

# Curriculum Guide

## 2022-2023





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The mission of the Roosevelt Union Free School District is to educate the whole child to excel thereby ensuring achievement for all.

## **Roosevelt High School Building Administration**

Mr. Matthew Swinson, Principal  
Ms. Carleen Henry, Assistant Principal  
Ms. Cassandra Jackson, Acting Assistant Principal  
TBD, Assistant Principal  
Ms. Brittany Probst, Assistant Principal

### **Guidance Department**

Mr. Spencer Belcher, School Counselor  
Mr. Andres Berruecos, School Counselor  
Ms. Donna Craig, School Counselor  
Ms. Lori Messina, School Counselor  
Mr. Steven Calixte, School Counselor  
Ms. Serena Dowd Tyson, School Counselor

## **Roosevelt High School**

1 Wagner Avenue, Roosevelt, New York 11575

### **Guidance Office**

Phone: (516) 345-7070 Fax (516) 345-7257

**CEEB Code: 334-139**

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# ROOSEVELT HIGH SCHOOL

## 2022-2023

### COURSE OFFERING GUIDE

The 2022-2023 Curriculum Guide has been produced to inform you of the options your child has in choosing academic courses. It identifies required courses and electives along with the specific required prerequisites, which must be completed prior to taking the course. As you embark upon the course selection process, please consider subscribing to course credits that fulfill graduation requirements, as well as future career/educational plans.

**ROOSEVELT COMMUNITY** - Roosevelt Union Free School District, located on Long Island, approximately 30 miles east of New York City, and is 1.8 square miles in size. About 3,950 students attend Roosevelt Public School in grades kindergarten through 12. There are three schools serving students in grades K-6, one middle school serving students in grades 7 and 8, and one high school serving students in grades 9-12. Students are provided with Regents curriculum that enable them to successfully transition into post-secondary schools and meet the demands of colleges and universities.

**SPECIAL PROGRAMS** - Library Media Center; On-site simulated emergency room; certified BOCES programs in Nursing, Culinary, and Medical Assisting; Alternative Learning Academy; Saturday Academy; Scholars Academy/Early College partnership with SUNY Old Westbury.

**CURRICULA** - College Preparatory and Occupational/Technical Education.

**ACADEMIC REQUIREMENTS** - In order to graduate, students are required to fulfill a minimum of 22 credits and specific New York State Regents Examinations/department approved exams. These credits must include: four units in English, four units in social studies, three units in mathematics, three units in science, one unit in world language, one unit in fine arts (art or music), one-half unit of health, two credits in physical education, and additional electives (as needed). Advanced Placement courses are offered to students in grades ten through twelve.

**GRADING**- The grade point average is the average of all final grades, including summer school, earned by a student. A half-year course has half the value of a one-credit course. 65% or above is required for all courses in order to receive credit.

***A+ = 95-100, A=90-94, B+=85-89, B=80-84, C+=75-79, C=70-74, D=65-69, F=64-Below***

#### **GRADE REPORTING**

Progress reports and report cards accessed online through the PowerSchool Parent Portal four times a year. Progress Report dates are: October, December, March, and May. Report cards dates are: November, January, April, and June. Progress reports help parents monitor their child's academic progress following report card postings, as it may indicate a significant change in achievement; or to report that a student is in danger of failing a course. Final grades are determined solely on academic performance.

**CLASS RANK** - Roosevelt High School does not rank students on cumulative grade-point averages relative to their classmates.

# GRADUATION REQUIREMENTS



<b><u>Regents Diploma: Credit Requirements</u></b>		<b><u>Advanced Regents Diploma: Credit Requirements</u></b>	
A score of 65 or above on the required five Regents or Department Approved Exams		A score of 65 or above on the required eight Regents or Department Approved Exams, as well as successful completion of the Checkpoint B LOTE exam*	
English	4	English	4
Social Studies	4	Social Studies	4
Math	3	Math	3
Science	3	Science	3
World Languages/LOTE	1	World Languages/LOTE	3**
Fine Arts	1	Fine Arts	1
Health	0.5	Health	0.5
Physical Education	2	Physical Education	2
Electives	3.5	Electives	1.5
TOTAL CREDITS	22	TOTAL CREDITS	22

<b><u>Regents Exam Requirements:</u></b> <b><u>Regents Diploma</u></b>	<b><u>Regents Exam Requirements:</u></b> <b><u>Advanced Regents Diploma</u></b>
English Language Arts	English Language Arts
One Math Regents	One Social Studies Regents
One Social Studies Regents	Living Environment Regents
One Science Regents	Physical Science Regents
4+1 Pathway ***	World Language Checkpoint B/FLACS B Exam
	Algebra I
	Geometry
	Algebra II
	4+1 Pathway ***

\* The LOTE exam may be substituted for a 5-unit sequence in the Arts or CTE.

\*\* The three units of credit requirement in LOTE may also be met by completing 1 credit in LOTE and a 5-unit sequence in the Arts or CTE.

\*\*\* For additional information regarding multiple pathways, click on the link:

<http://www.p12.nysed.gov/ciai/multiple-pathways/docs/multiple-pathways-pathways-qa-2015-04-08.pdf>

# GRADUATION REQUIREMENTS

## (Continued)

Local Diploma	Regents Diploma	Regents Diploma with Advanced Designation
CTE- Awarded to students who complete a NYSED-Approved Career and Technical Education (CTE) program, and pass the 3-part technical assessment associated with the specific CTE program.	CTE- Awarded to students who complete a NYSED-Approved Career and Technical Education (CTE) program, and pass the 3-part technical assessment associated with the specific CTE program.	CTE- Awarded to students who complete a NYSED-Approved Career and Technical Education (CTE) program, and pass the 3-part technical assessment associated with the specific CTE program.
	Honors- Awarded to students who earn an <i>average</i> of 90 and above on the required Regents exams for the diploma type.	Honors- Awarded to students who earn an <i>average</i> of 90 and above on the required Regents exams for the diploma type.
		Mastery in Math- Awarded to students who pass three math Regents exams with a score of 85 or higher.
		Mastery in Science- Awarded to students who pass three science Regents exams with a score of 85 or higher.

## CAREER DEVELOPMENT OCCUPATIONAL STUDIES

The learning standards for Career Development and Occupational Studies include key ideas and performance standards; students who earn the CDOS Credential are recognized as having the knowledge and skills necessary for entry-level employment. To obtain a CDOS Commencement Credential, students must develop a career plan and complete an employability profile, as well as 216 hours of Career and Technical Education (CTE) coursework and work-based learning experiences (at least 54 hours must be in work-based learning experiences). For additional information, please see your counselor.

## TRANSFER GUIDELINES

- **Transfer students from within and/or outside of NYS or NYC** will be scheduled and placed into appropriate classes based on the most recent school transcripts, as per the New York State Guidelines.
- **Transfer students from outside the United States** will be placed in age appropriate grade levels and classes based on the following: Home Language Questionnaire (HLQ), school documents, personal interview, and report cards/school transcripts from their country. Report cards and school transcripts will be evaluated according to the Roosevelt Union Free School District's and New York State Guidelines. School documents will be translated.



# ACADEMIC/PROMOTIONAL REQUIREMENTS

## **PROMOTIONAL REQUIREMENTS**

All Roosevelt High School students are required to carry a minimum of 5 credits in core courses plus physical education each school year, in order to promote to the next grade level. Core subjects include: English, Mathematics, Social Studies, Science, and LOTE/World Languages. Exceptions may be made upon approval of the principal.

## **PROGRAM LEVELS**

**REGENTS (R):** Designed to meet the needs of students who can follow the regular New York State Education Department Syllabus. The Regents Program requires a Regents examination at the completion of specific courses and/or when learning standards have been met.

**PRE AP:** PRE AP courses cover the required content for the respective grades with in-depth exploration and enrichment. Students study additional areas of interest or areas suggested by their teachers, evolving from expansion of the existing curricula.

**ADVANCED PLACEMENT (AP):** Advanced Placement courses offer students an opportunity to take courses taught on a college level while in high school. Intensive classroom work, independent study and research are an integral part of the program. All AP examinations are administered at the high school, but are devised and scored by The College Board. Students enrolled in an Advanced Placement course are required to take the corresponding AP exam, which is typically administered in May. Students may be eligible to earn college credit for Advanced Placement courses upon attending a college or university. These courses follow a prescribed curriculum. Students are prohibited from dropping an AP course once he/she has begun the course, without the approval of the parent, course teacher, and principal. AP courses are offered based upon sufficient enrollment.

### **ADVANCED PLACEMENT COURSES OFFERED:**

- *AP Biology*
- *AP Calculus AB*
- *AP Chemistry*
- *AP Drawing*
- *AP English Language & Composition*
- *AP English Literature & Composition*
- *AP Macroeconomics*
- *AP Music Theory*
- *AP Physics*
- *AP Research*
- *AP Seminar*
- *AP Spanish Literature and Culture*
- *AP Statistics*
- *AP U. S. History*
- *AP U.S. Government and Politics*
- *AP World History*

## **Weighting**

The final grade in all courses as they appear on the transcript are unweighted. At the completion of each year, a unweighted grade point average is determined. Student transcripts include both an overall accumulated weighted and unweighted average. Courses are weighted based on the course levels listed below:

Regents/Elective Courses	=	1.0	
College Credit	=	1.1	Affiliated with SUNY Old Westbury
A.P.	=	1.2	Advanced Placement Courses

# COURSE SELECTION

Every effort is made to assist students in the course selection process. Please know, schedule changes after the course selection process has been finalized, is strongly discouraged.

## **ELECTIVES**

Students should select elective courses based upon need, interest and/or intended career goals. Performance or achievement in a particular subject is a good method to determine whether to select advanced electives in a subject area. It is strongly advised that students who plan on attending a four-year college, take languages other than English (LOTE), math, science, and band each year during their high school experience. Students who are interested in pursuing a trade field upon high school graduation should subscribe to business and technology courses during their high school experience. Electives offered each year is contingent upon sufficient enrollment.

## **THE SCHEDULING PROCESS**

The following steps should serve as a guide when selecting courses for the following school year:

- Review the “Graduation Requirements” section carefully and track your progress.
- Read the course descriptions .
- After you consider your courses, as well as the courses that were successfully completed, make a list of the courses you may be interested in selecting the following school year.
- Schedule a meeting with your child’s school counselor to review the selections.
- Learn about the eligibility criteria and the application process to apply for the Nassau BOCES programs. Be sure to submit your forms ahead of the deadline dates. Forms may be obtained in the Guidance Office.
- Once course requests are finalized, students will be provided with their course placements. . If you have any questions or concerns regarding your schedule, please contact your child’s school counselor at 516-345-7070.
- Prior to the beginning of the new school year, your final schedule will be provided.

Schedule changes will be considered **only** for the following reasons:

- Add course(s) required for graduation.
- Address Individual Education Plans (IEP) or English Language Learner placements (ENL’s).
- Add courses to fill a free period.
- Scheduling error/conflict.
- Remove course(s) previously taken and passed. In summer school.

