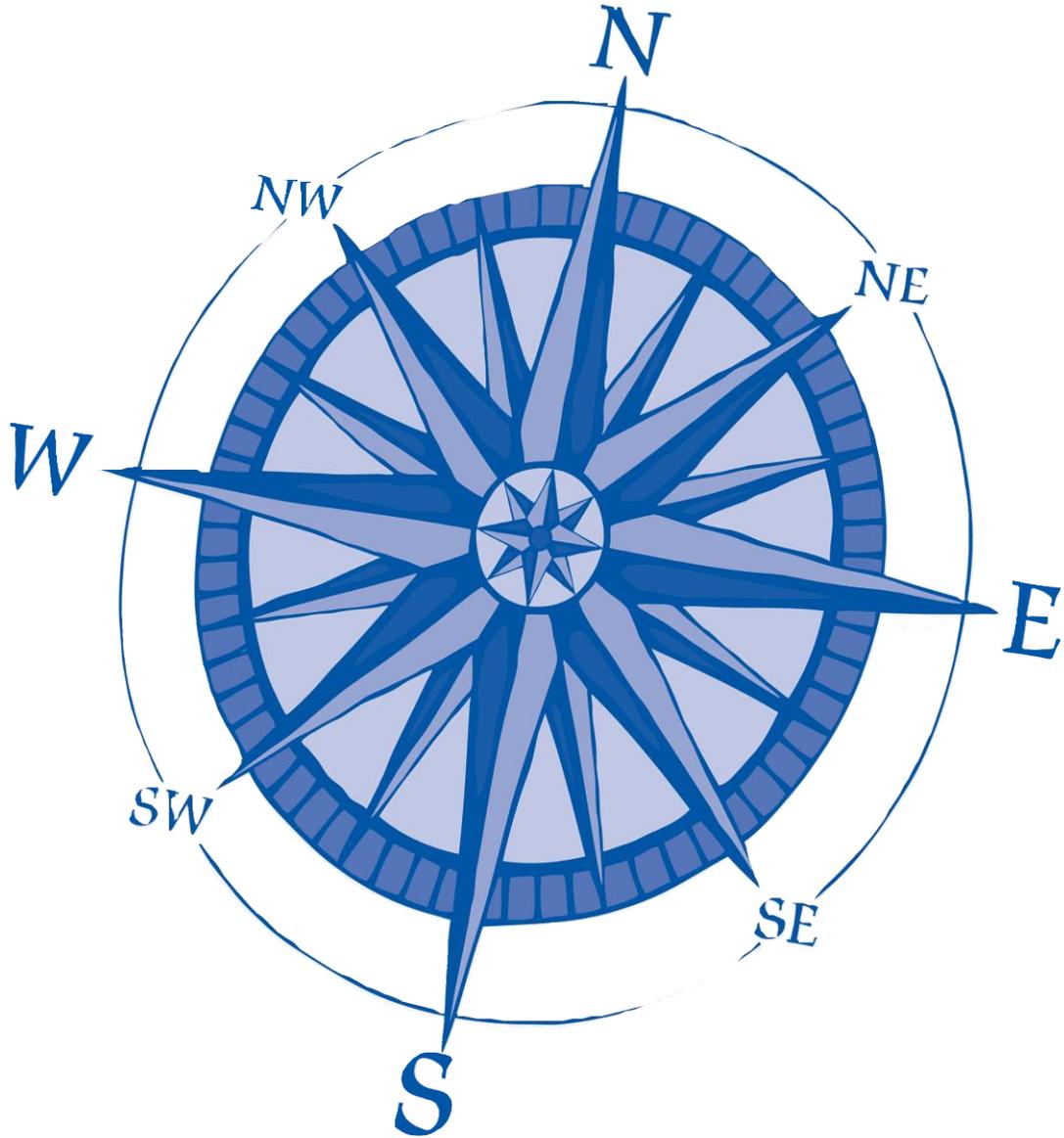


# NORTH SALEM SCHOOL DISTRICT



## HIGH SCHOOL COURSE GUIDE 2019-2020

# COURSE DESCRIPTION CATALOG

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Dear Student,

This booklet contains a list of all the courses available to you at North Salem High School. Please read it 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 School Counselors

## **NORTH SALEM CENTRAL SCHOOL DISTRICT MISSION AND BELIEFS**

North Salem High School will engage students to continuously learn, question, define and solve problems through critical and creative thinking.

In pursuit of this, we believe that:

- All students are capable of learning.
- All students are supported and challenged to continuously improve.
- Academic, intra and interpersonal skills are essential for success.
- The learning environment must be safe, ethical and respectful.
- Everyone in the community shares responsibility for student development.
- We must continue to hire and retain staff of the highest quality.
- Collaboration, data and evidence guide decision-making.

### **STUDENT GOALS**

- 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 and 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 their 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 communication, 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 their full potential.
- To encourage the development of a career plan perspective and goals 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 to foster responsibility in the school and in the community.
- To foster knowledge of the interdependence between people and their environment to develop a lifelong sense of ecological responsibility.

## HOW TO USE THIS GUIDE

This guide, published by the School Counseling Department, in cooperation with the faculty, contains all of the essential information you need to plan your academic schedule for the school year.

## 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. High school students meet with their counselor in early spring to discuss courses for the following year.

## 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, if they do so prior to the end of the seventh week of school.** Students seeking to drop the course beyond the end of that deadline 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 25 weeks.**

**Students enrolled in semester courses may drop a course with no entry made on their transcripts, if they do so prior to the end of the fourth week of the course.** Students seeking to drop the course beyond the end of that deadline will have an entry of drop-pass or drop-fail on their transcripts and permanent record cards. **The exception to this is AP European History. As this course begins in the fourth quarter of Global 9 Honors, students who plan to drop the course must do so by the end of the ninth grade to avoid a W/P or W/F entry on a transcript. No semester course can be dropped after 10 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.

## AP EXAM FEE SCHEDULE

AP Exam Fees for 2019-2020 school year

The College Board is now requiring that school districts must order all AP exams scheduled to be taken in May, by Nov 15<sup>th</sup> each year.

All exams ordered on time, will cost \$94 per exam. If a student enrolls in an AP course after November 14<sup>th</sup>, they will incur an additional \$40 late order fee imposed by the College Board for a total of \$134 per exam. If an exam is ordered for a student and the exam is unused or cancelled the student will be responsible for paying the unused/cancelled exam fee of \$40 imposed by the College Board. Students transferring in or out of North Salem after the deadline will not incur the fee.

**GRADE APPEALS:** Please note that all appeals regarding a final grade must be submitted by July 15<sup>th</sup>.

### **REPEATING A COURSE OR REGENTS EXAM**

Students may elect to retake a course or Regents exam, but will receive credit once. If a student retakes a regents exam in August and achieves a higher grade than in June, the new grade will be used to re-calculate the final course average. Any time a Regents exam is taken again after August, the higher exam grade will appear on the transcript (though the final grade will not be recalculated).

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

**PROMOTION REQUIREMENTS:** Eighth-grade students must successfully complete a **minimum** of four of the five 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** – Four credits (including English 9 and Global Studies I)

**Grade 11** – Nine credits (including English 10 and Global Studies II)

**Grade 12** – Fourteen credits (including English 11 and 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.

Course requests will be available for parents to review on Parent Portal during the 3<sup>rd</sup> marking period.

**INDEPENDENT STUDY:** Students who have an interest in a particular area of study which is not offered in our curriculum may 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. Final approval for these courses is at the discretion of the Building Principal.

**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.

### **SCHEDULING GUIDELINES**

Every effort is made to tailor a schedule to individual needs. 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 to attend 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 entry-level job upon graduation through PNWBOCES (see list of Tech Center courses).

## REGENTS DIPLOMA REQUIREMENTS

### Units of Credit

English	4
Social Studies	4
Mathematics	3
Science	3
World Language	1
Health	0.5
Art/Music	1
Physical Education	2
Electives	3.5
	22 units

**(SEE CHART FOR MORE INFORMATION)**

### CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT CLASSES

North Salem Middle/High School, in keeping with the vision of the North Salem School District, seeks to help students set challenging goals and plans for themselves, and strives to support them 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:**

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

Total points required to enroll = 2 points

**All students in AP classes are expected to take the AP exam in May. AP Exam fees must be assumed by the student.** The AP designation will be removed from the transcript should a student refuse to take the AP exam. For seniors, a revised transcript will be sent to colleges

### 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 New Visions, courses at area colleges and a foreign exchange student program. Students considering alternatives should consult early with their school counselor.

### EARLY GRADUATION

We believe that students benefit from the academic and social skills that are continually developed in the total four-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 their school counselor by May 1 of their sophomore year 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 the family expense. A course description must be submitted and the course must be approved by the director of counseling and the high school principal before enrollment. In unusual circumstances, students will be required to complete 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 (without pay). Students completing 130 hours or more of community service in an academic year will be recognized at our Awards Program in the spring.

Interested students should complete a community service form. Forms are online on the North Salem website under the student tab. Completed forms are due in April.

## **RECOGNITION FOR ACADEMIC EXCELLENCE**

### **Valedictorian/Salutatorian**

The valedictorian and salutatorian of the graduating class is determined after 15 quarters (3 ¾ years). To be eligible for valedictorian or salutatorian, a student must be in attendance at North Salem High School for at least seven quarters.

### **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

### **National Honor Society**

The purpose of the North Salem National Honor Society shall be to stimulate a desire to render service, to promote worthy leadership, and to encourage the development of character.

Criteria for admission and ongoing membership:

- Minimum cumulative weighted average of 92
- Sophomore, junior or senior
- Participation in ongoing approved service activities
- Participation in ongoing, self directed leadership project
- Exhibiting quality of character
- Approval by the NHS faculty council
- Attendance at monthly meetings, educational, and service events

### **English National Honor Society**

- A minimum weighted numerical grade point average in core English classes (English 9/9H, English 10/10H, English 11/11AP) of 90 percent for the first five semesters of high school.
- An overall weighted academic average of 90 percent.
- Two English teacher recommendations.

### **International Thespian Society**

The International Thespian Society is an honor society for high school theatre students, recognizing achievement in theatre.. It is a division of the Educational Theatre Association. Criteria for admission to the International Thespian Society is as follows:

- Students must be in grades 9, 10, 11, 12
- Complete at least 100 hours of excellent work in theatre - onstage or backstage - to be inducted
- Students continue to accrue points to advance in the society after induction
- Evidence of character:

- work ethic in rehearsal
- preparation between rehearsals
- professional attitude in performance

### **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 90 percent (weighted) or higher.
- Average of the grades for all high school math classes must be 92 (weighted) or higher.
- At least four semesters of college-preparatory mathematics must be completed at the high school level (including courses leading to algebra, geometry, algebra II/trig, pre-calculus, calculus or statistics).
- Two teacher recommendations, including one from a mathematics teacher.
- 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.

