the opportunity for the students to achieve mastery. Emphasis is on oral proficiency. Plays, cultural celebrations, cartoons, and movies provide valuable cultural enrichment and enhance oral proficiency.

Spanish III Honors 1 10-12

Prerequisite: Offered to students of Spanish II Honors only. 90% on NYS Regents exam and 90% average on class work.

Students in Spanish III H have, as their ultimate goal, success on the AP exam in their senior year. This exciting intermediate Spanish course features high interest topics, an effective and uniquely sequenced review of selected grammatical topics as well as thorough integration of language and culture. Topics include the Internet, world events, human rights, foreign policy, diversity, as well as entertainment, sports, family and friends. Projects, cultural celebrations, including foods and music, are an integral part of the Spanish III Honors experience.

Spanish IV 1 11,12

Spanish IV is designed to meet the needs of those students who plan to continue their study of Spanish with special emphasis on oral proficiency, current events and history. The class is conducted primarily in Spanish and students are required to make every effort to participate in Spanish. Grammar and vocabulary will be presented in the content of literature. In particular, the class will read the short story collection "Breves Cuentos Hispanos". The investigation of Hispanic cultures will include both historical topics as well as current events. Students in Spanish IV review the guidelines for the SAT II in Spanish IV.

Spanish IV Honors 1 12

Prerequisite: For criteria for admission into Honors and Advanced Placement courses, see refer to **CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT**

Spanish IV Honors is intended for highly qualified students who are seeking a challenging opportunity to strengthen the skills needed for success on the AP in level V. This class is conducted primarily in Spanish and stresses oral proficiency: understanding and speaking Spanish. Extensive practice in reading and writing is at the core of this course. Readings will come from both short stories from renowned Spanish authors as well as authentic newspaper and internet articles.

The AP examination is rigorous in terms of communicative ability, grammatical accuracy, DBQ's and idiomatic authenticity. The Free Response section tests the students' command of such topics as the indicative and subjunctive modes, the sequence of tenses, the use of accents and idiomatic use of prepositions. As such, a thorough review of grammar and orthography will be given; all topics will be examined both separately, as well as in literary context. Considerable effort will also be given to expanding the students' vocabulary and dexterity in terms of the learning individual.

Spanish V 1 12

Emphasis is placed on developing a high level of proficiency in using and understanding the spoken language in formal and conversational situations. Our goal is for the students to be able to function in a Spanish-speaking culture and be able to use the language for a lifetime of personal enjoyment and enrichment. Reading Spanish contemporary literature, including works by Marco Denevi, Ana María Matute, and José Martí continues to be an important part of the Spanish V program. Vocabulary and grammar and DBQ's will be studied in the context of these works. The students will continue work on their oral proficiency and will appreciate the role of Hispanic cultures in a global context.

Prerequisite: Recommended minimum grade of 90% in Spanish 4 or instructor's recommendation.

The goal of AP Spanish Course is to be the equivalent of a third-year college course in advanced Spanish composition and conversation. Emphasizing the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar and composition. College credit may be obtained by successful completion of the Advanced Placement Examination sponsored by The College Board. All students are expected to take the AP exam. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines, rather than to the mastery of any specific subject matter. Finally, extensive training in the organization and writing, including DBQ's and compositions will be an integral part of this course.

NORTH SALEM CO-CURRICULAR ACTIVITIES 2009-2010

Art Club
Spirit Club
Drama Club
International Club
Leaders Club
Literary Magazine - *Impressions*
Math Club
Mock Trial
Musical National Honor Society
Newspaper - *Tiger Times*
Stagecraft
Student Council
Technology Club
Varsity Athletes Against Substance Abuse
Yearbook
Class Government - Grades 9-12
Math Honor Society
Gay/Straight Alliance
Theater Tech Club
Peer Mediation
Renaissance
Video Broadcasting

ENGLISH

English 9 Honors
English 9
English 10 Honors
English 10
Advanced Placement English Language
English 11
Advanced Placement English Literature
English 12
English 12 non OPT
Creative Dramatics and Speech
Creative Writing I
Creative Writing II
American Literature
SAT English Preparation
English A.I.S.
Critical Reading/Writing
Public Speaking/Presentational Skills for the Future Professional
Journalism
Sports Literature

Behind the Screen: Film Criticism and Appreciation
American Literature

SCIENCE

Physical Setting/Earth Science Regents
Living Environment/Biology Regents
Living Environment/Honors Biology
Advanced Placement Biology
Physical Setting/Honors Chemistry
Physical Setting/ Chemistry Regents
Physical Setting/Applied Chemistry
Advanced Placement Chemistry
Physical Setting/ Applied Physical Science
Physical Setting/ Physics
Methods of Forensic Science
Applications of Forensic Science
Environmental Science
Scientific Research
Advanced Placement Environmental Science
Advanced Placement Physics
SIM: (How Things Work)
Field Ornithology

MATHEMATICS

Integrated Algebra
Integrated Algebra Extended
Geometry/Honors
Geometry
Geometry Extended
Algebra II/Trigonometry Honors
Algebra II/Trigonometry
Algebra II/Trigonometry Extended
Topics in Algebra II/Trigonometry
Math/Science/Technology (MST)
Math 12 Pre-Calculus
Advanced Placement Calculus (AB)
Advanced Placement Calculus (BC)
Advanced Placement Statistics
Introduction to Computer Programming
Topics in Algebra
College Math
Sports and Entertainment Marketing
Accounting

MUSIC

High School Concert Band
High School Concert Choir
High School Madrigal Choir
Music in Our Lives
Music Composition and Improvisation I, II
Foundations of Music
Musical Theater Performance I
Musical Theater Performance II
Guitar I
Percussion Ensemble

TECHNOLOGY

Energy & Power
Engineering Technology/Principles of Engineering
Basic Woodworking
Intermediate Woodworking
Advance Wood/Residential Structures

Furniture Construction

SOCIAL STUDIES

Global History and Geography I H/Pre-AP European History
Global History and Geography I
Advanced Placement European History
Global History and Geography II
U.S. History & Government 11
Advanced Placement World History
Advanced Placement American History
Psychology
Participatory Government non OPT
Participatory Government
Economics
Economics non OPT
Human Rights & Genocide in the 20th Century
Law Studies
Behind The Screen
United States Military History: Civil War to Today
Social Studies A.I.S.
Television Sitcom as Social History

WORLD LANGUAGES

French I
French II
French II H
French III
French III H
French IV
French IV H
French V
Spanish I
Spanish II
Spanish II H
Spanish III
Spanish III H
Spanish IV
Spanish IV H
Spanish V
Advanced Placement Spanish
Advanced Placement French

FINE ARTS

Studio in Art
Drawing/Painting I
Drawing/Painting II
Drawing/Painting III
Photography I
Photography II
Photography III
Basic Digital Moviemaking & Editing
Computer Art I-II
Computer Art III
Advanced Digital Moviemaking and Editing
Advanced Placement Studio Art
Creative Crafts

DRAFTING

D.D.P. (Mechanical Drawing 1)
D.D.P. 2 (Mechanical Drawing 2)
Architectural Drawing 1

PHYSICAL EDUCATION

Physical Education 9-10

Physical Education 11-12

Adaptive Physical Education

Health

Contemporary Health Issues Elective

FAMILY & CONSUMER SCIENCES

Technology for the Workplace and Career

Psychology of Child Development

F.O.O.D.

Dollars & Sense

ADDITIONAL SELECTIONS

Senior O.P.T.I.O.N.S.

Freshman Seminar