## **SCHOOL COUNSELOR CASELOADS**

<i>School Counselor</i>	<i>Alphabetical Distribution</i>	
Steven Calixte	<i>A-C (Grades 9/10)</i>	<i>A-EN (Grades 11/12)</i>
Donna Craig	<i>D-G (Grades 9/10)</i>	<i>EO-L (Grades 11/12)</i>
Andres Berruecos	<i>H-O (Grades 9/10)</i>	<i>M-RE (Grades 11/12)</i>
Serena Dowd –Tyson	<i>P-Z (Grades 9/10)</i>	<i>RF-Z (Grades 11/12)</i>
Spencer Belcher	<i>Scholars Academy</i>	
Lori Messina	<i>College/Career/Scholarships</i>	



# ADDITIONAL OFFERINGS

## **ACADEMIC INTERVENTION SERVICES (AIS)**

Academic intervention services support students who are struggling to achieve the learning standards in English Language Arts and Mathematics. These services may include extra instructional time to help students achieve the learning standards in the subject areas. Support services help students overcome barriers that affect their ability to learn, such as attendance, family-related issues, discipline, and health-related issues. Parents/guardians of students receiving AIS services are typically notified at the beginning of the school year.

## **SCHOLARS ACADEMY- EARLY COLLEGE HIGH SCHOOL CREDITS**

Roosevelt High School affords qualified high school students an opportunity to take college courses through SUNY Old Westbury. The Early College High School (ECHS) program is geared to promote a college-going culture in the Roosevelt school district, and students enrolled in these courses carry dual enrollment in the college program and in our high school, as well as earn college credits. All courses carry credit that may be applicable toward a degree at other colleges and universities.

College Algebra	College Drawing
College Pre-Calculus	College Introduction to Color
College English Composition I	College Plants and Society (Botany)
College English Composition II	College Themes in U. S. History
College Introduction to Biology	College Ethics and Engagement

## **VALEDICTORIAN/SALUTATORIAN**

The Valedictorian and Salutatorian is determined by the weighted average of all courses taken throughout the seventh semester of senior year, and is based **solely on all required courses and credit bearing courses needed for graduation**. Students who have taken high school courses in Grade 8 will also have grades from those courses included in their weighted averages. The final ranking is computed during the second semester of senior year.

## **HONOR ROLL**

At Roosevelt High School, students are eligible for the Principal's Honor Roll, High Honor Roll, Honor Roll and Honorable Mention each marking period. To be considered, students must not have any grades below 70%. The following are the required cumulative grade point averages students must earn.

- Principal's Honor Roll = 95% and above
- High Honor Roll = 90% to 94%
- Honor Roll = 85% to 89%
- Honorable Mention = 80% to 84%

# CLUBS AND ACTIVITIES



Roosevelt High School offers a wealth of after-school clubs and activities which are listed below:

Art Club  
Audio—Visual Tech Squad  
Backgammon Club  
Booster Club  
Dance Club  
Family & Consumer Science  
Fashion Club  
Foreign Culture Club  
Future Teachers of America  
Mathletes  
Music Club  
National Honor Society  
Newspaper and Publication  
Publicity  
Resolutions  
Robotics  
Science Club  
Student Government Association  
Theater, Drama & Comedy  
Yearbook



\*All Roosevelt High School clubs and activities are contingent upon Board of Education approval.

# NATIONAL HONOR SOCIETY



## **National Honor Society**

At Roosevelt High School, students apply annually for induction during the fall semester of each academic year beginning in 10<sup>th</sup> grade. The application process consists of a written statement from the applicant clarifying the qualities and leadership skills each possesses, a written recommendation from a current or former teacher, and an academic transcript with a current GPA.

Eligibility for induction into the RHS Chapter of the National Honor Society is based on criteria established by the National Association of Secondary School Principals: the process of selecting candidates for induction complies with the national chapter of the organization. Membership in the National Honor Society is a privilege rather than a right. Induction will be based on the recommendation of the RHS Faculty Council to the principal, for those students who meet the following criteria:

- **Scholarship** —Required weighted average of 85% for all quarters completed, cumulatively. History of strong academic record including passing scores on all Regents Examinations to date.
- **Character**—Attendance and disciplinary records are reviewed and judged according to the standards established by the RHS Faculty Council. Students are expected to have exemplary attendance and disciplinary records with no history of infraction.
- **Service and Leadership**—Students must document participation in at least two clubs, interscholastic athletic teams or community-based service activities during the 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> grades at RHS. Participation in these activities must be documented and include the signature of the activity advisor and/or coach.

Candidates not selected for induction can appeal to the National Honor Society advisor in the fall semester of the following year.

# **ALTERNATIVE LEARNING ACADEMY (ALA)**

**OBJECTIVES:** The Alternative Learning Academy (ALA) provides a customized learning environment that emphasizes cooperative and collaborative student-teacher interaction. Students are engaged in a mentoring relationship and provided with student-centered activities. Students may enroll in the Alternative Learning Program as a part-time or full-time student, and must fulfill the necessary requirements, and be approved by the ALA supervisor.

## **FINANCIAL LITERACY –HOW TO BUILD GENERATIONAL WEALTH**

**Credit 1**

**Grades: 11-12**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, theme developments and turning points in developing solid and strong financial wellness. Utilizing the foundations of math, students will explore the world of finance and how to build generational wealth. Students will also create a financial profile and portfolio that will document the process in building personal and generational wealth. Students will examine banking, the stock market, investments and how they function to promote economic growth while creating a bank account and how to balance a budget. Student will create a comprehensive and viable business plan. Students will also examine disparages, the cause and effect of institutionalized systemic issues that impede the economic growth of people of color. This course will be facilitated from the producer, not consumer mindset.

## **AFRICAN-LATIN-NATIVE AMERICAN HISTORY**

**Credit 1**

**Grades: 11-12**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, theme developments and turning points in the history of African-Latin-Native Americans. Students will evaluate the historical events, context and connection to the African Diaspora for people of color. They will examine the history, systems, important people, concerns, effects and connections the Native American, Latin American and African American people have experienced and their connection to the African Diaspora.

## **SOCIOLOGY: HISTORY OF HIP HOP CULTURE**

**Credit 1**

**Grades: 11-12**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes developments and turning points in the history of Hip Hop. Students will evaluate the history of Hip Hop culture from inception and its connection to the African Diaspora. Students will examine the origin, elements, important people, social, economic and political effects and contributions and how it has emerged as a global society.

## **PSYCHOLOGY OF SOCIAL MEDIA**

**Credit 1**

**Grades: 11-12**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, theme developments, and turning points in the history of social media. Students will evaluate the pros and cons of social media and its impact on a national and global society. Students will also examine the psychology behind the system and how it has contributed to the rise/fall of some societal taboos, norms, and changed the landscape of humanity. Students will evaluate the portrayal of minorities in film and media. Students will analyze the stereotypes that have plagued minority communities and the propaganda utilized to program and police an entire community.

# ALTERNATIVE LEARNING ACADEMY (ALA)

## **LITERATURE OF THE PEOPLE**

**Credit 1**

**Grades: 11-12**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, theme developments and turning points through literature by people of color. Students will read and evaluate the plots, themes, settings literary elements and devices within a variety of genres in literature that are culturally responsive and relevant. Students will analyze poetry and short stories. Students will synthesize their own literary masterpiece for publication.

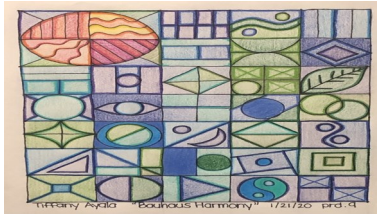
## **L.I.F.E.-LESSONS IN FORMAL EDUCATION**

**Credit 1**

**Grades: 11-12**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, concepts, theme developments, tactile and relevant lessons for everyday life. Through a needs assessment, students will identify a relevant life lesson that will be facilitated. Life lessons that are not addressed in traditional education will be provided based on the needs of the students. (ie. How to set up a bank account or balance a monthly living budget. How to fill out a job application, How to change a car tire...) Students will be connected to businesses and programs within the communities.

# ART



## **STUDIO ART –601**

**Credit 1**

**Grades 9-12**

Studio Art is a foundation art course to acquaint students with basic techniques in various art media of drawing, painting, and sculpture. Students will study the elements and principles of design through the creation of original artwork. Students will become familiar with landscaped, still-life, portraiture, perspective as well as important examples of historical and contemporary works of art. Students will also learn how to respond to and analyze works of art. Studio Art is the prerequisite course for all other art electives. **This course meets the NYS requirement for one credit in the arts.**

## **DRAWING AND PAINTING I -602**

**Credit 1**

**Grades: 9-12**

**Prerequisites: Studio Art**

Drawing and Painting I is an introductory drawing class where students will develop basic skills and concepts of drawing and painting. Students will draw and paint a variety of subjects and create designs from life and photographic references. Students will learn techniques using pencil, charcoal, marker, tempera, acrylic and watercolor on a variety of surfaces. An emphasis will be placed on completing a portfolio of work which includes practice exercises as well as final projects that demonstrate competency in composition, line, texture and value.

## **DRAWING AND PAINTING II -603**

**Credit 1**

**Grades: 10-12**

**Prerequisite: Studio Art, Drawing and Painting 1**

Studio Art, Drawing and Painting 1 Drawing and Painting 2 is an advanced drawing and painting course for those students who have mastered basic drawing and painting techniques. Students will draw and paint a variety of subjects and create designs from life and photographic reference. Students will learn techniques using pencil, charcoal, marker, tempera, acrylic, and watercolor on a variety of surfaces. An emphasis will be placed on completing a portfolio of work, which includes practice exercises as well as final projects, which demonstrate competency in composition, line, texture, and value.

# ART



## **AP DRAWING -605**

**Credit 1**

**Grades 10-12**

**Prerequisites: Studio Art and art teacher recommendation**

In AP Drawing students will work to create a college-level drawing portfolio. Ultimately these works will demonstrate a mastery of techniques, a concentration of study in a particular subject or media, and a range of experimentation with subjects and media. Twenty-four portfolio works will be completed, photographed, and five actual works will be submitted to the College Board for college credit.

## **GRAPHIC DESIGN -606**

**Credit 1**

**Grades 10-12**

**Prerequisite: Studio Art**

Graphic Design Fundamentals is an introductory course where students explore the commercial application of art. Graphic designers use words and images in innovative ways to communicate ideas. Students will utilize computer programs to investigate the principals of graphic design through the creation of original branding products such as logos, labels, posters, brochures and more.

## **CERAMICS AND SCULPTURE -608**

**Credit 1**

**Grades 10-12**

**Prerequisite: Studio Art**

Sculpture and Ceramics is an introductory course where students will learn basic skills in modeling, casting, and assemblage techniques using wood, wire, paper and plaster. Students will learn how to create textures and various finishes used on three—dimensional artwork . Students will also learn the importance of sculptural works and their influence on art and culture.