### **National Art Society Requirements**

- Students must be a sophomore, junior or senior.
- Students must have a minimum 88 weighted average in all courses.
- Students must have a weighted average of 90 or above in art courses; students not currently in visual arts courses may join as long as they fulfill other requirements of the society.
- Two Art teacher recommendations.
- Maintaining membership requires regular attendance at meetings and participation in 50% of activities, projects and fundraising.

### **World Language Honor Society**

The mission of the North Salem World Language Honor Society is to promote the study of Spanish and French and to encourage their use within the school and community.

In order to apply:

- Student must be a junior or senior.
- Student must currently be enrolled in a world language course. Seniors who have been placed in an accelerated world language curriculum (completed AP World Language during their junior year) are exempt from this condition.
- Student must have maintained a 90 or above weighted average in a minimum of 2 high school world language courses (including 8th grade).
- Student must have maintained an 88 or above overall weighted average in each high school year.
- All parts of the application must be completed and handed in by the deadline.

In order to maintain membership:

- Student must meet the academic and community commitment requirements as established by the society. (If student is no longer enrolled in a world language course, he/she may be considered an associate member as long as he/she fulfills all other requirements.)
- Student must attend at least 75% of the society's meetings and events throughout the school year.

## NORTH SALEM CO-CURRICULAR ACTIVITIES

This is a year to year decision based on student enrollment.

Amnesty International  
Art Club  
Class Government  
Drama Club  
English National Honor Society  
Environmental Club  
International Club  
International Thespian Society  
Light/Sound Club  
Literary Magazine - Impressions  
Math Club  
Math National Honor Society  
Mock Trial  
Model U.N.  
National Art Society

National Honor Society  
Newspaper – Tiger Times  
Peer Leadership  
Robotics  
S.A.D.D.  
SAFE  
Student Council  
Technology Education Club  
Tiger Times  
Video Broadcasting  
Warr;ors  
World Language Honor Society  
Yearbook

# DIPLOMA AND CREDENTIAL OPTIONS

## Regents Diploma

Earn 22 credits: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 ½ electives as well as fulfill attendance requirements and any other district requirements.



### Assessment:

- Pass 5 required Regents exams with a score of 65 or higher on each exam, or
- Pass 4 required Regents exams (including one social studies) and either a Pathway Assessment or CDOS Commencement Credential

**Appeal:** One Regents exam (score between 60-64) may be appealed at the district level.

Eligibility requirements include:

- Regents exam taken 2 times
- Student has taken advantage of school-provided academic intervention
- Have a passing course average in subject under appeal
- Recommendation by teacher or department chairperson

*A Regents or Local diploma is proof that a student has met the standards for graduation from high school in New York. Once the student earns a diploma he or she is no longer eligible to attend high school.*

## Non-Diploma Credentials

There are exiting certificates available that document students' levels of work-readiness.

These credentials are aligned with the NYS learning standards for Career Development and Occupational Studies, which are State standards focusing on vocational preparation.

### Career Development and Occupational Studies (CDOS) Commencement Credential

*Available to all students except those who take the NYS Alternate Assessment*

#### Option 1:

- Master Commencement Level CDOS standards
- Complete 216 hours of CTE coursework and/or work-based learning activities (minimum of 54 hours of work-based learning required)
- Complete *Career Plan* documenting student vocational goals and preparation
- Complete *Employability Profile* documenting student skills and experiences

Or

**Option 2:** Student must pass a NYS Commissioner-approved National Work-Readiness Exam

### Skills and Achievement Commencement Credential

*Available to students with severe disabilities who take the NYS Alternate Assessment*

- Students must attend school for at least 12 years, excluding kindergarten
- Documentation of the student's skills, strengths and levels of independence needed for post-school living, learning and working

*A non-diploma credential is not a high school diploma. Most colleges, the military and many jobs, including union and civil service, require high school diplomas.*

# Diploma and Credential Options



## Did you know ....

- High school diplomas represent achievement of NYS learning standards, required tests and course credits.
- There are two different diplomas – Regents and Local.
- There are several ways to earn diplomas and different requirements for each.
- Some students may also earn credentials – Career Development and Occupational Studies (CDOS) or Skills and Achievement Commencement Credentials.



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## Multiple Pathways (4+1)

To Earn Regents and Local Diplomas

Students must pass Regents exams in all **four** areas listed below.

- ELA
- Math
- Science
- Social Studies (Either Global Studies or US History)



**Plus...**

Students choose one Multiple Pathway option from below:

Math (Different from Math exam above)

Science (Different from Science exam above)

Career and Technical Education (CTE)  
(Approved programs and assessments)

Languages Other Than English (LOTE)

Arts

CDOS Commencement Credential

The Multiple Pathway option replaces one Social Studies exam.

## Local Diploma

Earn 22 credits: 4 ELA, 4 social studies, 3 science, 3 mathematics, ½ health, 1 arts, 1 language other than English (LOTE), 2 physical education, 3 ½ electives as well as fulfill attendance requirements and any other district requirements.

General Education Students and Students with IEPs or 504 Plans

### Local Diploma Through Appeal:

- 3 Required Exams with scores of 65 or higher *and*
- 2 Required Regents Exams with scores of 60-64, successfully appealed

Students with IEPs and 504 Plans

### Low Pass Safety Net

- 5 required Exams with scores of 55 or better

### Low Pass Safety Net and Appeal

- 3 required exams with scores of 55 or better and two Regents exams with scores of 52-54, successfully appealed

### Compensatory Safety Net/Appeal

- Must score a 55 on math and ELA exams. (Note: Appeal may apply allowing student to score 52.)
- If student scores a 65 or higher on any required exam, the score may compensate for another exam score between 45-54.

Multiple Pathways Options and the CDOS Commencement Credential may be used.

## Superintendent Determination and

Students with IEPs only

## Amendment Local Diploma

Upon written request from the parent or guardian, the superintendent may conduct a review of the student's coursework to determine whether he or she has achieved graduation level proficiency in the subject area where the student was not able to obtain a passing score using Safety Net Options.

In order to qualify students must:

- Earn 22 credits
- Participate in 4 required Regents exams and either 1 Pathway Assessment or earn the CDOS Commencement Credential
- Score a 55 or higher in math and ELA (Note: Scores of 52-54 may be appealed.)

Or (amendment)

- Earn 22 credits
- Participate in 4 Required Regents exams (this may include a Pathway Assessment) and earn the CDOS Commencement Credential

## English Language Learners

General Education Students and Students with IEPs or 504 Plans

### Local Diploma (Through Appeal):

- 3 Required exams with score of 65 or higher *and*
- 1 Required exam with a Score of 60-64 *and*
- ELA exam score of 55-59



## POTENTIAL COURSE OFFERINGS

### ENGLISH

- \*English 9 Honors
- \*English 9
- \*English 10 Honors
- \*English 10
- \*English 11 AP
- \*English 11
- \*English 12 AP
- \*English 12
- \*Creative Writing I & II
- English AIS
- ACT/SAT English Preparation
- \*Public Speaking Through Film
- \*Modern Topics and Debate

### FINE ARTS AND MEDIA ARTS

- Studio in Art
- Drawing/Painting I
- Drawing/Painting II
- Digital Photography I
- Digital Photography II
- Studio in Media Arts I
- Studio in Media Arts II
- Studio in Media Arts III
- Creative Crafts
- Advanced Placement Studio Art (in 2-D)

### MATHEMATICS

- \*Algebra
- Topics in Geometry
- \*Geometry
- \*Geometry Honors
- \*Algebra II
- \*College Algebra I
- \*College Algebra II
- \*Algebra II Honors
- \*Pre-Calculus
- \*AP Calculus (AB)
- \*AP Calculus (BC)
- \*Computer Science
- \*AP Computer Science Principles
- ACT/SAT Math Review
- Math AIS
- \*Statistical Applications and Modeling

### MUSIC

- Introduction to Music Theory
- Music Theory I
- Music and Video Production and Analysis
- Advanced Music and Video Production and Analysis
- High School Concert Band
- Foundations of Music
- High School Madrigal Choir
- Musical Theater Performance I/II

### PHYSICAL EDUCATION

- Varsity Options for Juniors and Seniors
- Alternative Physical Education Program
- High School Physical Education Health

### SCIENCE

- \*Physical Setting/Earth Science Regents
- \*Living Environment/Biology Regents
- \*Living Environment/Honors Biology Regents
- \*Chemistry
- \*Honors Chemistry
- \*Physics
- \*Applied Physical Science
- \*Advanced Placement Environmental Science
- \*Advanced Placement Biology
- \*Advanced Placement Chemistry
- \*Advanced Placement Physics 1
- Anatomy and Physiology
- \*Applications of Forensic Science
- Astronomy
- Environmental Science
- \*Methods of Forensic Science
- \*Scientific Research
- \*Scientific Research - SUNY
- Technical Writing in Science and Engineering

### SOCIAL STUDIES

- \*Global History I
- \*Global History I Honors/Pre-AP
- \*Global History II
- \*Advanced Placement European History
- \*U.S. History & Government
- \*Advanced Placement U.S. History
- \*Participation in Government
- \*Economics
- \*Advanced Placement World History
- \*Psychology
- \*Law Studies
- \*Human Rights Issues of the 20th and 21st Centuries
- \*United States Military History: Civil War to Today
- Social Studies AIS

### \*Core Courses for NCAA

### ADDITIONAL SELECTIONS

- Freshman Seminar – 9<sup>th</sup> Grade
- COMPASS – 11<sup>th</sup> Grade
- O.P.T.I.O.N.S. – 12<sup>th</sup> Grade
- Food and Nutrition

### SPECIAL PROGRAMS

- English (Grades 9-12)
- Science (Grades 9-12)
- Math (Grades 9-12)
- Global History and Geography I (Grade 9)
- Global History and Geography II (Grade 10)
- U.S. History & Government (Grade 11)
- Government (Grade 12)
- Economics (Grade 12)
- Academic Support (Grades 9-12) non- credit bearing
- Skills Support (Grades 9-12)

### TECHNOLOGY

- Architectural Drafting I
- Energy & Power
- \*Principles of Engineering
- Basic Woodworking
- Intermediate Woodworking
- Advanced Wood/Residential Structures Furniture Construction

### WORLD LANGUAGES

- \*French I
- \*French II
- \*French II Honors
- \*French III
- \*French III Honors
- \*French IV/SUNY UHS I
- \*French IV Honors/SUNY UHS I
- \*French V/SUNY UHS II
- \*Advanced Placement French Language and Culture
- \*Spanish I
- \*Spanish II
- \*Spanish II Honors
- \*Spanish III
- \*Spanish III Honors
- \*Spanish IV/SUNY UHS I
- \*Spanish IV Honors
- \*Spanish V/SUNY UHS II
- \*Advanced Placement Spanish

SUNY Albany – University in High School (UHS) Program

## POTENTIAL ELECTIVE COURSE SELECTIONS

Listed below are electives that you may want to consider for next year. Please place number 1 or 2 to indicate your first and second choices. Place a check next to those courses for which you may also have an interest:

### English

- ACT/SAT English Preparation (1/2 cr.)
- Creative Writing I (1/2 cr.)
- Creative Writing II (1/2 cr.)
- Modern Topics and Debate I (1/2 cr.)
- Modern Topics and Debate II (1/2 cr.)
- AP English Language (1 cr.)
- AP English Literature (1 cr.)