# BOCES BARRY TECH

## **CULINARY ARTS -BOCESCU**

**Grades 11-12**

**Course Length: 2 years**

**Credits: 4**

**Prerequisites: Students must maintain an excellent attendance record.**

Students enrolled in this course will learn the art and science of quality food preparation and service. Students will learn how to:

- Develop knife skills
- Create vegetable cuts and cooking skills
- Use and maintain equipment
- Plan and price menus
- Purchase commodities
- Learn how to deal with customers, purveyors, and staff effectively

## **MEDICAL ASSISTING -BOCESME**

**Grades 11-12**

**Course Length: 2 years**

**Credits: 4**

**Prerequisites: Students must pass the Living Environment and Algebra 1 Regents and maintain an excellent attendance record.**

Students will acquire skills to assist doctors in all phases of medicine and skills needed for medical and allied health careers. Students will be instructed in:

- 21st Century Healthcare
- Anatomy, Physiology and Nutrition
- Medical Terminology
- Human Growth and Development
- CPR, First Aid and Emergency Preparedness
- Sterilization of Instruments
- Patient Preparation
- Medical Specialties
- Diagnostic Imaging

## **NURSE ASSISTING -BOCESCNU**

**Grades 11-12**

**Course Length: 2 years**

**Credits: 4**

**Prerequisites: Students must pass the Living Environment and Algebra 1 Regents and maintain an excellent attendance record.**

Students will learn basic nursing care, as well as specialized care (e.g., care to patients /residents with sensory impairments and speech impediments, as well as changes in nutritional needs. Students will practice the essentials of patient care, including:

- Taking vital signs
- Transferring and positioning of patients
- Bed making
- Assisting with patient feeding
- Assisting patient with personal hygiene (bathing, grooming and dressing)
- Collecting specimens
- Catheter care

After 2 years, students will have the knowledge and skills necessary to take the New York State Nurse Assistant (CNA) exam.

# BUSINESS



Business



Business Application



Marketing



Advertising

## **BUSINESS COMPUTER APPLICATIONS –702**

**Credit .5**

**Grades 9-12**

This is a basic computer course to help students become more confident with using the computer for educational purposes. The course begins by teaching students proper keyboard techniques to improve speed and accuracy. Then students will use Microsoft Office (Word, PowerPoint and Excel) and learn the basics of word processing, computerized presentations and spreadsheets. Microsoft Office is the preferred program by most large and small companies in the USA. It is essential that every high school graduate be competent in these programs in today's highly technological world. **This course meets the CDOS 4+1 Pathway requirement.**

## **DESKTOP PUBLISHING & ADVERTISEMENT –708**

**Credit .5**

**Grades 10-12**

This course is for students with a basic knowledge of computer applications who wish to learn how to create real-life documents and projects. Students will incorporate journalistic principles in the design and layout of print and web publications including integration of text and graphics and use of hardware and software to develop and create quality materials for business-related tasks. Students will incorporate the process of analyzing Information.

## **INTRODUCTION TO BUSINESS –705**

**Credit .5**

**Grades 10-12**

### **Prerequisite: Business Computer Applications**

Discover the exciting world of business and what it can offer you. Learn about different segments of business activities such as different types of business ownership, management, entrepreneurship and leadership styles. Become familiar with the modern business environment and terminologies. Students will also enter the world of personal finance to help develop skills to better financial decisions. When applicable, student will play a simulated stock market game and learn the ins and outs of investing in stocks, bonds, and mutual funds. **This course meets the CDOS 4+1 Pathway requirement.**

## **BUSINESS FINANCE –706**

**Credit 1**

**Grades 10-12**

This course blends math with business and deals with mathematical financial issues in personal and business situations. Coursework includes; banking, checking and saving, calculating loan payments, preparing payroll and income taxes, and personal investing for the future. Computer applications will also be used to reinforce class discussions.

# BUSINESS



Media Communication



Advanced Media



Applied Communications



Public Speaking

## **BUSINESS MARKETING –707**

**Credit .5**

**Grades 10-12**

**Prerequisite: Business Computer Applications**

This course introduces students to the important role that marketing plays in our economic system. Content revolves around the basic marketing functions of financing, risk management, selling, promotion, pricing, purchasing, marketing information management, product/ service/idea planning, and distribution. **This course meets the CDOS 4+1 Pathway requirement.**

## **SPORTS MARKETING AND SPORTS CAREER –709**

**Credit .5**

**Grades 10-12**

This course is an investigation into decisions necessary to plan, develop, implement and control integrated sports marketing programs. Attention will be directed toward each major element of the marketing industry, advertising, promotion, public relations and sponsorships. The emphasis will be on the marketing of professional and collegiate athletes. Included in this course will be the NCAA clearance and registration process. This course will also expose students to the different career fields and pathways in the world of sports.

## **VIRTUAL ENTERPRISE –710**

**Credits 1-2 (full year course, 11th and 12th grade students)**

**Grades 11-12**

Virtual Enterprise is an in school entrepreneurship and global business program that prepares students for college and career success through workplace simulation. This course offers a unique opportunity which allows students to understand and implement all aspects of a successful business. The students will run a virtual business that actually sells their products or services to other virtual businesses around the world. Students participate in areas of Administration, Accounting, Marketing and Sales, Operation and Purchases and Human Resources. Students will have the opportunity of participating in many competitions throughout the year as well as experiencing an international trade show which takes place in NYC.

## **MEDIA PRODUCTION –701**

**Credit .5**

**Grades 9-12**

This course is designed as an introduction to the field of media, which includes television, radio and newspaper. Students will learn the historical, theoretical, and practical aspects of media in this course. Students will write television scripts, devise story ideas and learn about camera angles and other intricate production details. Students will be introduced to a myriad of media delicacies.

# BUSINESS



Culinary



Fashion



Child Development



Nutrition

## **ADVANCED MEDIA PRODUCTION-713**

**Credit .5**

**Grade 12 Only**

**Prerequisite: Media Communication**

Only Prerequisite: Media Communication This is an advanced class following Media Communications. In this course, students are expected to know the basic rules of media such as shooting, writing, and producing. Because this is an advanced course, students will be working very closely with other classes, as well as capturing the school year from the very beginning.

## **APPLIED COMMUNICATIONS -715**

**Credit .5**

**Grades 11-12**

**Fall Semester**

This course will focus on written and oral communication skills required in the business world. Emphasis is placed on reading, business writing, and oral presentations. This course utilizes a hands-on approach where students practice public speaking and interviewing skills. Among topics covered are business letter writing, resumes, job applications, preparing electronic mail, oral presentations, and career planning. Students will become familiar with word processing tool, and how to produce a technically correct finished document. This course is designed for juniors and seniors.

## **TELEVISION PRODUCTION -712**

**Credit .5**

**Grades 10-12**

This course will focus on the understanding and operation of digital recorders and players. Students will be able to differentiate between cables, jacks, and plugs in common use. Topics covered will include basic camera moves and compositions, media production terminology, and operations of lighting equipment and 3-point lighting. Students will also be able to demonstrate an elementary understanding of editing and be able to construct a script for television and public service announcements. In addition, students will assist with the creation of the senior video.

# BUSINESS

## **FASHION DESIGN AND MERCHANDISING –714**

**Credit .5**

**Grades 10-12**

The world of textile and fashion merchandising brings to life the business aspects of the fashion world. This course is designed to give students an opportunity to appreciate the culture, history, and influence of art associated with clothing and textile. It presents opportunities to develop creativity by studying design principles and applying them to the construction and selection of clothing. In this course, you will explore clothing and textiles as medium for artistic expression. By learning clothing construction skills, you will be able to increase your own wardrobe, evaluate the quality of readymade garments and be a better consumer. Careers in the fashion industry will also be explored. **This course meets the CDOS 4+1 Pathway requirement.**

## **ENTREPRENEURSHIP –703**

**Credit 0.5**

**Grades 9 -12**

**Technical-level course for Business Management and Administration, Hospitality and Tourism, Marketing and Finance Career Clusters**

Entrepreneurship courses acquaint students with the knowledge and skills necessary to own and operate their own businesses. In this course, students will analyze topics from several fields typically from the course content: Students will apply economics, marketing principles, human relations and psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance and accounting, and communication on the foundations of entrepreneurship.

## **CAREER AND FINANCIAL MANAGEMENT (EMPLOYABILITY SKILLS) -704**

**Credit 0.5**

**Grades 9 -12**

Employability skills are fundamental to creating an employable individual. Students will analyze skills and knowledge necessary to understand the factors that contribute to life-long work success. This course is designed to provide students with foundational knowledge to promote successful transition from school to career. Students will apply their knowledge and demonstrate skills to successfully seek and obtain employment while identifying employment opportunities.

# ENGLISH



9th	10th	11th	12th
English 9 Regents English 9 Honors	English 10 Regents English 10 Honors	English 11 Regents AP English Language & Composition	English 12 Regents AP English Literature & Composition
Electives			
<ul style="list-style-type: none"> <li>• Drama</li> <li>• Journalism</li> <li>• Science Fiction Literature</li> <li>• Creative Writing</li> <li>• Literature of the Criminal Mind</li> <li>• Mystery &amp; Detective</li> </ul>			

## READING AND WRITING BASIC SKILLS - 575

### Credit .5

#### **Pre-requisite: English Language Learners who are Entering or SIFE**

This course is designed for Entering and Emerging ELL students who need additional support in Reading and Writing English transferable skills. Students will read and write basic paragraphs by using their transferable skills from their native language. Students will be exposed to all aspects of the language acquisition and the writing process. At least two full short narrative essays are due each semester. This course includes speech that requires memorization and class presentation.

## ENGLISH 9 REGENTS -101

### Credit 1

Students will read works of fiction and nonfiction, and participate in activities with a World Literature perspective. The writing program is aligned with literature to provide students the opportunity to master the New York State Standards. Writing is incorporated emphasizing literary terms and critical thinking skills as well as vocabulary instruction, reading comprehension, grammar and speaking skills. This course prepares students for the English Regents Exam in grade 11. **This course is NCAA Approved.**

## ENGLISH 9 HONORS -101H

### Credit 1

#### **Prerequisite: Teacher Recommendation**

This course is designed for students who exhibit excellence in English, and provides in-depth study and analysis of literature and development of critical thinking skills as well as developing an appreciation of literature. **This course is NCAA Approved.**

# ENGLISH

## **ENGLISH 10 REGENTS-102**

### **Credit 1**

This course consists of the study of classic and contemporary literature. The reading genre includes poetry, novels, short stories, drama, and essays. An important focus of the class will be to develop the students' reading, writing, vocabulary, grammar, and skills, which will prepare them for the English Regents Exam in grade 11. In addition to the study of several novels, plays and short stories, students will be responsible for writing personal narratives, compiling a showcase portfolio of creative pieces, and instruction in reading comprehension, and grammar. Instruction in literary devices and critical analysis will also be taught. Students might participate in a support workshop to maximize their success on the assessments. All aspects of the writing process will be emphasized, including research techniques.

**This course is NCAA Approved.**

## **ENGLISH 10 HONORS -102H**

### **Credit 1**

#### **Prerequisite: Teacher Recommendation**

In this course students move beyond the study of archetypes and focus on individualism and identity as the building blocks of literature and life. Students will read literary works that explore the paradoxical nature of war and peace, love and hate, group and individual, gain and loss, hypocrisy and integrity, and superiority and inferiority.

**This course is NCAA Approved.**

## **ENGLISH 11 REGENTS -103**

### **Credit 1**

The course focuses on analytical reading and writing, and vocabulary development. Early American literature and world literature will be studied. A variety of literary forms will be taught including biographies, autobiographies, historical novels, short stories, poetry, and dramatic literature. Grammar studies are geared toward the advanced placement exams. All students are required to take and pass the mandatory English Common Core Regents examination. A research paper is required. **This course is NCAA Approved.**

## **AP ENGLISH LANGUAGE & COMPOSITION -130**

### **Credit 1**

#### **Grade 11**

#### **Prerequisite: Teacher Recommendation, English 10**

Students in this introductory college-level course read and analyze broad and challenging selections of non-fiction prose which will deepen their awareness of rhetoric and the power of the written word. Through close reading and continuous, writing, students will become aware of an author's subject, occasion for writing about it, the audience for whom it is written and his/her purpose. **This course is NCAA Approved.**

## **ENGLISH 12 REGENTS-104**

### **Credit 1**

This class is designed for seniors who have demonstrated proficiency on the New York English Regents. Students will develop skills necessary for college-level reading, discourse, composition, and presentation. Written assignments include personal narrative, persuasive, expository, and analytical essays. Students' college essays will also be written and analyzed. During the fourth quarter, students will write an extensive research paper on a contemporary issue. **This course is NCAA Approved.**

## **AP ENGLISH LITERATURE & COMPOSITION -131**

### **Credit 1**

#### **Grade 12**

**Prerequisite: Teacher recommendation, AP English Language and Composition course grade of 80% or better. Students will also be required to complete a summer project.**

The Advanced Placement Literature and Composition course is designed to prepare students for college writing and literary analysis. The course follows the curricular requirements described in the AP English course description and will provide students with intense reading and writing instruction. The course includes study of representative works of both British and American writers and four genres from the sixteenth century to present. Students will be assigned creative writing assignments where they will write poetry, plays and narratives. **This course is NCAA Approved.**



# ENGLISH

## **AP RESEARCH -136**

**Credit 1**

**Grade 11-12**

**Prerequisite: AP Seminar and Teacher Recommendation. Students must complete a summer project.**

AP Research students develop the skills and discipline necessary to conduct independent research to produce and defend a scholarly academic thesis. This second course in the AP Capstone experience allows students to explore deeply an academic topic, problem, or issue of individual interest and through this inquiry, students design, plan, and conduct a year-long mentored, research-based investigation. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense. **This course is NCAA Approved.**

## **CREATIVE WRITING -140**

**Credit 1**

**Credit .5**

**Grades 11-12**

In this course, students write essays, poems, short stories, and plays. Students edit and rewrite their work. They maintain a portfolio and submit at least one piece of their written work for publication or competition. This workshop type class setting is also designed to help imaginative students get their thoughts on paper. Assignments are short and personal, designed to break through “writing block” and uncover talent. **This course is NCAA Approved.**

## **JOURNALISM -141**

**Credit .5**

**Grades 11-12**

**Prerequisite: English 9 and English 10**

This course has an emphasis on writing and research skills, and journal principles such as writing for audience, focus, writing and editing, including work on official student publications. Special attention will be given to news releases, feature stories, and reporting techniques. Students will have hands-on experience, development of story ideas, interviewing, and news reporting as techniques. Students will have hands-on experience with research, development of story ideas, interviewing, and news reporting, as they become the acting staff reporters of our High School newspaper. The course will also introduce students to current issues in the field including journalistic ethics, accuracy, credibility, libel, slander, privacy, freedom of the press, First Amendment law in the context of the media including the philosophical basis for the Constitutional guarantees of free expression, journalistic privilege, access to information, and emerging case law and legislation regulation digital and electronic information. **This course is NCAA Approved.**

## **LITERATURE OF THE CRIMINAL MIND -142**

**Credit .5**

**Grades 11-12**

Students will have the opportunity to explore the fragmented psychology of the social outcast and the social commentary that it generates. The syllabus will also advance students towards a greater understanding of the role of the ‘criminal’ as he/she pertains to childhood development: education, employment, and economics. **This course is NCAA Approved.**

## **SCIENCE FICTION LITERATURE -143**

**Credit .5**

**Grades 11-12**

The class will consist of an introduction to the genre. It will culminate in the analysis of various authors and their works. Final project will be to write a Science Fiction or Fantasy story. Authors included but not limited to Ray Bradbury, Gene Roddenberry, Isaac Asimov, and J.R. Tolkien. **This course is NCAA Approved.**

# ENGLISH

## **MYSTERY AND DETECTIVE -144**

**Grades 11-12**

**Credit .5**

The class will consist of an introduction to the genre. It will culminate in the analysis of various authors and their works. Final project will be to write a mystery story. Authors included but not limited to Edgar Allen Poe, Sir Arthur Conan-Doyle, Thomas Harris, and James Patterson just to name a few. **This course is NCAA Approved.**

## **DRAMA -145**

**Credit .5**

**Grades 11-12**

**Prerequisite: English 9 and English 10**

This course is an introduction to acting and performance techniques. Students will actively engage in the creation and performance of dramatic pieces and by the end of the course will possess a basic knowledge of materials and resources available in the arts. Students will respond critically to a variety of dramatic works, connecting the individual work to other works and to other aspects of human endeavor and though the experience of both live and taped performances. In addition, students will develop an understanding of the cultural forces which shape artistic communication and how the arts have shaped the diverse cultures of past and present society.

## **ETYMOLOGY - 146**

**Credit: .5**

**Grades 11-12**

Etymology is the study of words—their function and their power in everyday life. This course introduces students to resources for decoding unfamiliar words, increases their knowledge and recognition of advanced vocabulary, and encourages them to be curious about the English language. Students analyze meanings of English words by examining prefixes, roots, and suffixes. The analytic study of words is reinforced through creative written and oral projects that involve independent exploration and application of concepts discussed in class. Students will analyze the connotative and denotative meanings of words in a variety of contexts and exercises. Students write about word history, patterns of language change, and word evolution through reports and presentations. Through the use of word games, word puzzles and literature, students discover the expansion of personal vocabulary enrichment and enhancement. Course work also includes question and vocabulary preparation that enables the student to prepare for examinations, such as the ACT and the SAT. **This course is NCAA Approved.**

## **MYTHOLOGY AROUND THE WORLD -147**

**Credit .5**

**Grades 11-12**

This course is for 11th and 12th graders and will focus on Greek, Roman, and Norse Mythology as a way of exploring the nature of myth and the function it plays for individuals, societies, and nations. We will also pay some attention to the way the people of the time understood their own myths. We will attempt to answer the following 3 essential questions, 1) "Are myths subtle codes that contain some universal truth?" 2) "Are they a window on the deep recesses of a particular culture?" 3) "Are they a set of blinders that all of us wear, though we do not realize it, or are they just entertaining stories that people like to tell over and over?" Finally, this course will investigate a variety of topics, including the creation of the universe, the relationship between gods and mortals, human nature, religion, the family, love, madness, and death. **This course is NCAA Approved.**

# ENGLISH

## **THEMES IN FILM -148**

**Credit: .5**

**Grades 9-12**

This course introduces students to the basic of film analysis, cinematic formal elements, genre, and narrative structure and helps students develop the skills to recognize, analyze, describe and enjoy film as an art and entertainment form. To understand how films are constructed to make meaning and engage audiences, students will be introduced to the basic “building blocks” and formal elements (narrative, mise-en-scene, cinematography, sound and editing) that make up the storytelling. Students will be able to answer the question, what was the writer’s/director’s purpose in creating the film? The class includes weekly readings, screenings, and short writing assignments.

## **AFRICAN AMERICAN LITERATURE -149**

**Credit: .5**

**Grades 9-12**

Students in this course are introduced to the works of African American individuals from the periods of slavery to the great Harlem Renaissance to the contemporary era. Through close readings of selected literary works, students will enhance and increase their development of literary and analytical skills. Students will enhance and increase their development of literary and analytical skills. Students will analyze and interpret authors’ works such as Hughes, Malcolm X, and Morrison & Ellison to name a few. **This course is NCAA Approved.**

## **PUBLIC SPEAKING -150**

**Credit .5**

**Grades 9-12**

The goal of Public Speaking is to train students to enunciate properly when communicating with others. Knowing how to use the King’s English can mean the difference between being employed and searching for employment endlessly. It is also an opportunity to prepare for those important college interviews, oral presentations in college or in other social settings where students may find themselves faced with an unexpected task of having to speak before an audience. Students will be expected to complete five speeches. This class will also include participation in debates. **This course is NCAA Approved.**

# ENGLISH AS A NEW LANGUAGE (ENL)



## **ENGLISH AS A NEW LANGUAGE (ENL)**

English as a New Language is a mandated program specifically targeted for students who are native speakers of another language other than English, and who scored entering, emerging, transitional, expanding or commanding on the NYSITELL or the NYSESLAT exam. The English as a New Language class provides English Language Learners (ELL) the means to achieve the speaking, listening, reading and writing skills needed to integrate successfully into the English academic mainstream. Students receive one elective credit when they have successfully passed the class.

### **ENL ENTERING (Beginner)-560**

#### **Credit 1**

Two units of ENL (360 minutes per week) focus on students who scored Entering on the NYSITELL or NYSESLAT test. This course supports and strengthens entering students to basic English skills, vocabulary, expressions, basic oral and writing skills, and basic English survival skills. ELL Entering students also take ENL-English 9, 10, 11 or 12 (180 minutes) .

### **ENL EMERGING (Low/Intermediate)-561**

#### **Credit 1**

One unit of ENL (180 minutes per week) focuses on students who scored Emerging on the NYSITELL or NYSESLAT test. This course supports and strengthens emerging students to develop Basic English skills, vocabulary, expressions, basic oral and writing skills, and basic English survival skills. ENL Emerging students also take ENL-English 9, 10, 11 or 12 (180 minutes).

### **ENL TRANSITIONING (Intermediate)-562**

#### **Credit 1**

One unit of integrated ENL/Core is (180 minutes per week) which consists of 90 minutes of ENL and 90 minutes of ENL/Core (usually English). This course focuses on students who score transitioning on the NYSITELL or NYSESLAT test. This course supports and strengthens Transitioning students' English skills, vocabulary, expression, oral and writing skills, Basic English survival skills and content vocabulary.

### **ENL EXPANDING (Advanced Students)-563**

#### **Credit 1**

One unit of integrated ENL/Core is (180 minutes per week) focuses on students' who scored Expanding on the NYSITELL or NYSESLAT test. This course supports and strengthens expanding students' English skills, vocabulary, expression, oral and writing skills, English survival skills and content vocabulary.

### **ENL COMMANDING (Proficient Students)-564**

#### **Credit .5**

.5 unit of integrated ENL/Core (90 minutes per week) focuses on students who scored Commanding on the NYSESLAT test for a period of two years. This course supports and strengthens Commanding students/English skills, vocabulary, expressions, oral and writing skills, basic English survival skills and content vocabulary. Proficient students receive support for a period of two years.

### **HOME LANGUAGE ARTS (HLA) I, II, III -570, 571, 572**

This course is designed for Native Spanish speaking students to further develop native literacy skills. Students will read and respond to literature and other writings representative of Spanish-speaking societies. Emphasis is placed on the strengthening of speaking, reading, listening, and writing skills. Instruction is based on activities that will assist students to convey meaning through writing, using appropriate grammar, sentence structure, and tone. Students will take the Checkpoint B examination in Spanish at the end of this course. This course will be conducted completely in Spanish.