### Family and Consumer Science

- Food and Nutrition (1/2 cr.)

### Fine and Practical Arts

- Digital Photo I (1/2 cr.)
- Digital Photo II (1/2 cr.)
- Media Arts I (1 cr.)
- Media Arts II (1/2 cr.)
- Media Arts III (1/2 cr.)
- Creative Crafts (1 cr.)
- Studio in Art (1 cr.)
- Drawing and Painting I (1 cr.)
- Drawing and Painting II (1 cr.)
- AP Studio Art (1 cr.)

### Math

- SAT/ACT Math (1/2 cr.)
- Computer Science (1/2 cr.)
- AP Calculus AB (1 cr.)
- AP Calculus BC (1 cr.)
- AP Computer Science Principles (1 cr.)
- Statistical Applications Modeling (1cr.)

### Music

- Music and Video Production & Analysis (1/2 cr.)
- Advanced Music and Video Production & Analysis (1/2 cr.)
- Musical Theater I/II (1/2 cr.)
- Concert Band (1 cr.)
- Madrigal Choir (1 cr.)
- Foundations of Music (1 cr.)
- AP Music Theory (1 cr.)

### Science

- Astronomy (1/2 cr.)
- Anatomy and Physiology (1/2 cr.)
- Environmental Science (1/2 cr.)
- Methods of Forensic Science (1/2 cr.)
- Application for Forensic Science (1/2 cr.)
- Scientific Research – Introduction (1 cr.)
- Scientific Research – Intermediate (1 cr.)
- Scientific Research – Advanced (1 cr.)
- Scientific Research – pre- SUNY (1 cr.)
- Scientific Research – SUNY I (1 cr.)
- Scientific Research – SUNY II (1 cr.)
- AP Biology (1 cr.)
- AP Chemistry (1 cr.)
- AP Environmental Science (1 cr.)
- AP Physics I (1 cr.)

### Social Studies

- Human Rights I (1/2 cr.)
- AP European History (1 cr.)
- AP US History (1 cr.)
- AP World History (1 cr.)

### Technology

- Architectural Drafting I (1 cr.)
- Principles of Engineering (1/2 or 1 cr.)
- Basic Woodworking (1 cr.)
- Intermediate Woodworking (1 cr.)

### World Language

- Spanish 1 (1 cr.)
- AP Spanish (1 cr.)
- AP French (1 cr.)

### General

- P.L.A.C.E (1/2 cr.)

## **PNW BOCES TECH CENTER POTENTIAL COURSE OFFERINGS**

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.

### **BUSINESS/CAREER ACADEMY**

MICROCOMPUTER TECHNOLOGY,  
CYBERSECURITY, PROGRAMMING, CODING,  
GAMING  
RETAIL SERVICES\*  
MICROCOMPUTER TECHNOLOGY\*\*

### **COMMUNICATIONS CAREER ACADEMY**

ANIMATION & MOTION GRAPHICS  
COMPUTER GRAPHICS\*\*  
COMPUTER GRAPHICS  
DIGITAL MEDIA\*\*  
FASHION DESIGN & MERCHANDISING  
DIGITAL FILM, VIDEO AND AUDIO PRODUCTION  
FASHION DESIGN ASSISTANT\*

### **CONSTRUCTION CAREER ACADEMY**

ARCHITECTURAL DESIGN & MODELING  
CARPENTER'S ASSISTANT TRAINEE\*  
CARPENTRY  
CONSTRUCTION ELECTRICITY  
CONSTRUCTION TECHNOLOGY\*\* (\*)  
HEATING/VENTILATING/AIR CONDITIONING/PIPE  
FITTING/PLUMBING  
NEW VISIONS ENGINEERING (INTERVIEW  
REQUIRED)  
PRESERVATION/RESTORATION/COMMERCIAL  
MASONRY  
WELDING  
CONSTRUCTION ELECTRICITY ASSISTANT\*\*

### **COSMETOLOGY CAREER ACADEMY**

BARBERING  
COSMETOLOGY I & II  
COSMETIC SERVICES\*\*

### **ENGLISH NEW LEARNER**

ENL ALTERNATE OPTIONS (TASC)  
ENL AUTO BODY  
ENL AUTO MECHANICS  
ENL BUSINESS & COMPUTER  
ENL CARPENTRY  
ENL CHILD CARE  
ENL COSMETOLOGY I AND II  
ENL IMMERSION  
ENL MEDICAL ASSISTANT  
ENL RETAIL SERVICES  
ENL WELDING

ENL LAW ENFORCEMENT

ENL URBAN FORESTRY

### **ENVIRONMENTAL SCIENCE CAREER ACADEMY**

URBAN FORESTRY\*\*  
URBAN FORESTRY/ARBORICULTURE

### **HEALTH CAREER ACADEMY**

CERTIFIED NURSE AIDE/HOME HEALTH  
EMERGENCY MEDICAL TECHNICIAN  
INTRO TO PT/REHABILITATION (4HR)  
LAW ENFORCEMENT/EMS  
MEDICAL ASSISTANT  
NEW VISIONS HEALTH (INTERVIEW REQUIRED)  
SPORTS MEDICINE  
VETERINARY SCIENCE  
ANIMAL CARE\*

### **HOSPITALITY CAREER ACADEMY**

BAKING & PASTRY ARTS  
CULINARY ARTS  
FOOD PREP ASSISTANT\*  
FOOD SERVICE TRANSITION TO WORK\*  
CULINARY ARTS\* (\*\*)

### **TEACHING CAREER ACADEMY**

CHILD DEVELOPMENT & EDUCATION I & II  
CHILD CARE ASSISTANT\*\*

### **TRANSPORTATION CAREER ACADEMY**

AUTO BODY  
AUTO MECHANICS I & II  
SMALL ENGINE REPAIR\*  
SMALL ENGINE/MOTORCYCLE TECHNOLOGY  
AUTO MECHANICS \*\*  
SMALL ENGINE MOTORCYCLE TECH\*\*

### **ADDITIONAL OFFERINGS**

ALTERNATE OPTIONS (TASC)  
DIVERSIFIED WORK PROGRAM

### **9th & 10th GRADE OFFERINGS**

INTRODUCTION TO HEALTH OCCUPATIONS  
INTRODUCTION TO PRE-ENGINEERING

### **\*LIFE LEVEL PROGRAMS**

### **\*\*CORE LEVEL PROGRAMS**

### **NEW VISIONS (SENIORS ONLY)**

# COURSE DESCRIPTIONS

The following is a comprehensive list of course descriptions for all approved courses at the North Salem MS/HS. Course offerings vary from year to year dependent upon student enrollment.

## ENGLISH DEPARTMENT PHILOSOPHY AND GOALS

Through a cognitive approach to literary analysis, the English Department's focus is to incorporate a wide array of resources including fictional text, literary non-fiction, and student generated conceptual insights to engage students to think effectively (in both written and oral forms) and solve the inherent problem of literary interpretation. Using both State and National standards as frameworks, the Department's focus remains directed towards bolstering students' capacities to critically and creatively think about how the study of literature impacts one's understanding of the "human condition." The North Salem Mission contends that a conscious attempt to use thinking skills as a guiding lens for academic focus provides the greatest return in terms of meaningful, long-lasting student learning and is the most effective way to prepare students to excel on formalized State and National assessments. Research clearly illustrates that students' capacity to critically and creatively think to solve problems is directly correlated to their academic performance, in both structured and unstructured settings. The use of literary analysis as the vehicle to improve students' problem solving and thinking skills is tangibly linked to the expectations conveyed by the North Salem Mission. The processes associated with literary analysis takes many forms requiring metacognitive reflection of author's purpose as suggested by literary technique and supported by textual evidence. Through use of sound pedagogical practices and careful consideration of multiple interpretations (formal critical analysis, student-generated interpretations, and historical theoretical underpinnings), our focus inexorably connects student performance with the North Salem Mission.

## COURSES

[Please refer to CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT CLASSES.](#)

### English 9 Honors

This course includes some core works taught in the English 9 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 both fiction and non-fiction is stressed and student writing is generally expository, focusing on the character analysis. A wide array of supplemental reading sources are considered as well as several major works and four student-choice readings.

### English 9

This course concentrates on literary genres. Research skills are reinforced. 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 wide array of supplemental reading sources are considered as well as several major works, and four student-choice selections. Character analysis studies from the various works are developed in expository essays. A Shakespearean unit is introduced featuring the tragedy *Romeo and Juliet*.

### English 10 Honors

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 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. A wide array of supplemental reading sources are considered, and two student-choice books. Students in this course will take the New York State ELA Regents Exam.

### English 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. A wide array of supplemental reading sources are considered, as well as several major works and student-choice books. Students complete interdisciplinary English and social studies writing/research projects. Students in this course will take the New York State ELA Regents Exam.

### English 11 AP

The students recommended for the grade eleven Advanced Placement English Language course have demonstrated superior writing ability and consistent motivation. This college-level 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 copies. A wide array of supplemental reading sources are considered, as well as primary texts. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

### **English 11**

Listening skills, vocabulary, 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. A wide array of supplemental reading sources are considered, as well as key literary works.

### **English 12 AP**

The students recommended for the grade twelve Advanced Placement English Literature course have demonstrated superior writing ability and consistent motivation. This college-level course concentrates on World Literature from the sixteenth century to present. A wide array of supplemental reading sources considered, as well as several major selections. Analysis of poetry and the essay form (sensitivity to audience, purpose, tone, and diction) receive heavy emphasis. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

### **English 12**

This course focuses on "point of view" and includes a key unit on "voice"/narrator in the short story. Modern Literature is emphasized. A wide array of supplemental reading sources are considered, as well as key literary works. Writing skills include persuasive writing and experimentation with point of view and "voice" in narrative 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. For any student enrolled in O.P.T.I.O.N.S., English 12 will end in April.

### **Creative Writing I & II**

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.**

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 toward 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 or she wishes) but without the bonus points.