# FAMILY AND CONSUMER SCIENCE

## **CULINARY I -740**

**Credit .5**

**Grades 9-12**

The purpose of this course is to teach students the foundation of food preparation with emphasis on accurately measuring ingredients and converting recipes. This course will help students develop an understanding of sound nutritional concepts through many hands-on experiences related to food and nutrition. Students will learn about the function of ingredients using basic cooking procedures and techniques while identifying specific tools and equipment used in a culinary lab. **This course meets the CDOS 4+1 Pathway requirement.**

## **CULINARY II -741**

**Credit .5**

**Grades 10-12**

**Prerequisite: Culinary I**

This course will provide more in depth study of the concepts of Culinary I. Students will apply their basic culinary knowledge by planning, purchasing, preparing, serving and evaluating a wide variety of nutritious foods. The course will learn the basics of displaying and serving prepared foods in an attractive and appetizing manner. **This course meets the CDOS 4+1 Pathway requirement.**

## **CULINARY III -742**

**Credit .5**

**Grades 11-12**

**Prerequisite: Culinary I & II**

This course will prepare students for employment in the culinary field. Students will learn the fundamentals of using commercial equipment and procedures used in professional food establishments. Students will plan, cook and serve large numbers of people while controlling quantity food production and quantity through demonstrations and technical lessons. Students will learn advanced skills in the culinary field. **This course meets the CDOS 4+1 Pathway requirement.**

## **CHILD PSYCHOLOGY AND DEVELOPMENT -747**

**Credit .5**

**Grades 10-12**

Students will focus on the physical, emotional, intellectual and social development of the infant, toddler and pre-schooler. Students will understand the stages of child development from prenatal through adolescence. Students will apply principles of child development and psychology in choosing guidance and discipline techniques. Daily care, guidance, discipline and other parenting skills will be studied and practiced by working on projects with children.

## **NUTRITION -745**

**Credit .5**

**Grades 9-12**

This course will focus on health and wellness through foods. Students will be able to analyze factors which affect their food choices and their overall health. Students will be given opportunities to investigate healthy eating alternatives by analyzing the effects of certain nutrients in the body. The purpose of this class is to learn how nutrition can enhance wellness and life. Students will investigate careers in the nutrition and health care field.

# HEALTH, PHYSICAL EDUCATION, AND ATHLETICS



## HEALTH DEPARTMENT OBJECTIVES

The New York State Department of Education requires all students to complete one semester of Health Education in order to meet NYS graduation requirements and receive a high school diploma.

### HEALTH -810

**Credit .5**

**Grade 10**

This course is developed and presented through the utilization of various teaching methods and learning activities. This course focuses on many contemporary health issues. Areas of study include foundations of health, influences on health, health skills, NYS mandated topics of chemical substances and Hands-Only CPR, relationships, stress management, lifestyle diseases, HIV/AIDS, safety, nutrition, health-related fitness, and human sexuality. Students will be evaluated based on coursework, written assignments, projects, and written exams. **This course meets NYSED standards and graduation requirements for Health Education.**

### HEALTH AND WELLNESS -811

**Credit .5**

**Grades 10-12**

Students enrolled in this course will be provided with an overview of wellness, along with an emphasis on developing a wellness lifestyle that focuses on self-responsibility, environmental sensitivity, nutrition, physical fitness, and stress-management. Students will also set individual goals and be monitored on a quarterly basis regarding the aforementioned concepts.

### CARE AND PREVENTION OF ATHLETIC INJURIES -812

**Credit .5**

**Grades 10-12**

Designed to provide knowledge related to prevention, care, and rehabilitation of athletic injuries. Students will learn techniques of massage, taping, and bandaging. Students will also be trained in First Aid and CPR/AED. This course is a physical education elective and *does not* meet the graduation requirement for Health Education.

# HEALTH, PHYSICAL EDUCATION, AND ATHLETICS



**PHYSICAL EDUCATION DEPARTMENT OBJECTIVES:** The Physical Education program is designed to meet the needs of each and every student. All students must be scheduled for physical education each semester during high school.

## **PHYSICAL EDUCATION -801**

**Credit .5**

**Grade 9**

The purpose of this course is to provide incoming 9th-grade students exposure to team and individual sports and selected fitness and weight training activities. This course will introduce the HS Physical Education curriculum and provide students a foundational knowledge for course selection in Grades 10-12.

## **TEAM SPORTS -802**

**Credit .5**

**Grades 10-12**

The courses provide opportunities to acquire knowledge of sports, play, develop skills in selected team sports and maintain and improve health-related fitness. This course will include rules, etiquette, safety and basic terminology for each activity. Offensive and defensive strategies of the sport will also be emphasized.

## **INDIVIDUAL SPORTS -803**

**Credit .5**

**Grades 10-12**

The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness.

## **FITNESS LIFESTYLES -804**

**Credit .5**

**Grades 10-12**

The purpose of this course is to enable students to extend their knowledge of fitness concepts; design, implement, and evaluate a personal fitness program and develop an individualized level of health-related fitness.

## **ADAPTIVE PE -808**

**Credit .5**

**Grades 9-12**

The Adaptive Physical Education program is a full year course in which students with disabilities participate in various fitness programs, lifetime sport activities and a team sports program. The purpose of the class is placed on cultivating lifetime/recreational activities as well as health and wellness that will nurture students in such a way as to build self-esteem and self-confidence in a school as well as community setting.



# NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA)



## **NCAA ELIGIBILITY REQUIREMENTS**

Students who are interested in playing sports at the college level for Division I or Division II must file with the National Collegiate Athletic Association (NCAA). Students must register at <https://web3.ncaa.org/ecwr3/> to ensure they have met amateurism standards, and are academically prepared for college coursework. Registration should take place after the completion of junior year of high school (eleventh grade). In order for students to participate or receive athletic scholarships, they must graduate from high school, certify their amateur status, and meet all of the following requirements for the respective Divisions, as indicated below.

If you have any questions about NCAA eligibility requirements, please see your school counselor or review the NCAA College-Bound Student Athlete Guide. [http://fs.ncaa.org/Docs/eligibility\\_center/Student\\_Resources/CBSA.pdf](http://fs.ncaa.org/Docs/eligibility_center/Student_Resources/CBSA.pdf)

### **DIVISION I**

- Complete 16 core courses
- Complete 10 core courses before senior year, and seven of the ten core courses must be in English, Math, or Natural/Physical Science.
- English -4 years, Math-3 years., Natural/Physical Science -2 years, Additional Math/English/Science-1year, Social Science-2 years, Additional courses listed/Foreign Language-4 years.
- Minimum 2.3 GPA
- SAT/ACT Sliding Scale

### **DIVISION II**

- Complete 16 core courses
- English -3 years, Math 2-years, Natural/Physical Science-2 years, Additional Math/English/Science-3 yrs., Social Science-2 years, Additional courses listed/Foreign Language -4 yrs.
- Minimum 2.2 GPA
- SAT/ACT Sliding Scale

# INTERSCHOLASTIC SPORTS

## 2022-2023 INTERSCHOLASTIC SPORTS OFFERINGS

### FALL

Varsity Football  
Junior Varsity Football  
Varsity Cheerleading  
Junior Varsity Cheerleading  
Varsity Cross Country Boys and Girls  
Varsity Soccer Boys and Girls  
Junior Varsity Soccer Boys and Girls  
Varsity Girls Volleyball  
Junior Varsity Girls Volleyball

### WINTER

Varsity Basketball Boys and Girls  
Junior Varsity Basketball Boys and Girls  
Varsity Bowling Boys and Girls  
Varsity Cheerleading  
Junior Varsity Cheerleading  
Varsity Winter Track Boys and Girls  
Varsity Wrestling  
Junior Varsity Wrestling

### SPRING

Varsity Baseball  
Junior Varsity Baseball  
Varsity Softball  
Junior Varsity Softball  
Varsity Lacrosse Boys and Girls  
Varsity Track Boys and Girls



# LANGUAGES OTHER THAN ENGLISH (LOTE)



8th	9th	10th	11th	12th
Spanish 1*	Spanish II	Spanish III**	Spanish IV	AP Spanish Literature
Italian I*	Spanish I	Spanish II	Spanish Literature	
Spanish for Native Speakers	Italian I	Italian II	Spanish III**	
	Italian II	Italian III**	Spanish V	
			Italian IV	
*=Checkpoint A/ FLACS A EXAM*	** = Checkpoint B/FLACS B EXAM			

## SPANISH I -501

Credit 1

Grades 9-12

This is an introductory course designed to develop basic skills of listening comprehension, speaking, reading and writing in Spanish in order to communicate. The course provides beginner instruction in reading and oral skills by developing a basic Spanish vocabulary and grammar. Students learn to communicate their basic needs in situations such as greetings and introduction, food, meals and eating in a restaurant in addition to shopping in order to communicate. **This course is NCAA Approved.**

## SPANISH II -502

Credit 1

Grades 9-12

**Prerequisite: Successful completion of Spanish 1 or teacher recommendation**

This course continues the development of basic skills of listening comprehension, speaking, reading, and writing in Spanish. Learners will use the communicative skills to socialize, provide and acquire information, express personal feelings and opinions, and get others to adopt a course of action. The students will create meaning and will become better monitors in the context of processing meaning. Learners will be able to understand most spoken Spanish by using coping strategies during social interactions and daily life situations. Students are required to read short stories, compositions, and selections from textbooks, magazines, and newspapers. **This course is NCAA Approved.**

# LANGUAGES OTHER THAN ENGLISH (LOTE)

## **SPANISH III -503**

**Credit 1**

**Grades 10 - 12**

**Prerequisites: Spanish II and passing grade on the Checkpoint B Exam/FLACS B**

This course emphasizes self-expression through conversation, composition and a variety of interpersonal communications. Students will strengthen their skills by reading passages in Spanish and answering questions, and by reading Spanish short stories and reacting to them. Students will develop sensitivity and appreciate the culture and the accomplishments of the Spanish-speaking world by reading Spanish literature, plays, communicating daily work school routines, domestic life, leisure time, and travel situations. **This course is NCAA Approved.**

## **SPANISH IV -504**

**Credit 1**

**Grades 11-12**

**Prerequisite: Spanish III and passing grade on the Checkpoint B Exam; Native speaker or near native fluency as determined by the Roosevelt Spanish Diagnostic Test or teacher approval.**

This course focuses on continued development of all four language skills, listening, speaking, reading and writing. Students will explore a wide range of social and political themes such as cultural differences, symbolism, bias, education, and environmental issues. Student will utilize language learning in the form of skills, presentations, creative writing and reports. **This course is NCAA Approved.**

## **SPANISH LITERATURE -505**

**Credit 1**

**Grades 11-12**

A study of a selection of Latin American authors and works representative of the major literary movements in Latin America, from Modernism to the present. Introduction and the development of Spanish literature in Spanish America, including works of Jorge Luis Borges, Julio Cortazar, Juan Rulfo, Gabriel Garcia Marquez. Writing assignments for this course will focus on essays with the differences between formal and informal language, both oral and written, which will be stressed throughout the year. Course conducted in Spanish. **This course is NCAA Approved.**

## **AP SPANISH LANGUAGE AND CULTURE -506**

**Credit: 1**

**Grades 10-12**

**Prerequisites: Completion of Spanish III/Native Speakers III and at least an 80% or above on the Checkpoint B/FLACS B Exam.**

Completion of Spanish III/Native Speakers III and at least an 80% or above on the Checkpoint B/FLACS B Exam. This course is a proficiency-based course that reviews understanding of the formal structures of language, refines previously acquired linguistic skills, and builds awareness of Spanish culture. Authentic oral and literacy texts are introduced. By the end of the course, students can be expected to communicate effectively in the language; giving and getting information, surviving predictable and complicated situations, narrating and describing an in present, and past and future time, supporting opinions and hypothesizing comfortably in Spanish. Students are expected to take the College Board Advanced Placement test. **This course is NCAA Approved.**

# LANGUAGES OTHER THAN ENGLISH (LOTE)

## **AP SPANISH LITERATURE AND CULTURE -507**

**Credit:1**

**Grades 10-12**

**Prerequisites: Completion of Spanish III/Native Speakers III and at least an 80% or above on the Checkpoint B/FLACS B examination.**

In this course students will read Latin-American and U.S. Latino authors and their works. They will make thematic connections between texts of various genres and historical periods. Make interdisciplinary connections to the literature of the Spanish-speaking world through art, music, film, history and other academic disciplines. In this course they will have the opportunity to build their Spanish language proficiency through critical reading and analytical writing. Students are expected to take the College Board Advanced Placement test. **This course is NCAA Approved.**

## **SPANISH FOR NATIVE SPEAKERS I -510**

**Credit 1**

**Grades 9-10**

This course is for students whose home language is Spanish. This will include Hispanic 2nd and 3rd generation in the United States and/or previous Spanish knowledge from elementary school. The goal of this course is to advance students in Spanish grammar, literacy and transferable skills. Students will experience different levels and styles of Spanish literature written by Spanish authors. **This course is NCAA Approved.**

## **SPANISH FOR NATIVE SPEAKERS II -511**

**Credit 1**

**Grades 11-12**

This course is for students whose home language is Spanish. Students will develop reading, listening, writing, and speaking skills in Spanish. Students will study Hispanic history and culture, as well as the political and socioeconomic issues facing the Spanish-speaking world. In this class, the student will be introduced to the study of grammar and literature of the Spanish language. Selections from Spanish literature, topics of current interest, and articles from Spanish newspapers and magazines will be used as a basis for discussions and compositions. **This course is NCAA Approved.**

## **SPANISH FOR NATIVE SPEAKERS III -512**

**Credit 1**

**Grades 11-12**

This course is for students whose native language is Spanish. Students will develop reading, listening, writing, and speaking skills in Spanish. Students will continue studying Hispanic history and culture and analyses review of literary genres. The goal is to enable students to improve their writing skills with emphasis on experimenting with various writing styles: analytical, argumentative, and creative. Written essays will be assigned. Students will develop a research paper. Designed for students whose native language is Spanish. **This course is NCAA Approved.**

# LANGUAGES OTHER THAN ENGLISH (LOTE)

## ITALIAN I -520

**Credit 1**

**Grades 9-12**

This is an introductory course designed to develop basic skills of listening comprehension, speaking, reading, and writing in Italian to communicate. The course provides beginner instruction in reading and oral skills by developing a basic Italian vocabulary and grammar. Students will learn to communicate their basic needs in situations such as greetings and introduction, shopping, eating food, meals, as well as communication for dining experiences.

**This course is NCAA Approved.**

## ITALIAN II -521

**Credit 1**

**Grades 9-12**

**Prerequisite:** Passed the Checkpoint A Exam/FLACS A if student came from Middle School.

This course continues to develop the basic skills of listening comprehension, speaking, reading, and writing in Italian. Learners will use the communicative skills to socialize, provide, and acquire information, express personal feelings, and opinions, and get others to adopt a course of action. Students will create their own meaning and will become better monitors in the context of processing meaning. Learners will be able to understand most spoken Italian by using coping strategies during social interactions and daily life situations. **This course is NCAA Approved.**

## ITALIAN III -522

**Credit 1**

**Grades 10-12**

**Prerequisites:** Passing grade for Italian II

This course emphasizes self-expression through conversation, composition, and a variety of interpersonal communications. Students will strengthen their skills by reading passages in Italian, answering questions, and reading Italian short stories, magazines, newspapers, articles, political cartoons, and current events and reacting to them in Italian. Students will develop sensitivity and appreciate the culture and the accomplishments of Italy by reading Italian literature and plays, communicating daily work school routines, domestic life, leisure time, and travel situations. **This course is NCAA Approved.**

## ITALIAN IV -523

**Credit 1**

**Grades 11-12**

**Prerequisite:** Italian III and passing grade on the Italian Checkpoint B Exam; Native speaker or near native fluency as determined by the Roosevelt Italian Diagnostic Test or teacher approval.

This course focuses on continued development of all four language skills, listening, speaking, reading and writing. Students will explore the arts and a wide range of social and political themes such as cultural differences, symbolism, bias, education, and environmental issues. Student will utilize language learning in the form of skills, presentations, creative writing and reports. **This course is NCAA Approved.**

# LANGUAGES OTHER THAN ENGLISH (LOTE)

## AMERICAN SIGN LANGUAGE -530

**Credit .5**

**Grades 10-12**

This course introduces the basics of American Sign Language (ASL) and is designed for students who have little or no previous knowledge of ASL. Readiness for learning will be approached via visual communication techniques and visual memory exercises. **This course is NCAA Approved.**



# MATHEMATICS



GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Math 8 Algebra I	Algebra 1 Part A Algebra 1 Regents Algebra 1 Honors	Algebra 1 Part B Algebra 1 Regents Career Math Finance Applications Geometry Regents Geometry Honors Topics in Geometry	Algebra 2 Regents Algebra 2 Honors Algebra/Trigonometry Career Math Finance Applications Statistics	Algebra 2 Regents Algebra 2 Honors Algebra/Trigonometry Career Math Finance Applications Statistics Pre-Calculus
	Geometry Regents Geometry Honors	Algebra 2 Regents Algebra 2 Honors	Pre-Calculus Statistics Finance Applications	Calculus AP Calculus Finance Applications Statistics

## **ALGEBRA 1 PART A - 301A**

### **Credit 1 - Grade 9**

This course is designed for those students who have not demonstrated proficiency in mathematics and need a remediated math program. Algebra 1 Common Core Part A is the first half of the Algebra 1 Common Core curriculum. Students will explore the real number system, identify the properties of real numbers, perform operations on polynomials, solve multi-step equations and inequalities, model equations and inequalities, define functions, identify, interpret and graph key features of functions (including linear, quadratic, exponential, cubic, square root, and step functions), dive deeply into linear functions, and create linear functions from a variety of representations. This course is aligned with the Algebra 1 Common Core State Standards. Algebra 1 Part A culminates in a final exam.

## **ALGEBRA 1 PART B -301B**

### **Credit 1-Grade 10**

This course is designed for those students who have not demonstrated proficiency in mathematics and need a remediated math program. Algebra 1 Common Core Part B is the second half of the Algebra 1 Common Core curriculum and should be taken immediately after Algebra 1 Part A. Students will continue their exploration of linear functions, model, solve, graph, and interpret systems of equations and inequalities, factor quadratic expressions, investigate quadratic functions in depth, solve quadratic equations, compare linear and exponential functions, model and graph exponential functions, and work with statistics. This course is aligned with the Algebra 1 State Standards. Algebra 1 Part B culminates in the June Algebra 1 Regents Exam.

## **ALGEBRA 1 REGENTS -301**

### **Credit 1 - Grades 9 – 12**

This course is designed for those students who have demonstrated strong proficiency in grade 8 mathematics. Algebra 1 is the study of real numbers and their properties; linear, quadratics, and exponential functions; equations and expressions; statistics and real-world modeling. It provides tools and ways of thinking that are necessary for solving problems in many disciplines, such as science, business, social sciences, fine arts, and technology. This course will assist students in developing skills and processes which will be applied using various techniques to solve successfully problems in a variety of settings. This course is aligned with the Algebra 1 State Standards. Algebra 1 culminates in the Algebra 1 Regents examination. **This course is NCAA Approved.**

# MATHEMATICS

## **ALGEBRA 1 HONORS -301H**

**Credit 1**

**Grades 9-12**

**Prerequisite: Passed Math 8 with a 90 average or higher**

This course follows the same course description and standards as Algebra 1 but at a more rigorous and accelerated pace. Students in this course will go beyond the curriculum minimum and understand algebraic concepts to their fullest capacity by engaging in project-based learning and real-life applications. Algebra 1 Honors culminates in the Algebra I Regents Examination. **This course is NCAA Approved.**

## **GEOMETRY REGENTS-302**

**Credit 1**

**Grades 9-12**

**Prerequisite: Passed Algebra 1 Course**

This course is meant to employ an integrated approach to the study of geometric relationships. Students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formally and informally, that their conclusion follows logically from their hypothesis. Students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences. **This course is NCAA Approved.**

## **GEOMETRY HONORS -302H**

**Credit 1**

**Grades 9-12**

**Prerequisite: Passed Algebra 1 or Honors and the Algebra Regents Examination with a 85 or higher**

This course will follow the same course description and standards as Geometry, but at a more rigorous and accelerated pace. Students will explore geometric relationships and be introduced to mathematical proofs. They will establish triangle congruence based on theorems and analysis of rigid motions and will explore geometric constructions and how they relate to congruence and similarity. Students will deepen their understanding of two-dimensional figures and their properties, as well as three-dimensional figures. This course culminates in the Geometry Regents Examination. **This course is NCAA Approved.**

## **TOPICS IN GEOMETRY -310**

**Credit 1**

**Grades 10-12**

**Prerequisite : Passed Algebra 1 course but failed the Regents Examination**

The first semester of this course will consist of Algebra 1 review and students will re-take the Algebra 1 Regents exam in January. The second semester of this course will consist of exploring a variety of geometric topics that will include, but are not limited to, problem solving, right triangles and basic trigonometry, area and volume, coordinate geometry, transformations, and properties of quadrilaterals. A final examination will be given at the end of this course.