### **ACT/SAT English Preparation**

This English elective is designed to help students prepare for the challenges posed by the new SAT and ACT exams. The course's focus will be to address the new writing component on the SAT exam that asks students to analyze rhetorical technique. The course will also consider the redesigned multiple choice section and the changes to the reading comprehension questions.

### **Behind the Screen: Film Criticism and Appreciation**

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 they watch eight 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).

### **Public Speaking Through Film**

This course will serve as an introduction to film appreciation and analysis. Students will view a selection of films and analyze aesthetic elements such as cinematography, editing, sound, script, acting and direction. The study of film may also include contexts such as cultural roles, genre, political issues, economics, ethics and history. Students will analyze the films by actively participating in class discussions, writing critical reviews and conducting research. In addition, students will be expected to analyze various aspects of films in the form of speeches. This course teaches the use of verbal communication to organize and deliver effective oral

presentations. Additionally, this course will provide students with the tools necessary to overcome any fears associated with public speaking in order to communicate more effectively. Students will identify and develop their unique speaking style, and will learn the accepted practices for public speaking and the many ways it can affect their personal and professional life.

### **Modern Topics and Debate**

This course uses current arguments within the media as a foundation from which the class will engage in high level debate. Bias, propaganda, rhetoric and cognitive dissonance will be explored as a way to make sense of one's own thinking and perspective.

## **FAMILY AND CONSUMER SCIENCE**

### **Food and Nutrition**

Food and Nutrition is an interactive project-based learning course, designed to teach science skills as they apply to food preparation, food safety and sanitation, kitchen safety, food production, and human nutrition. Students need to make smart nutrition choices for their growing bodies, in order to be successful in school, to fuel them for their athletic events, and to help them avoid health issues. Food and nutrition are linked to wellness and disease prevention (i.e. diabetes, heart disease, obesity, and other eating disorders, etc.) Adequate nutrition contributes to longevity and to the quality of life. The food industry is the largest industry in the United States. This course will help students explore career opportunities in this field and help them develop the skills needed for employment. Students will explore the science behind many food preparation principles, the food production industry, and the structure and function of all of the essential nutrients. Topics that will be included in this course are factors that influence food choices and nutritional status, making healthy nutritional food choices, nutrients and nutrition guidelines, physical health and fitness, food safety and sanitation, farm to table concept, and preparing and serving nutritious foods. This course will help educate students on the proper nutritional needs of themselves and others, students need to make informed decisions about food and nutrition now and in their future roles as family, community, career leaders, and citizens.

## **FINE ARTS AND MEDIA ARTS**

### **Studio in Art**

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**

Prerequisite: Studio in Art or Creative Crafts

This course is for students interested in learning fundamental skills in drawing, watercolor, acrylic and oil painting. Students will be introduced to a variety of drawing and painting materials and techniques. Assignments are designed to develop critical thinking and creative problem solving. Students are encouraged to refine and revise their work and to reflect on their process. A portfolio of artwork will be developed during this course.

### **Drawing & Painting II**

Prerequisite: Drawing and Painting I

This course is an advanced-level art course designed to emphasize observational drawing and painting skills, as well as creative expression. Assignments are designed to develop critical thinking and creative problem-solving skills and to encourage independent thought. Students are encouraged to refine and revise their work, as well as reflect on their process. The work produced in this course may be used toward a student's AP portfolio in his or her senior year.

### **Digital Photography I**

This course provides theoretical, technical and an aesthetic foundation in digital photography. Students learn technical camera usage and principles of design through assignments that focus on concepts of photographic composition. Lab exercises and demonstrations develop skills using Adobe Lightroom Classic CC and Adobe Photoshop CC to process and enhance images for digital output and presentation. The works of contemporary photographers will be presented as a means of familiarizing students with current trends and techniques. Assignments are designed to develop critical thinking and creative problem solving skills and encourage independent thought.

## **Digital Photography II**

Prerequisite: Digital Photography I

This is an advanced elective course that furthers the technical and aesthetic study of digital photography. Projects are designed to enhance students' technical knowledge and serve as inspiration to experiment with various approaches. Students will continue their study of photographers who inspire them and further develop their processing skills using Adobe Lightroom Classic CC and Adobe Photoshop CC. Assignments are designed to develop critical thinking and creative problem solving skills and encourage independent thought. Students are encouraged to refine and revise their work, as well as reflect on their process. A portfolio of artwork will continue to develop during the year.

## **Studio in Media Arts I**

Media Art 1 is a foundation course that explores multiple avenues of graphic design including layout, typography, image manipulation, illustration and video. Assignments focus on understanding the principles of design and how they can be successfully used within artwork. Students learn to use InDesign, Photoshop, Illustrator and iMovie in this class. Studio in Media Arts 1 fulfills the one-credit humanities credit required for graduation at the high school level.

## **Studio in Media Arts II**

Prerequisite: Media Arts I

This half-year course is the second in the Media Arts sequence. Students will use InDesign, Photoshop and Illustrator in more depth during this advanced course. Principles of design will be incorporated into print and online projects that use more complex features of the programs explored in the Media Arts foundation class. Students are encouraged to refine and revise their work, as well as reflect on their process. They will begin to develop a personal style in their work.

## **Studio in Media Arts III**

Prerequisite: Media Art I and II

Media Art III is a half-year course offered for the student who wishes to pursue advanced, independent study of the computer applications available in the Art Mac Lab. The work in this course may be used toward the student's breadth section of the AP portfolio in his or her senior year.

## **Creative Crafts**

Creative Crafts offers the student tactile experiences with three-dimensional materials, and emphasizes a wide range of processes, including paper marbling, paper cutting, book art, weaving and hand-built ceramics. Projects are designed to develop critical thinking and problem solving skills and encourage independent thought. Students are encouraged to refine and revise their work if necessary and reflect on their process. This course fulfills the one credit humanities requirement for High School graduation.

## **Advanced Placement (in 2-D) Studio Art**

Prerequisite: Media Art I, II & III or Studio in Art, Drawing and Painting I & II or Digital Photography I & II

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, including assignments given over the summer. The AP exam consists of a portfolio of 24 highly accomplished artworks. Twelve pieces are completed in the "breadth section" of the portfolio and 12 more for the student's "concentration." The portfolios are the test and are submitted in early May along with a brief written statement about the work. All students are expected to submit a portfolio to the College Board. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

# **GENERAL COURSES**

## **Freshman Seminar**

This course is designed to allow all freshmen to successfully transition from middle school to high school by developing their capacity to use critical and creative thinking to solve problems. It is intended to develop skills such as goal and priority setting, time management, organization, note taking, editing, critical reading and analysis, public speaking, listening and research. This course will also cover such topics as concentration, procrastination, exam anxiety, stress management, and career research and exploration. Finally, the course is designed with flexibility to allow other members of the school community the opportunity to address the class on various adolescent issues, as well as life beyond high school.

## **The P.L.A.C.E. (Personal Learning Assistance Center)**

This course provides academic coaching and support for regular education sophomores, juniors and seniors, emphasizing academically tangible skills (e.g., writing, reading) and intangible skills (e.g., habits of mind, emotional intelligence, study skills,

organization, self advocacy) necessary to be successful in high school, college, and the workplace. Curricular goals are implicitly accomplished through the completion of work for students' core curriculum classes, with individualized attention for each student's needs. This course meets every other day, is Pass/Fail, and students receive .5 credit for successful completion.

### **Junior COMPASS**

COMPASS is an advisory program for juniors, where students meet in small groups with a teacher mentor for one period out of each 6-day cycle. The larger purpose of the COMPASS program is to connect students to a teacher mentor and provide a space to talk with peers about the pressures and stressors specific to Junior Year. Topics discussed help develop self-knowledge for decisions that await students in the near future. COMPASS also collaborates with the Counseling Department for goals and needs of 11th grade and post-graduation planning.

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

The Senior O.P.T.I.O.N.S. program is a credit-bearing, full-year course for seniors that endeavors to build bridges between the school and the career world. Guided by the principles of the North Salem Mission, students explore careers of personal interest to enhance their learning while solving a real-life problem in the workplace. The Senior Exhibition fulfills the required exit-outcome for graduation by suggesting that North Salem graduates are able to "question, define, and solve problems through critical and creative thinking."

## **MATHEMATICS**

The Math Department is committed to developing critical thinking and problem-solving skills through the discovery and application of mathematical concepts. Students will engage in abstract mathematical thinking that is grounded in real-world application. Over the course of three years of middle school, students will develop skills needed to independently solve increasingly complex mathematical questions.

At the high school, the Math Department aims to create a synergy between the acquisition of content knowledge, the delivery of instruction, the infusion of instructional technology, and the implementation of a variety of traditional, authentic and digital assessment tools. Students become effective problem solvers as they learn to communicate and reason mathematically while making sense of problems and persevere in solving them.

The four-year program is designed to foster independent thought, rigor, collaboration, and emphasize conceptual understanding. The program begins with Algebra 1 and culminates in the study of Calculus. A rich curriculum, including Honors and Advanced Placement courses, allow students to exercise choice and take the opportunity to further challenge themselves.

### **An overview of the North Salem High School Mathematics program includes:**

#### **Accelerated Program**

8th	Algebra	Algebra
9th	Geometry Honors	Geometry
10th	Algebra II Honors	Algebra II
11th	AP Calculus AB	Pre-Calculus
12th	AP Calculus BC	AP Calculus AB/College Calculus/Statistical Application & Modeling/Computer Science/AP Computer Science

#### **Non-Accelerated Program**

9th	Algebra
10th	Geometry
11th	Algebra II
12th	Pre-Calculus/Statistical Application & Modeling/Computer Science/AP Computer Science

**[Please refer to CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT CLASSES.](#)**

## **Algebra Common Core**

**Prerequisite:** Satisfactory completion of eighth-grade Math.

This is a full-year course that meets every day and every other day for an additional period. Topics include functions and their graphs, algebraic operations, factoring, problem-solving, and statistics. A graphing calculator is required for this course. Students will be required to take the New York State Algebra Common Core regents exam in June.

## **Topics in Geometry**

**Prerequisite:** Satisfactory completion of Common Core Algebra curriculum.

This course explores all the concepts of geometry including triangles, angle relationships, transformational geometry, and coordinate geometry. This course does not include geometric proofs.

## **Geometry Common Core**

**Prerequisite:** Satisfactory completion of Common Core Algebra with a grade of 75 percent or more.

This is a full-year course that meets every day and every other day for an additional period. This course explores all concepts of Common Core geometry, including transformational geometry, coordinate geometry and Euclidean geometry. There will be an emphasis on inquiry and exploration to prove basic concepts of geometry. Students will be required to take the New York State Geometry Common Core regents exam in June.

## **Geometry Common Core Honors**

**Prerequisite:** Satisfactory completion of Common Core Algebra and meets all Math Department criteria for honors.

This is a full-year course that meets every day and every other day for an additional period. This course explores all concepts of Common Core geometry, including transformational geometry, coordinate geometry and 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. Students will be required to take the New York State Geometry Common Core regents exam in June.

## **Algebra II Common Core**

**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, sequences and series. A graphing calculator is required for this course.

## **College Algebra 1**

**Prerequisite:** Successful completion of Geometry but with a grade of less than 75 percent or successful completion of Topics in Geometry.

This course is a fundamental approach to algebra that incorporates the use of appropriate technology. Emphasis will be placed on the study of functions and their graphs to include inequalities, linear, quadratic, absolute value, square root, piecewise defined, rational, polynomial, exponential, complex and logarithmic functions. A graphing calculator is required for this course. Students will take a final exam upon completion of this course.

## **College Algebra 2**

**Prerequisite:** Successful completion of College Algebra 1.

This course is a fundamental approach to trigonometric functions and their graphs. This course incorporates the use of appropriate technology as well as higher-level applications. Use of one of the following graphing calculators will be required: TI-84 or a TI-84 Plus or TI-Inspire. Students will take a final exam upon completion of this course.

## **Algebra II Honors**

**Prerequisite:** Satisfactory completion of Algebra or Algebra Honors and meets department criteria for honors.

This is a full-year course that meets every day and every other day for an additional period. 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, including topics such as statistics, sequences, and series.

## **Math 12 Pre-Calculus**

**Prerequisite:** Completion of Algebra II.

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.

## College Calculus

**Prerequisite:** Completion of Pre-Calculus or Algebra II Honors with an 80 or better.

This is a course for students who do not wish to take AP Calculus but want the college experience. It covers topics in differential and integral calculus, as well as applications. Students must have knowledge of the use of a graphic calculator. Upon completion of the course, a final exam will be given.

## AP Calculus (AB)

**Prerequisite:** Completion of Pre-Calculus or Algebra II Honors and district criteria for AP program.

This is a full-year course that meets every day and every other day for an additional period. This is a college-level course covering topics in differential and integral calculus. Students must have knowledge of the use of a graphing calculator. 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.) All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

## AP Calculus (BC)

**Prerequisite:** Completion of Pre-Calculus or Algebra II Honors and district criteria for AP program.

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. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

## AP Computer Science Principles

**Prerequisite:** Algebra I Regents with a full understanding of Functions and their behavior

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem-solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

## Computer Science

**Prerequisite:** Successful completion of Algebra 1

This course is an introduction to object-oriented programming using Java. It assumes no prior programming experience, but the students must have successfully completed Algebra 1. Course coverage includes the design and implementation of both graphical applets and standalone applications, and the use of visual components in graphical user interface design. Language elements covered include loops, arrays, input/output structures, events, exceptions and threads. The course will present material on BlueJ for building programs.

## SAT Math Review

**Prerequisite:** Completion of Common Core Algebra, Geometry, or Topics in Geometry.

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

## Statistical Applications and Modeling

**Prerequisite:** Successful completion of geometry or topics in geometry

In this course students will be presented with problems and will design and build devices or models to solve the problems, applying math and science concepts in the solution, research skills, technical skills communication and presentation skills will also be strengthened. Additionally, students will be 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.

## 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.

### **Introduction to Music Theory**

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 those who are interested in pursuing a career in music. This course does not fulfill the Humanities requirement for graduation.

### **Music Theory I**

Music Theory I is a half-credit course where students learn the theory and structure behind music and apply this learning to construct rhythms, scales, chords and melodies, as well as analyze how composers have constructed music over time. This course is recommended for any student who wishes to deepen their understanding of music and is highly recommended for those who are interested in pursuing a career in music. This course does not fulfill the humanities requirement for graduation.

### **Music and Video Production and Analysis I**

Music and Video Production and Analysis is a music or art elective that focuses on creating music and/or video using technology, advanced recording and video editing software. Students will also engage in multimedia analysis that integrates music and video with society and culture. Students will learn fundamental production skills, LogicPro and/or Final Cut software, and learn to make interpretive claims about music and its meanings.

### **Advanced Music and Video Production and Analysis**

This course further develops the skills learned in Music and Production and Analysis, adding increased complexity to the music, analysis, performance and use of software.

### **High School Madrigal Choir**

This course is open to students in grades 9-12 and may be repeated for credit. Students choosing Madrigal Choir should be strong sight-readers with previous choral experience. Students will continue their studies in vocal technique through the work of Arthur Lessac and will expand their knowledge in professional performance. As the premiere vocal ensemble in NSHS, Madrigals perform often, both in and out of school. In the spring, students will take part in an interdisciplinary unit of study between the music and social studies departments culminating in a recreation of a social gathering of an era, celebrating the popular music of the era. High School Concert Choir fulfills the Regents diploma Humanities requirement.

### **High School Concert Band**

**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. 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 three concerts during the year, as well as at the North Salem Memorial Day Parade and High School graduation ceremony.

### **Foundations of Music**

Foundations of Music can fulfill the Humanities credit required for a Regents diploma. Students will study the elements of music and use these in 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.

### **AP Music Theory**

**Prerequisite:** Music Theory I or teacher permission

AP Music Theory is a half-credit course that builds upon skills and knowledge learned in Music Theory I. Students learn the theory and structure behind music and apply this learning to construct rhythms, scales, chords and melodies, as well as analyze how composers have constructed music over time. The curriculum focuses on Aural Skills, Analytical Skills, Composition/Arranging Skills, and Performance Skills. Exam, and upon passing, should receive college credit by placing out the first semester of college Music Theory. This course is recommended for those who are interested in pursuing a career in music. This course does not fulfill the humanities requirement for graduation. All students are expected to take the AP exam in May. The AP exam fee must be

assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

### **Musical Theater Performance I/II**

This course will be offered every other day in the six-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 1950s.

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

Our physical education curriculum provides the student with opportunities to engage in team games, individual sports, fitness activities, lifetime activities, leisure activities, Alternative Program and Varsity Option.

### **Varsity Option for Juniors and Seniors**

Juniors 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. Our philosophy behind this option is to provide junior and senior varsity athletes with a period during the day to study. It is our belief that freshman 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 the second, third and half of the fourth quarter. Juniors and seniors must:

1. Pass P.E. for the first marking quarter with a minimum grade of 85 or played a varsity sport for the prior season.
2. Demonstrate acceptable level of physical fitness.
3. Application must be submitted and approved prior to the start of the marking period.
4. Maintain a daily log.
5. Submit an evaluation by the instructor.

### **Health**

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.

## High School Physical Education

### First semester

Field Hockey/Touch Football  
Soccer/Pickle Ball  
Weight Training/Ultimate Frisbee  
European Handball/Fitness  
Volleyball/Whoopee/Ultimate Whoopee  
New Games/Ping-Pong  
Disk Bonk  
Baggo  
Team Launch Volleyball  
Challenge/Team Building Activities  
Yoga

### Second Semester

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

## NORTH SALEM INTERSCHOLASTIC ATHLETIC PROGRAMS

Yearly decision based on student enrollment

### FALL

Varsity Girls Tennis  
Varsity Boys & Girls Cross-Country  
Modified Boys and Girls Cross-Country  
Varsity Field Hockey  
JV Field Hockey  
Modified Field Hockey  
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 Volleyball  
JV Volleyball  
Modified Volleyball  
Modified Girls Tennis

### 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 Wrestling  
Modified Wrestling  
Varsity Ice Hockey / Somers  
Modified Ice Hockey  
Varsity Boys Ski  
Varsity Girls Ski  
Varsity Boys Swim/John Jay  
Varsity Boys & Girls Indoor Track

### SPRING

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

## SCIENCE

Science courses are consistent with the district’s mission, as students in science are given opportunities to use critical and creative thinking skills to define questions, develop and implement plans to solve problems, answer questions and communicate their findings to others.

Science courses support the Common Core State Standards for Literacy in Science and Technical Subjects. Students in science will be able to respond to reading scientific textual material by:

- Summarizing central ideas.
- Using science-specific language.

- Identifying the structure and purpose.
- Creating visual representations.
- Objectively taking a stand.
- Creating critiques of scientific content.
- Writing with logic, coherence and knowledge.

The New York State Learning Standards for Math, Science and Technology are a powerful resource for the design and evaluation of science curricula at North Salem. These teaching standards include:

- Students will use mathematical analysis, scientific inquiry and engineering designs, as appropriate, to pose questions, seek answers and develop solutions.
- Students will access, generate, process and transfer information using appropriate technologies.
- Students will understand and apply scientific concepts, principles and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.
- Students will apply technological knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.
- Students will understand the relationships and common themes that connect mathematics, science and technology, and apply the themes to these and other areas of learning.
- Students will apply the knowledge and thinking skills of mathematics, science and technology to address real-life problems and make informed decisions.

### **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 seventh-grade science teacher.

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

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

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

**Please refer to CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT CLASSES.**

### **Physical Setting/Earth Science Regents**

The Physical Setting/Earth Science core curriculum is organized into three general areas of study: Geology, Astronomy and Meteorology. The course focuses on an understanding of the interconnectedness of Earth phenomena, processes and systems. The core skills of analyzing and interpreting charts and graphs along with the application of previously learned content are a primary focus throughout the year. The New York State Regents Exam is the final assessment for the course.

### **Living Environment/Biology Regents**

The Biology curriculum includes topics such as unity and diversity among living things, ecology, human impact on the environment, homeostasis, reproduction and development, transmission of traits and evolution. Students will learn the skills necessary for exceeding the core curriculum standards in reading and writing in science. The New York State Living Environment Regents Exam is the final exam for this course.

### **Living Environment/Honors Biology Regents**

Honors Biology includes all of the content of the Living Environment 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. The course 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 carry out experiments as they pertain to course work. The Living Environment Regents Exam is the final exam for this course.

### **Physical Setting/Chemistry**

**Recommended Prerequisite:** Successful completion of Algebra.

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.

### **Physical Setting/Applied Chemistry**

This course of study presents a view of chemistry suitable for those students who wish to pursue chemistry as an interdisciplinary 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/Honors Chemistry**

**Recommended Prerequisite:** Successful completion of or current enrollment in Algebra II, Honors Admission Criteria.

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/Physics**

Physics is an algebra-based, college preparatory-level physics course. Students cultivate their understanding of Physics through inquiry-based and technology rich investigations as they explore these topics: motion; gravitation; energy; momentum; torque; electrical and magnetic charge, fields, force and potentials; DC electrical circuits; waves and sound; thermal energy; atomic and nuclear physics; relativity; and astrophysics. 1 Credit. Successful completion of algebra.