## **ALGEBRA 2 REGENTS -303**

**Credit 1**

**Grades 11-12**

**Prerequisite: Passed Algebra 1 course and Algebra 1 Regents Examination**

In this course, students will learn about polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. The number system will be extended to include imaginary and complex numbers. Derivative problem situations involving direct and indirect variation will be solved. Data analysis will be extended to include measures of dispersion and the analysis of regression models. Arithmetic and geometric sequences will be evaluated. Binomial expressions will provide the basis for the study of probability theory, and the normal probability distribution will be analyzed. This course culminates in the Algebra 2 Regents examination. **This course is NCAA Approved.**

# MATHEMATICS

## **ALGEBRA 2 HONORS -303H**

**Credit 1**

**Grades 11-12**

**Prerequisite:** Passed Algebra 1 or Honors and the Algebra Regents Examination with an 85 or higher.

This course will follow the same course content as Algebra 2 but at a more rigorous and accelerated pace. This course is designed to target strong mathematical students and better prepare them for advancing their math courses beyond the requirements, such as Pre-Calculus, Calculus, and/or AP Calculus. This course culminates in the Algebra 2 Regents Examination. **This course is NCAA Approved.**

## **ALGEBRA/TRIGONOMETRY -312**

**Credit 1**

**Grades 11-12**

**Prerequisite:** Passed Algebra 1.

This course provides students with an opportunity to explore algebraic concepts within the Algebra 2 curriculum. Topics include: working with real and complex numbers, quadratic, rational, irrational, exponential and logarithmic expressions and equations. Right triangle trigonometry is extended to circular functions. The course culminates with a locally generated final exam. **This course is NCAA Approved.**

## **PRE-CALCULUS-320**

**Credit 1**

**Grades 11-12**

This course is designed for students who wish to extend their mathematical backgrounds. The course progresses from the study of natural numbers through real numbers and attempts to show the unified structure of mathematics. Such topics as functions, radicals, sequences, series, synthetic division, the factor and remainder theorems, the Fundamental Theorem of Algebra, complex numbers, conic sections, polar equations, and their graphs, and matrices are studied. This course concludes with an introduction to limits and the basics of differential Calculus. A graphing calculator will be used to introduce and reinforce many of the topics in the course. The course provides an excellent background for anyone who plans to take mathematics in college. **This course is NCAA Approved.**

## **CALCULUS -321**

**Credit 1**

**Grades 11-12**

**Prerequisite:** Pre-Calculus

This is an introductory Calculus course designed for students interested in extending their mathematical education. Students enrolled in this course should be interested in learning about the techniques of Calculus and should have a strong mathematical background, possibly wanting to enroll in AP Calculus or pursue mathematics at the college level. Topics include limits, derivatives, integrals, and differential calculus of algebraic, trigonometric, exponential, and logarithmic functions, along with appropriate geometric and physical applications. **This course is NCAA Approved.**

## **STATISTICS -322**

**Credit 1**

**Grades 11-12**

This course is intended to provide an overview of statistics and its applications. Students will explore the statistical relationships in sports, the sciences, psychology, sociology, and business. This course also covers topics including organizing and analyzing data, frequency tables, scatter plots, correlations and regressions, standard deviation, elementary probability theory, binomial distribution, normal curves and sampling distributions, estimations, and hypothesis testing. A graphing calculator and computer technology will be used as a tool to deepen the student's understanding of statistical processes. This course culminates with a local final examination. **This course is NCAA Approved.**

# MATHEMATICS

## **AP CALCULUS AB -330**

### **Credit 1 - Grades 11-12**

**Prerequisite:** Passed Pre-Calculus course and Teacher Recommendation

This senior-level course is open to students who have completed Pre-Calculus, wish to get a college-level learning experience, and advanced placement credit for college. This course develops the student's understanding of the concepts of calculus and provides experience with its methods and applications. This course emphasizes a multi-representational approach to calculus with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Students will be presented with the meaning of the derivative in terms of rate of change and local linear approximation. In addition, students will learn how to use derivatives to solve a variety of problems. The meaning of the definite integral, both as a limit of Riemann sums and as the net accumulation of a rate of change, and the use of integrals to solve a variety of problems will be discussed. Students will take the Advanced Placement Calculus (AB) exam in May. **This course is NCAA Approved.**

## **AP STATISTICS -331**

### **Credit 1**

**Prerequisite:** Passed Pre-Calculus course and/or Statistics and teacher recommendation

This course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes; Exploring Data, Describing patterns and departures from patterns, Sampling and Experimentation, Planning and conducting a study, Anticipating Patterns, Exploring random phenomena using probability and simulation, Statistical Inference, Estimating population parameters and testing hypotheses. Students will take the Advanced Placement Test in May. **This course is NCAA Approved.**

## **FINANCE APPLICATIONS -323**

### **Credit 1**

### **Grades 10-12**

This course develops a strong business math foundation. Students learn and apply the following skills to a variety of business-related tasks: Analyze and interpret data using common statistical procedures, use mathematical procedures to analyze and solve business problems, solve problems involving whole numbers, ratios, decimals, actions, percentages, ratios, averages, and proportions. Computation, bank transactions, trade/cash discounts, markup and markdowns, business statistics, payroll calculations, interest, notes, and present value calculations. The course includes topics from advanced algebra, statistics, probability, and calculus under seven financial umbrellas: Banking, Investing and Modeling a Business, Employment and Income Taxes, Automobile Ownership, Independent Living, Retirement Planning, and Household Budgeting. Students The topics contained in this course are introduced, developed and applied in an as-needed format in the financial settings covered. **This course is NCAA Approved.**

## **CAREER MATH -325**

### **Credit 1**

### **Grades 10-12**

This course provides an in-depth study of algebra and functions, probability, data analysis and statistics, financial mathematics, and logic. The focus will be placed on problem-solving with real-world applications. This course culminates in a final examination.

## **MATH FOUNDATIONS -531**

### **Credit 0.5 - Grade 9**

**Pre-requisite:** English Language Learners who are Entering or SIFE

English Language Learners who are Entering or SIFE This course is designed for those students who have not demonstrated proficiency in basic mathematics. Students will learn the meaning of mathematical symbols, interpret types of real numbers, perform operations on integers, analyze simple graphs, recognize patterns, compute time, work with money, determine place values, explore two dimensional and three-dimensional shapes, find measurements in terms of length, weight, and capacity, understand basic algebraic concepts, review important mathematical vocabulary, and be introduced to the basic functions of a scientific and graphing calculator.

# MUSIC



## **Program Goals:**

Program Goals: Roosevelt High School offers students a sequentially organized music curriculum that will enable them to respond to music with greater understanding through knowledge of its basic elements, history, vocabulary, and musical experiences. The purpose is to help each student recognize the means of musical expression most suitable to him/her and to offer the opportunity to explore and develop his/her talents based on cumulative experiences. The Music Department intends to evaluate and continually raise the students' levels of musical performances and musical knowledge.

## **BAND - 640**

**Credit: 1**

**Grades: 9-12**

This is a full-year course, which includes group instructions and daily lesson sectionals. The band members meet daily utilizing standard instruction texts and varying styles of music repertoire. Fall marching band activities, winter and Spring Concerts, and other pertinent performances are integral parts of this program. **This course meets the NYS requirement for 1 Credit in Music.**

## **SELECT CHOIR -641**

**Credit 1**

**Grades: 9-12**

Select Choir offers performance and study experience for advanced singers in Pop, Jazz, Classical, and Rock styles. Rehearsals include work on singing techniques, dynamics, phrasing, sight-singing, and perfecting music for performance. Selection for the Select Choir is made by audition, either after middle school or at the end of the school year at the high school. Students must have at least one year of chorus experience and registration is by permission of the Director only. Students are responsible for performance at various school and civic events as well as competitions and festivals. The students should be aware that there are mandatory after-school rehearsals and sectional lessons once a week required by all members. It is required that the student be evaluated during the NYSSMA solo Festival Competition. **This course meets the NYS requirement for 1 Credit in Music.**

## **CHORUS -642**

**Credit 1**

**Grades: 9-12**

Chorus provides opportunities for study, analysis, and performance of a wide variety of choral music. Rehearsals include work on singing techniques, dynamics, phrasing, sight-singing, and perfecting music for performance. Attendance at performances is required. Sectional lessons once a week will be required by all chorus members. Students must have a minimum of 1-year previous choral experience or must have Director approval to enroll. Interested and advanced students may participate in All-County, Area All-State, and Solo Festival. **This course meets the NYS requirement for 1 Credit in Music.**

# MUSIC



## **ORCHESTRA -643**

**Credit 1**

**Grades 9-12**

The orchestra is great for all High School students with performing ability on violin, viola, cello, or string bass. Students will be assigned to a section of orchestra based on previous experience, auditions, and will perform a wide variety of musical compositions, a daily rehearsal, concerts, school assemblies, and community events. All students enrolled in orchestra must participate in royalty lessons and activities as directed by the music department. **This course meets the NYS requirement for 1 Credit in Music.**

## **JAZZ BAND -644**

**Credit: 1**

**Grades: 9-12**

**Prerequisite: Audition Required**

The Jazz Ensemble course will enable the students to become familiar with the “standard” jazz ensemble literature. (Basic, Ellington), In a structured setting, students will rehearse and prepare selections to be performed in and outside of the school environment. Students will participate in the NYSSMA Major Organizational Festival. The prerequisite for the ensemble is a working knowledge of all fifteen major scales and the competent technique utilizing eighth and sixteenth notes.

## **GUITAR -645**

**Credit .5**

**Grades 9-12**

The guitar is a prominent instrument in all genres of music. This course is designed to give students a strong foundation in music reading, accompanying, ensemble playing, music theory, and performance. Students will learn proper hand positions, and be able to play fingerstyle or with a pick. Students will learn scales and cords, as well as how to read chord symbols.

## **MUSIC THEORY -646**

**Credit 1**

**Grades: 11-12**

**Prerequisite: Students must be enrolled in the Roosevelt High School Music Program.**

Students must be enrolled in the Roosevelt High School Music Program. A comprehensive study of the mechanics of music with an emphasis on the rudiments of music, ear training, and diatonic harmony. Music transposition and orchestration will be included in this course. **This is a required course for the Music Sequence for an Advanced Regents Diploma.**

# MUSIC



## **KEYBOARD AND PIANO -647**

**Credit .5**

**Grades 9-12**

This is a semester course designed for beginning piano students. Reading music, basic theory and different styles of music will be explored using Yamaha Keyboards and piano. Performance and written exams will be given.

## **KEYBOARD 2 - 648**

**Credits .5**

**Grade 9 -12**

This is a semester course designed for intermediate piano students. Sight-reading skills will be developed, more advanced music theory will be introduced and different styles of music will be explored using Yamaha Keyboards and piano. Performance and written exams will be given.

## **MUSIC TECHNOLOGY - 649**

**Credit 1**

**Grades: 9-12**

General music students will be introduced to the basic musical forms and structures. The elements of music construction and electronic composition are thoroughly assimilated utilizing the RMS Musical Instrument Digital Interface (MIDI) lab. Emphasis is placed on music technology software and hardware-focused on basic acoustics, digital audio, MIDI, and MIDI sequencing and notation software. Lab activities will emphasize the operation and components of the typical MIDI and digital audio lab (hardware and software). Students will complete independent projects in areas such as digital audio, music notation, and MIDI sequencing.

## **AP MUSIC THEORY -650**

**Credit 1**

**Grades11-12**

This is a full-year course in advanced music dictation, listening, terminology, and theory application as outlined by the College Board AP in Music Theory Course Description Guide. This very rigorous course culminates with the College Board AP in Music Theory Examination in May.

# SCHOLARS ACADEMY

## EARLY COLLEGE HIGH SCHOOL PROGRAM



### **Early College High School Program (ECHS)**

Early College High School Program (ECHS) The SUNY College at Old Westbury in collaboration with the Roosevelt School District provides college credit courses to students in Roosevelt High School. The Early College High School (ECHS) is geared to promote a college-going culture in Roosevelt High School, Middle School, and the three elementary schools in the district. This program exposes students to college work early on and prepares them for high learning. This is an excellent opportunity for students to acquire college credits at no cost to the family while attending high school; students enter college with advanced standing.