### **Physical Setting/Applied Physical Science**

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.

### **Methods of Forensic Science**

**Recommended Prerequisite:** Successful completion of Living Environment / 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**

**Recommended Prerequisite:** Successful completion of 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.

### **Environmental Science**

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.

### **Astronomy**

This course is based on international, standards based high school astronomy curriculum. Students will learn topics in archaeoastronomy, observational astronomy, the size and scale of the Universe, objects in the Universe, types and evolution of stars, and cosmology (the origin and evolution of the Universe). Throughout the course there is a focus on laboratory work and understanding how we know what we know about the Universe. 1 Credit. Successful completion of chemistry and algebra.

### **Anatomy and Physiology**

Anatomy and Physiology is an elective course that integrates class work, dissections, and other laboratory experiences to present the human as a marvel of biological engineering. The topics discussed will be tissue studies and a systematic study of the human form (bones, muscles, nerves, circulation, digestion, respiration, endocrinology, reproduction and excretion.) Students will possess a variety of dissection skills and be able to use them to explore body systems. Students will understand in modern terms the functions

of a variety of body systems and organs. This course is set up as an introduction to students heading into various health care related fields. It is intended to expose those students to the terminology and techniques that they will be using in their advanced education. This introduction will be invaluable as students begin their college courses in Anatomy / Physiology.

**PLEASE NOTE:** Lab work will be concerned mainly with the dissection of the cat as a representative of a mammal and is required.

### **AP Environmental Science**

**Recommendation:** Successful completion of Earth Science Regents and Biology Regents, AP Admission Criteria.

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. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

### **AP Biology**

**Recommended Prerequisite:** Successful completion of Biology and Chemistry Honors

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, energy dynamics, genetics, animal behavior and statistics. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

### **AP Chemistry 11, 12**

**Recommendation:** Successful completion of Chemistry, AP Admission Criteria.

This course is the equivalent of a college chemistry course at the introductory level. Topics covered include those of the introductory course, but in greater depth and with greater emphasis on chemical calculations. Laboratory work is more extensive, and for the most part, individualized. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

### **AP Physics 1**

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based and technology rich investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. 1 Credit. Successful completion of algebra. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

### **Scientific Research/SUNY Scientific Research**

This three-year program of study begins in the sophomore year. In the first year, students will develop the skill sets required for independent research, identify an area of study, prepare a research proposal, and find a mentor for a project. Students will then carry out their project over their junior and senior year, which will include a summer research internship with a mentor. Throughout the program students will give public presentations of their reading and research. All students will present their work at the end of the year at the North Salem Science Research Symposium and students will be encouraged to participate in a number of science competitions throughout the program. After successful completion of one full year of the course and finding a mentor, students will have the opportunity to earn up to 12 college credits from University at

Albany SUNY throughout their Junior and Senior Year of the class. Each course costs \$160. [See information on SUNY Science Research classes](#) - <https://www.albany.edu/uhs/src.php>

### **Technical Writing in Science and Engineering**

Students will learn some of the fundamentals of formal writing with emphasis on conventions in science and engineering fields. The course will begin with a comparison of creative versus technical writing and will involve analysis of texts classified within each type. Students will then read and present on several peer reviewed scientific journal articles in areas of their interest and will learn how to read, interpret, and evaluate the validity of these articles. The course will also teach students to write a college level scientific laboratory report as well as a (mock) journal article using a science lab of their choice or a mini experiment that they chose to conduct. Throughout this course, students will also learn about general formal writing in a professional setting, including how to write formal business letters, professional emails, and other applicable technical writing tasks.

## SOCIAL STUDIES

The Social Studies program at North Salem High School seeks to educate students to become informed and involved citizens of our democratic society and to prepare students to identify, analyze and work to solve real world problems that face our increasingly diverse nation and ever increasing interdependent world. Our program also seeks to teach skills which are essential to effectively participate in the political and economic processes of our country including research, writing, and speaking. New York State requires all students to take four full years of Social Studies.

### 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. The curriculum follows the guidelines established by the Regents of New York State Education Department.

Grade 9 Global History and Geography I

Grade 10 Global History and Geography II

Grade 11 U.S. History and Government

Grade 12 Participatory Government (one semester) and Economics (one semester)

[Please refer to CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT CLASSES.](#)

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

The Global History and Geography I Honors core curriculum is designed to focus on the five Social Studies Standards, common themes that recur across time and place, and the first three historical units as outlined in the state curriculum. Each unit lists the content, concepts and themes, and connections teachers should use to organize classroom instruction and plan for assessment. This curriculum provides students with the opportunity to explore what is happening in various regions and civilizations at a given time. In addition, it enables them to investigate issues and themes from multiple perspectives, and make global connections and linkages that lead to in-depth understanding. As students explore the five social studies standards, they should have multiple opportunities to explore the content and intellectual skills of history and the social science disciplines. During the fourth quarter, students will begin a Pre-AP European History program completing the fourth and final unit, the First Global Age (1450 C.E – 1770 C.E.).

### **Global History and Geography I Regents**

The Global History I Regents core curriculum is designed to focus on the five [Social Studies Standards,] and six [Social Studies Practices] while implementing [Reading and Writing Standards for Literacy.] Global I begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power and the role of belief systems. Global I culminates with a final exam in June.

### **AP European History**

The AP European History course introduces students to both a chronological and thematic development of European history from 1450 to the present. The program of study contains clear learning objectives for the course and exam, emphasizing the development of thinking skills used by historians and aligning with contemporary scholarly perspectives on major issues in European history. The course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in the service of creating deeper conceptual understandings of critical developments in European history. The five key concepts support the investigation of historical developments within a chronological framework, while the course themes allow students to make crucial connections across the different historical periods. The key concepts will help students understand, organize and prioritize historical developments within each period. The course's organization around a limited number of key concepts allows students to spend more time learning essential concepts and developing the historical thinking skills necessary to explore European history. Students are expected to take the AP European History exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information. Students are also required to take the New York State Global History Regents in June.

### **Global History and Geography II Regents**

The Global History II Regents core curriculum is designed to focus on the five [Social Studies Standards] and six [Social Studies Practices] while implementing [Reading and Writing Standards for Literacy.] This course provides a snapshot of the world circa 1750 and continues chronologically up to the present. Several concepts are woven throughout the course, including industrialization, nationalism, imperialism, conflict, technology and the interconnectedness of the world. Students are required to take the New York State Global History and Geography Regents in June, based on the 10th-grade curriculum only.

## **U.S. History and Government 11 Regents**

Grade 11 begins with the colonial and constitutional foundations of the United States and explores the government structure and functions provided in the Constitution. The development of the nation and the political, social and economic factors that led to the challenges our nation faced in the Civil War are addressed. Industrialization, urbanization, and the accompanying problems are examined, along with America's emergence as a world power, the two world wars of the 20th century and the Cold War. Students explore the expansion of the federal government, evolving social beliefs and behaviors, and the nation's place in an increasingly globalized and interconnected world. Students are required to take the New York State Regents Exam in United States History and Government in June.

## **Advanced Placement U.S. History**

The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualization, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses, increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It is intended and designed to be the equivalent of a two-semester introductory college or university U.S. history course. There are no prerequisites for the AP U.S. History course. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information. The course will culminate with the students taking the New York State Regents in U.S. History and Government in June.

## **Advanced Placement World History**

AP World History is designed to be the equivalent of a two-semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion and conflict; creation, expansion and interaction of economic systems; and development and transformation of social structures. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

## **Participatory Government**

This semester course is a "hands-on" course. Students will participate in various class simulations 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**

This semester course provides an introduction to Economics and Economic Systems. It explains the elements of the economy (microeconomics) and what brings and economic system together (macroeconomics). The course emphasizes entrepreneurship and personal finance skills as well as consumer rights and responsibilities. Class simulations and projects can include: Economic Literacy Portfolio, Economics Indicator Project, Globalization Research, Freakonomics Evaluation and/or a Economic Issues Research Paper. For students enrolled in O.P.T.I.O.N.S. Economics will end in April.

## **Social Studies A.I.S.**

This class meets 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**

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.

## **Psychology**

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.

## **Television**

From the 1950s to the present, Americans have frequently turned to television for entertainment and information. This course will examine how television 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 and historical approach with weekly viewings on such topics as gender roles, family and the workplace. In the end, each student will act as a television writer, creator, producer, and viewer. By watching full shows and specific scenes, students will gain an understanding of why we watch these shows and what they tell us about ourselves.

## **Human Rights Issues of the 20th and 21st Centuries**

This is a half-credit elective course that either runs every day one semester or every other day throughout the school year. It will examine the meaning and universality of human rights. The foundation of this course is rooted in the principles associated with the Universal Declaration of Human Rights, created by the United Nations in the post-World War II era. This course is designed to raise awareness of current and past human rights abuses on a local, state and global level. This course is further designed to explore people and organizations that have made great strides to protect worldwide human rights. Students will be required to think critically and creatively on difficult issues pertaining to our rights as human beings. Activities will include presentations, role playing, simulations, problem-solving, discussions and research.

## **SPECIAL PROGRAMS**

The Special Education Department at North Salem Middle/High School provides support for all students, the North Salem stakeholders, through partnership and collaboration. We offer a seamless, flexible and integrated continuum of services. We believe in helping students with disabilities reach higher levels of achievement. One of our goals is to place students with disabilities in the general education setting as much as possible. Our co-teaching model provides the opportunity for students receiving special education to be integrated into general education classrooms. Co-teaching teams consist of one regular education teacher and one special education teacher, both who are highly qualified in the subject/area. In the co-teaching philosophy, both teachers take equal responsibility for the success of all the children in their classroom. Co-teaching provides all students with more options to add depth to their learning and more opportunities for teacher interactions to address their individual needs.

Our department works closely with all other departments to support the mission, in that we engage students to continuously learn and to solve problems through critical and creative thinking. Additionally, teachers work closely with related service providers specifically, speech and counseling, to help our students to become better collaborators and communicators.

Links:

U.S. Department of Education, Office of Special Education Programs (OSEP)

<http://idea.ed.gov/explore/home>

Students with Disabilities & the Common Core State Standards Resources

<http://www.achieve.org/files/CCSS-SWDs-Resources-Mar2013.pdf>

## **English (Grades 9-12)**

Students are placed in a co-teaching setting or a small-class 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 both settings are being prepared for the ELA Common Core Regents. The special education settings in grades 9 through 12 provide in-depth focus on listening to write, reading to write and literary analysis.

## **Science (Grades 9-12)**

Science is offered in a co-teaching setting or a small-class setting as assigned by the Committee on Special Education. Students in a co-teaching program 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. 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. Earth Science and Living Environment courses end with a Regents exam in both settings.

**Math (Grades 9-12)**

Students are placed in a co-teaching setting or a small-class 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 settings are being prepared for the Common Core Algebra Regents. Additional co-teaching courses, Topics in Geometry, College Algebra I and College Algebra II, are offered to give students more challenging math classes without a Regents exam. These courses will give students exposure to topics necessary to be successful on the SAT/ACT.

**Global History and Geography I (Grade 9)**

Students are placed in a co-teaching setting or a small-class 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 being prepared for the Global History Regents. The Global History I Regents core curriculum is designed to focus on the five [Social Studies Standards] and six [Social Studies Practices] while implementing [Reading and Writing Standards for Literacy.] Global I begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power and the role of belief systems. Global I culminates with a final exam in June.

**Global History and Geography II (Grade 10)**

Students are placed in a co-teaching setting or a small-class 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 being prepared for the Global History Regents. The Global History II Regents core curriculum is designed to focus on the five [Social Studies Standards] and six [Social Studies Practices] while implementing [Reading and Writing Standards for Literacy.] This course provides a snapshot of the world circa 1750 and continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict, technology and the interconnectedness of the world. Students are required to take the [New York State Global History and Geography Regents] in June, based on the 10th-grade curriculum only.

**U.S. History & Government (Grade 11)**

Students are placed in a co-teaching setting or small-class 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. The course prepares students to take the Regents exam by 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)**

Students are placed in a co-teaching setting or a small-class 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 levels. The focus is on the comprehension of our legal system and individual civic responsibilities.

**Economics (Grade 12)**

Students are placed in a co-teaching setting or small-class 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.

### **Academic Support (Grades 9-12)**

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 impact 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.

### **Skills Support (Grades 9-12)**

Skills Support is a credit-bearing course developed to assist students in developing skills necessary to meet the New Learning Standards. The New Learning Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

## **TECHNOLOGY AND ENGINEERING**

Our High School Technology and Engineering Program offers several 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, finish woodworking and carpentry.

### **Architectural Drafting I**

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

### **Energy & Power**

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

### **Engineering Technology/Principles of Engineering**

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 projects in areas such as auto safety crash test, programmable robotics, wind-powered generators, pinball machines, rat-trap powered vehicles and building a structure. There will be plenty of opportunities to individualize the projects to match your own interests. Approximately 75 percent of this course is devoted to project work. The remaining 25 percent will be demonstrations, lessons and other instructional techniques.

### **Basic Woodworking**

This exploratory course teaches the correct and safe use of power tools as students are introduced to working with wood. 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 percent of this course is devoted to projects. The remaining 25 percent will be demonstrations, lessons and other instructional techniques.

### **Intermediate Woodworking**

**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 by being given the freedom to choose their own projects. Students may construct wooden projects using intermediate techniques. 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 interest. Approximately 75 percent of this course is devoted to projects. The remaining 25 percent will be demonstrations, lessons and other instructional techniques.

## **Advanced Wood/Residential Structures**

**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 percent of this course is devoted to projects. The remaining 25 percent will be demonstrations, lessons and other instructional techniques.

## **Furniture Construction**

**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 percent of this course is devoted to projects. The remaining 25 percent will be demonstrations, lessons and other instructional techniques.

## **WORLD LANGUAGES**

The acquisition of a second language prepares students for college and 21st-century careers, which are the fundamental goals of the Next Generation Standards. Fortunately, many aspects of our discipline naturally support these goals. Guided by our own understanding of the purpose and potential of WL study, as well as New York State and American Council on the Teaching of Foreign Languages (ACTFL) guidelines, we have traditionally striven to produce students who are both linguistically sophisticated and globally aware. Moreover, as a result of the district's PST initiative, the application of discipline-specific skills to the resolution of real-world problems has become a key feature of our students' educational experience.

The Next Generation Standards at once validate these principles and prompt certain changes to our practice, most notably an increased focus on non-fiction reading and writing. As such, WL students at all levels will closely read news articles, opinion pieces and technical works of appropriate complexity, and learn to summarize, evaluate and comment on them. In an age of unprecedented access to information and opinions, the ability to separate objective truth from persuasive rhetoric and opportunistically selected data, and subsequently communicate the result of that analysis to a particular audience, are crucial skills for the success of individuals, businesses and nations. While non-fiction reading will take on a new precedence, literature will continue to play an important role in our students' WL experience. The insights to be gained into the culture, history and the essential soul of the various peoples we study, through reading the works of their most brilliant authors, remain indispensable and irreplaceable.

In sum, while adhering to the overarching guidelines of the Next Generation Standards, NYSE, ACTFL and the district's stated mission, we view it as our responsibility to provide our students a world-class WL experience which maximizes their potential, opens doors of academic and professional opportunity and is a joy in itself.

## **THE WORLD LANGUAGE DEPARTMENT GOALS**

The goals of the World Language Department are to develop five 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.

Completion of the middle school curriculum, including a passing grade on the local Checkpoint A exam, earns one high school credit in World Languages.

[Please refer to CRITERIA FOR ADMISSION TO HONORS AND ADVANCED PLACEMENT CLASSES.](#)

## **French I**

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, internet sources, 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.

## French II

**Prerequisite:** Successful completion of French I/French 6, 7 and 8.

Students enrolled in French II will continue to develop their communication skills, with a variety of listening, speaking, reading and writing opportunities. Dramatizing situations, studying modern French life, utilizing technology to access information and celebrating holidays with authentic cuisine - 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

Increased fluency is the primary goal of the French II Honors course. Building a 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 authentic texts needed to prepare students for upcoming levels of French. Topics studied include daily routines, household responsibilities, ecology and the environment, shopping, and travel. Cultural projects are also interspersed in order to expand students' knowledge of the Francophone world. Course culminates in Checkpoint B Exam.

## French III

**Prerequisite:** Successful completion of French II

French III reinforces the skills learned in grades 6-9, including DBQs. Extensive use of new verb tenses and vocabulary facilitates the reading of a wide range of literary genres needed to prepare students for upcoming levels of French. 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. Cultural study will also be included in order to expand students' knowledge of the francophone world. Course culminates in Checkpoint B Exam.

## French III Honors

French III Honors is the continuation of the French II Honors course. Topics covered include travel, health, city life, personal relationships and preparing for the professional world. The material is meant to provide students with a good foundation of French for use beyond high school. Students' writing, reading, listening and speaking skills are all enhanced through new tenses and more extensive vocabulary. These new skills are put to use in a variety of authentic contexts. Cultural projects are interspersed in order to expand students' knowledge of the Francophone world.

## French IV/SUNY UHS I

This course integrates listening, speaking, reading, writing, 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). Contemporary magazine and newspapers, songs, poems, French films, telecommunications via the internet and other activities are utilized to prompt creative use of vocabulary and cultural knowledge. May be taken for college credit. [See information on UHS.](#)

## French IV Honors /SUNY UHS I

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. TV5, France 24, cultural celebrations, plays, movies and cartoons provide valuable cultural enrichment. May be taken for college credit. [See information on UHS.](#)

## French V/SUNY UHS II

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. Materials include magazines plays, TV5, selections from authentic French novels and poetry. Films, TV programs and the Internet provide contemporary focus for oral proficiency. May be taken for college credit. [See information on UHS.](#)

## AP French Language and Culture

This AP French Language and Culture 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, Document Based Questions (DBQs) 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 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.
- D. Specific knowledge of Francophone culture, organized according to the following six themes: global challenges, science and technology, contemporary life, personal and public identities, families and communities, along with beauty and aesthetics. 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. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

### **Spanish I**

Emphasis is on the use of the language for oral communication. The communicative approach is used with extensive use of visuals, employed in presenting vocabulary and basic, high frequency concepts. The four communication skills (reading, writing, speaking and listening) are developed with emphasis on communication of ideas and information consistent with the New York State Standards at Checkpoint A. The primary goal is to help students develop linguistic proficiency and cultural sensitivity. By interweaving language and culture, the course seeks to broaden students' communication skills while deepening their appreciation of other cultures. Each unit contains cultural information geared towards areas of student interest, such as family, friends, school life, sports, foods, social customs, and leisure time activities. The foundation provided in Spanish I is the basis for further development of these topics in subsequent courses of study.

### **Spanish II**

**Prerequisite:** Satisfactory completion of Spanish 6, 7 and 8 or Spanish I.

Students enrolled in Spanish II will continue to develop their communication skills with a variety of listening, speaking, reading and writing opportunities. Classroom activities, such as dramatizations, utilizing technology to access information, conducting interviews and surveys and writing dialogues allow students to utilize Spanish in meaningful everyday circumstances. 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**

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 facilitates the reading of contemporary materials including age-appropriate current events items. The activities in this course help develop capacity for the Checkpoint B exam, and also serve as the first steps on the pathway toward AP Spanish. Spanish is studied in the context of culture to develop a greater understanding and appreciation of other places and their ways of life. This course culminates in the locally-developed Checkpoint B Exam.

### **Spanish III**

**Prerequisite:** Successful completion of 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 culturally diverse commentaries needed to prepare students for a locally developed Checkpoint B assessment and prepare students for upcoming levels of Spanish. Emphasis is on oral proficiency and 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. Cultural celebrations, cartoons, movies and other authentic resources provide valuable cultural enrichment and enhance proficiency in the four modes of communication: Reading, Listening, Speaking and Writing. Course culminates in Checkpoint B Exam.

### **Spanish III Honors**

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 and 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/SUNY UHS I**

Spanish IV is designed to meet the needs of those students who plan to continue their study of Spanish with special emphasis on oral and written proficiency. The class is conducted primarily in Spanish and students are required to make every effort to participate in Spanish. Emphasis is placed on developing a high level of oral proficiency in using and understanding the spoken language in formal and conversational situations. Grammar and vocabulary will be presented in the content of various themes and current events. Authentic materials will be used to increase literacy. The investigation of Hispanic cultures will include both

historical topics and current events. Course culminates in a final project and cumulative written and oral exam. May be taken for college credit. [See information on UHS.](#)

### **Spanish IV Honors**

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 built around a core of Spanish language literature, including short stories, plays and poetry. The themes highlighted in the literature will be further explored through reading current events articles. Debates and argumentative writing on these themes feature prominently in this course.

### **Spanish V/SUNY UHS II**

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. Focus on Spanish contemporary and world issues plays an important part of the Spanish V program. Vocabulary and grammar will be studied in these contexts, providing the backdrop for discussions and debates. The students will continue work on their oral proficiency and will appreciate the role of Hispanic cultures in a global context. Course culminates in a final project and cumulative exam. May be taken for college credit. [See information on UHS.](#)

### **AP Spanish**

The goal of the 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 a wide variety of activities and disciplines. Finally, extensive training in the organization and writing of compositions, particularly DBQs, will be an integral part of this course. All students are expected to take the AP exam in May. The AP exam fee must be assumed by the student. Please refer to the [AP Exam Fee Schedule](#) for more information.

### **SUNY Albany - University in the High School (UHS) Program**

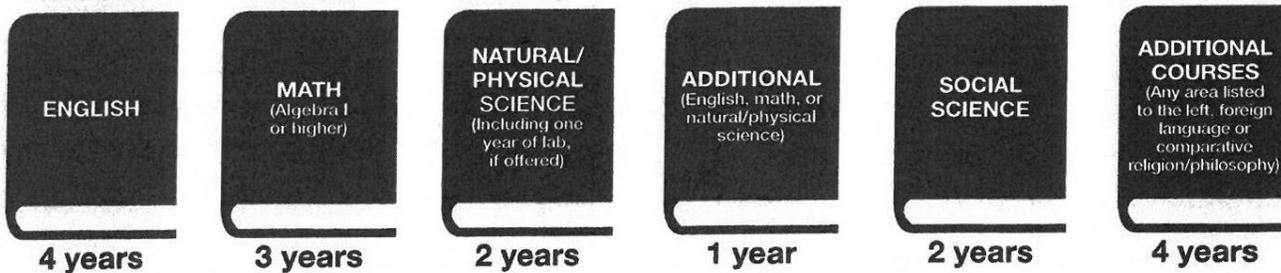
SUNY UHS is a program developed by and offered through SUNY Albany, which enables junior and senior year high school students with a B average or higher to earn college credits at an economical rate (currently \$160 per four-credit course). In exceptional cases, and with SUNY's approval, sophomores with advanced academic standing may also be admitted to this course. Letter grades ranging from A - E are assigned by the instructor, and become part of the student's permanent academic record at SUNY Albany. There is no S/U (pass/fail) option. Credits earned through this program may also be eligible for transfer to colleges and universities around the country. As SUNY requires that the course be conducted at least 90 percent of the time in the target language, students selecting this course should be capable of and dedicated to using the target language virtually at all times. Grades will be based on participation, homework and writing assignments, oral projects and presentations, as well as exams and quizzes. For further details, please visit the SUNY UHS website at [www.albany.edu/uhs](http://www.albany.edu/uhs).

# DIVISION I ACADEMIC REQUIREMENTS

College-bound student-athletes will need to meet the following academic requirements to practice, receive athletics scholarships, and/or compete during their first year.

## Core-Course Requirement

Complete 16 core courses in the following areas:



### Full Qualifier

- Complete 16 core courses.
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school.
  - Seven of the 10 core courses must be in English, math or natural/physical science.
- Earn a core-course GPA of at least 2.300.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### Academic Redshirt

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page).
- Graduate high school.

### Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division I school.

### Academic Redshirt:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

### Nonqualifier:

College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

**International Students:** Please visit [ncaa.org/international](http://ncaa.org/international) for information and academic requirements specific to international student-athletes.

# Test Scores

When a student registers for the SAT or ACT, he or she can use the NCAA Eligibility Center code of **9999** so his or her scores are sent directly to the NCAA Eligibility Center from the testing agency. Test scores on transcripts will **NOT** be used in his or her academic certification.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. A student may take the SAT or ACT an unlimited number of times before he or she enrolls full time in college. If a student takes either test more than once, the best subscores from each test are used for the academic certification process.

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division I college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division I requirements.

For more information on the SAT, click [here](#) to visit the College Board's website.

DIVISION I FULL QUALIFIER SLIDING SCALE				DIVISION I FULL QUALIFIER SLIDING SCALE			
Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum	Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.550	400	400	37	2.750	810	720	59
3.525	410	410	38	2.725	820	730	60
3.500	430	420	39	2.700	830	740	61
3.475	440	430	40	2.675	840	750	61
3.450	460	440	41	2.650	850	760	62
3.425	470	450	41	2.625	860	770	63
3.400	490	460	42	2.600	860	780	64
3.375	500	470	42	2.575	870	790	65
3.350	520	480	43	2.550	880	800	66
3.325	530	490	44	2.525	890	810	67
3.300	550	500	44	2.500	900	820	68
3.275	560	510	45	2.475	910	830	69
3.250	580	520	46	2.450	920	840	70
3.225	590	530	46	2.425	930	850	70
3.200	600	540	47	2.400	940	860	71
3.175	620	550	47	2.375	950	870	72
3.150	630	560	48	2.350	960	880	73
3.125	650	570	49	2.325	970	890	74
3.100	660	580	49	2.300	980	900	75
3.075	680	590	50	2.299	990	910	76
3.050	690	600	50	2.275	990	910	76
3.025	710	610	51	2.250	1000	920	77
3.000	720	620	52	2.225	1010	930	78
2.975	730	630	52	2.200	1020	940	79
2.950	740	640	53	2.175	1030	950	80
2.925	750	650	53	2.150	1040	960	81
2.900	750	660	54	2.125	1050	970	82
2.875	760	670	55	2.100	1060	980	83
2.850	770	680	56	2.075	1070	990	84
2.825	780	690	56	2.050	1080	1000	85
2.800	790	700	57	2.025	1090	1010	86
2.775	800	710	58	2.000	1100	1020	86

**ACADEMIC REDSHIRT**

\*Final concordance research between the new SAT and ACT is ongoing.

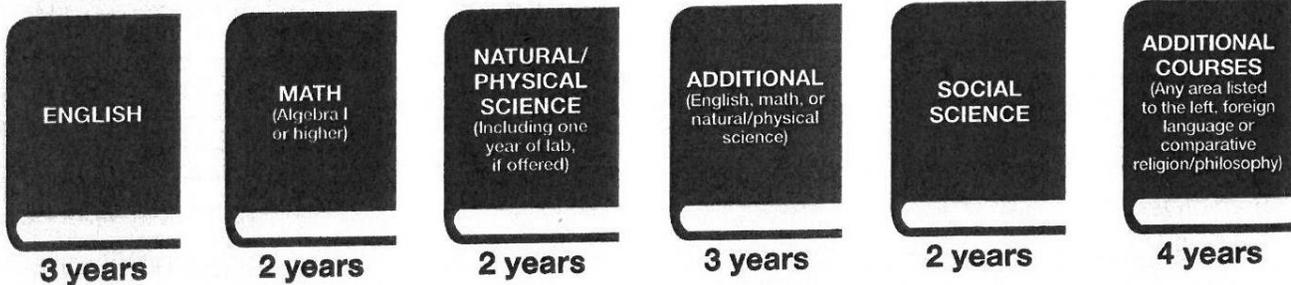
NCAA is a trademark of the National Collegiate Athletic Association.

# 2018 DIVISION II NEW ACADEMIC REQUIREMENTS

College-bound student-athletes first enrolling at an NCAA Division II school on or after Aug. 1, 2018, need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

## Core-Course Requirement

Complete 16 core courses in the following areas:



### Full Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.200.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see back page).
- Graduate high school.

### Partial Qualifier

- Complete 16 core courses.
- Earn a core-course GPA of at least 2.000.
- Earn the ACT/SAT score matching your core-course GPA on the Division II partial qualifier sliding scale (see back page).
- Graduate high school.

### Full Qualifier:

College-bound student-athletes may practice, compete and receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

### Partial Qualifier:

College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term, but may NOT compete during their first year of enrollment.

### Nonqualifier:

College-bound student-athletes may not practice, compete or receive athletics scholarships during their first year of enrollment at an NCAA Division II school.

**International Students:** Please visit [ncaa.org/international](http://ncaa.org/international) for information and academic requirements specific to international student-athletes.

# Test Scores

If you took the SAT in March 2016 or after, and plan to attend an NCAA Division II college or university in the 2018-19 or 2019-20 academic years, use the following charts to understand the core-course GPA you need to meet NCAA Division II requirements.

A combined SAT score is calculated by adding reading and math subscores. An ACT sum score is calculated by adding English, math, reading and science subscores. You may take the SAT or ACT an unlimited number of times before you enroll full time in college. If you take either test more than once, the best subscores from each test are used for the academic certification process.

For more information on the SAT, click [here](#) to visit the College Board's website.

## DIVISION II FULL QUALIFIER SLIDING SCALE

USE FOR DIVISION II BEGINNING AUGUST 2018

Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.300 & above	400	400	37
3.275	410	410	38
3.250	430	420	39
3.225	440	430	40
3.200	460	440	41
3.175	470	450	41
3.150	490	460	42
3.125	500	470	42
3.100	520	480	43
3.075	530	490	44
3.050	550	500	44
3.025	560	510	45
3.000	580	520	46
2.975	590	530	46
2.950	600	540	47
2.925	620	550	47
2.900	630	560	48
2.875	650	570	49
2.850	660	580	49
2.825	680	590	50
2.800	690	600	50
2.775	710	610	51
2.750	720	620	52
2.725	730	630	52
2.700	740	640	53
2.675	750	650	53
2.650	750	660	54
2.625	760	670	55
2.600	770	680	56
2.575	780	690	56
2.550	790	700	57
2.525	800	710	58
2.500	810	720	59
2.475	820	730	60
2.450	830	740	61
2.425	840	750	61
2.400	850	760	62
2.375	860	770	63
2.350	860	780	64
2.325	870	790	65
2.300	880	800	66
2.275	890	810	67
2.250	900	820	68
2.225	910	830	69
2.200	920	840 & above	70 & above

## DIVISION II PARTIAL QUALIFIER SLIDING SCALE

USE FOR DIVISION II BEGINNING AUGUST 2018

Core GPA	New SAT*	Old SAT (Prior to 3/2016)	ACT Sum
3.050 & above	400	400	37
3.025	410	410	38
3.000	430	420	39
2.975	440	430	40
2.950	460	440	41
2.925	470	450	41
2.900	490	460	42
2.875	500	470	42
2.850	520	480	43
2.825	530	490	44
2.800	550	500	44
2.775	560	510	45
2.750	580	520	46
2.725	590	530	46
2.700	600	540	47
2.675	620	550	47
2.650	630	560	48
2.625	650	570	49
2.600	660	580	49
2.575	680	590	50
2.550	690	600	50
2.525	710	610	51
2.500	720	620	52
2.475	730	630	52
2.450	740	640	53
2.425	750	650	53
2.400	750	660	54
2.375	760	670	55
2.350	770	680	56
2.325	780	690	56
2.300	790	700	57
2.275	800	710	58
2.250	810	720	59
2.225	820	730	60
2.200	830	740	61
2.175	840	750	61
2.150	850	760	62
2.125	860	770	63
2.100	860	780	64
2.075	870	790	65
2.050	880	800	66
2.025	890	810	67
2.000	900	820 & above	68 & above

\*Final concordance research between the new SAT and ACT is ongoing.

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