### **Programs Mission and Goals**

The Roosevelt Smart Scholars Early College High School Program is committed to bringing the benefits of higher education to students who often attend no college at all, or are ill-prepared for college success. The ECHS program adopts the learning goals aligned to the Association of American Colleges and Universities. Students participating in the ECHS program will learn the following:

- ✓ Knowledge of human cultures and the physical and natural world
- ✓ Intellectual and Practical Skills, including:
  - Inquiry, research, and analysis
  - Critical and creative thinking
  - Written and oral communication
  - Quantitative literacy
  - Teamwork and problem solving
- ✓ Personal and Social Responsibility
  - Civic knowledge and engagement-local and global
  - Ethical reasoning and action

### **SCHOLARS ACADEMY CLASSES**

College Algebra

College Drawing

College Pre-Calculus

College Introduction to Color

College English Composition I

College Plants and Society (Botany)

College English Composition II

College Themes in U. S. History

College Introduction to Biology

College Ethics and Engagement



# SCHOLARS ACADEMY COURSES

## EARLY COLLEGE HIGH SCHOOL PROGRAM

### **COLLEGE ALGEBRA -359**

**Credit 1/4 College Credits MA1020**

**Grades 11 – 12**

This course covers the following topics: functions, factoring polynomials, rational and algebraic expressions, exponents and radicals, solutions to quadratic equations, complex numbers, inequalities, and systems of equations, matrices, Cramer's rule, and graph of functions. This course includes topics that will prepare students for the College Pre-Calculus Course. **This course is NCAA Approved.**

### **COLLEGE ENGLISH COMPOSITION I -162**

**Credit 1 / 4 College Credits**

**Prerequisite: Acceptance into the Scholars Academy Early College High School (ECHS ) Program, Grades 11 and 12.**

This course is an introductory writing course that uses interpretation and analyses of texts to promote clear thinking and effective prose. Students will learn the conventions of academic writing. This course develops students' abilities to write clear, well-organized essays. Students will spend some in-class time writing, revising their essays, and working in groups to discuss and improve their writing. Grammar review provides a basis for clear written expressions. An emphasis on the writing skills of defining a thesis, providing appropriate evidence, organizing one's argument, evaluating arguments and evidence, and improving an essay through discussions and oral reports will be provided. **This course is NCAA Approved.**

### **COLLEGE ENGLISH COMPOSITION II -163**

**Credit 1 / 4 College Credits**

**Prerequisite: Acceptance into Scholars Academy ECHS Program, ECI and ECII**

This multiple option course is designed to enable student to formulate and express independent ideas in writing and to develop essay length interpretations based on course readings in literary texts. Close textual analysis of assigned readings and student –centered discussions of peer and professional writings help refine reading, listening and speaking abilities. The English Composition II course focuses on a different literary theme, type of literature, literary form, or literature of a particular geographical area, while training students in the same writing, research, and documentation skills. **This course is NCAA Approved.**

# SCHOLARS ACADEMY COURSES

## EARLY COLLEGE HIGH SCHOOL PROGRAM

### **COLLEGE INTRODUCTION TO COLOR -661**

**Credit 1 / 4 College Credits VA2045**

**Prerequisites: Studio Art Recommended**

This class is for those interested in learning the structure of how color and color combinations work. The course will be a studio class (working on projects in class), using paint and paper working through a series of projects exploring color theory and terminology, color/paint mixing, developing a sense of color harmony and discord, camouflage and how it works in nature, and how color relates to three dimensional form and real space.

### **COLLEGE DRAWING -662**

**Credit: 1**

**Grade 10**

This course is for those students that are interested in learning how to draw and how drawing has progressed from traditional to contemporary styles. This is a Studio Art class, made up of projects that students must complete to the best of their ability. Students will investigate many diverse mediums (materials) and different kinds of paper. Topics to be explored include subjective and objective drawings through design and illustration, landscapes, interiors, portraits, figures, and gesture drawing. An emphasis will be placed on the Art Elements and Design Principles. At the end of the course, students will be able to draw from life as well as from a reference of making and using grids and keeping a sketchbook.

### **COLLEGE PRE-CALCULUS -361**

**Credit 1/4 College Credits MA2090**

**Prerequisite: Grade of "C" or better in College Algebra**

**Grades 11-12**

The formal study of elementary functions is extended in this course. Students apply technology, modeling, and problem-solving skills to the study of trigonometric and circular functions, identities and inverses, and their applications, including the study of polar coordinates and complex numbers. Vectors in two and three dimensions are studied and applied. Problem simulations are explored in multiple representations—algebraic, graphic, and numeric. Quadratic relations are represented in polar, rectangular, and parametric forms. The concept of limit is applied to rational functions and to discrete functions such as infinite sequences and series. The formal definition of limit is applied to proofs of the continuity of functions and it provides a bridge to calculus. Students can qualify to take the Algebra 2 Regents Examination with teacher recommendation. **This course is NCAA Approved.**

### **COLLEGE THEMES IN U.S. HISTORY -260**

**Credit 1 High School / 4 College Credits**

**Grade 12**

Acceptance into the Scholars Academy Early College High School (ECHS) Program (Grade 9). The emphasis of this course entitled, Themes in US History, will be an understanding and analysis of American history through the theme of Wars. Students will analyze various wars in our history through domestic issues and our involvement abroad. Students will examine and analyze the causes and effects, roles of individuals and the impact of events during the Revolutionary War, Mexican-American War, Civil War, World War I, World War II, Cold War and the War on Terrorism. Students will read and analyze primary and secondary sources as well as historical fiction to get a deeper sense of the era, the circumstances, the conflicting point of views and the emotions and opinions of the class. This course will look beyond the "textbook", and delve deeper into the many facets that make up American history. Students will strive to be true historians by looking at many points of view and formulating arguments based on real incite and supported research. **This course is NCAA Approved.**

# **SCHOLARS ACADEMY COURSES**

## **EARLY COLLEGE HIGH SCHOOL PROGRAM**

### **COLLEGE ETHICS AND ENGAGEMENT -261**

**Credits 1High School/4 College Credits**

**Grade 12**

This course introduces students to academic and college life at SUNY Old Westbury, emphasizing the themes of self-discovery, the meaning of a liberal education, the relationship of the individual to society, and the nature of values and personal and social responsibility. By situating the major intellectual and emotional challenges students confront in their first year of college within the framework of ethics, the course encourages students to evaluate their ideas and assumptions, and the impact of their decisions on themselves, their community, and the world. The course fosters critical thinking and effective articulation of ideas by introducing students to the close reading of texts and the writing of substantive analytical essays that are the basis of most college learning. Students will also be expected to write by-weekly reflective journals and to produce a final paper. **This course is NCAA Approved.**

### **COLLEGE BIOLOGY FOR NON-SCIENCE MAJORS -460**

**Credit 1 / 4 College Credits**

**Prerequisite:** Successful completion of Living Environment with 65 or better on Regents examination.

This is a general biology course for non-science majors. This course surveys the major concepts and principles of biology, including cell structure and function, genetics, ecology, diversity, and evolution. Topics related to the human experience are also discussed with an emphasis in the following areas: the basis of life: cellular structure, function, and chemistry as well as the basis of inheritance: genetics, molecular genetics, and reproduction. In addition, major organ systems of the human body: digestion, circulation, blood, respiration, and brain/nervous system and major concepts in evolution as well as basic laboratory research skills. **This course is NCAA Approved.**

### **COLLEGE PLANTS AND SOCIETY (BOTANY) -461**

**Credit 1 / 4 College Credits BS1000**

**Prerequisite:** Successful completion of Living Environment with 65 or better on Regent examination.

This is an introductory course in general botany for non-science majors. The course covers the principles of plant anatomy and physiology, as well as the impact of plants and agriculture on society. Topics covered include the study of photosynthesis and cellular respiration, Mendelian genetics, plant growth and reproduction, and the use and history of plants as food and medicines. Basic laboratory research skills are also covered. **This course is NCAA Approved.**

# SCIENCE



SCIENCE SEQUENCE				
8th	9th	10th	11th	12th
Living Environment R*	Integrated Science	Chemistry R*	Chemistry R*	Physics R*
Living Environment H*	Living Environment R*	Earth Science R *	Physics R*	AP Biology
Earth Science*	Living Environment H*	General Chemistry	AP Biology	AP Chemistry
Science 8	Pre AP Biology		AP Chemistry	AP Physics
	Chemistry R*		AP Physics	
	Earth Science R			

\*Indicates a **laboratory requirement** (1200 minutes/30 hours) must be fulfilled and students must submit satisfactory laboratory reports prior to taking into a Regents Examination .

## **INTEGRATED SCIENCE -540**

### **Credit 1**

#### **Pre-requisite: English Language Learners who are Entering or SIFE**

Integrated Science is a single-period, full-year science class for our ENL students both beginner and SIFE level, to investigate the different categories of science. Students will study Life Science, Earth Science, and Physical Science (both chemistry and physics) to gain basic science skills and concepts as a solid foundation for their science education.

## **LIVING ENVIRONMENT REGENTS -402**

### **Credit 1**

This course provides a core of broad general understandings of the fundamental principles of biology and an extension of the understandings in several specific areas. Students learn proper laboratory techniques in the use of the microscope and chemical testing for nutrients. Topics covered include the study of life, maintenance of plants and animals, reproduction and development, genetics, evolution, and ecology. Students must complete a minimum of 1200 minutes of Laboratory experience and all of the State required labs to take the Regents Exam in June. **This course is NCAA Approved.**

## **LIVING ENVIRONMENT HONORS -402H**

### **Credit 1**

### **Grade 9**

#### **Pre-requisite: Teacher Recommendation Required**

Honors Living Environment is designed to be a more comprehensive Biology curriculum providing a better foundation for advanced biology classes. Areas of concentration: Research skills, scientific inquiry, biological aspects of modern biology, ecology, the cell, genetics, evolution ecology, and human physiology. This course is more challenging than the basic Regents course. This course culminates with the Living Environment Regents examination. Completion of this course meets one part of the N.Y.S. graduation requirement. Students must complete a minimum of 1200 minutes of Laboratory experience and all of the State required labs to take the Regents Exam in June. **This course is NCAA Approved.**

# SCIENCE

## **EARTH SCIENCE REGENTS-401**

**Credit 1**

**Grades 9-12**

The focus of Earth Science is on the general structure of the earth, and how the Earth was formed. It also analyzes the atmosphere and the constantly changing weather, and the area of space, and the various bodies found beyond the earth. The course emphasizes the forces of nature that are constantly shaping and molding the earth. The approach to the course is an in-depth study of the text and the use of laboratory exercises to reinforce the concepts presented. Students must complete a minimum of 1200 minutes of Laboratory experience and all of the State required labs to take the Regents Exam in June. **This course is NCAA Approved.**

## **CHEMISTRY REGENTS -403**

**Credit 1**

**Grades 9-12**

**Prerequisite: Successful completion of Algebra ICC and/or Living Environment Regents**

This course provides modern concepts for students who have developed a reasonable degree of skills in inductive reasoning and inferred understanding from models. Stress will be placed upon the theoretical and quantitative aspects of chemistry. Understanding of various mathematical concepts is necessary. Laboratory experiments are designed to develop the skill of the student in handling chemicals and equipment. The principle topics are matter and energy, atomic structure, nuclear energy, chemical bonding, the periodic table, stoichiometry, kinetics and equilibrium, acid-base theory, redox, and organic chemistry. Students must complete a minimum of 1200 minutes of Laboratory experience and all of the State required labs to take the Regents Exam in June. **This course is NCAA Approved.**

## **CHEMISTRY HONORS -403H**

**Credit 1**

**Grades 9-12**

**Prerequisite: Teacher Recommendation Required**

This course is more challenging than Regents Chemistry in that it is more mathematically oriented, conceptual, and open-ended. This course is a study of the basic laws of chemistry, covering the common elements of the periodic system, their structure, interactions, and energy relationships. Students must complete a minimum of 1200 minutes of Laboratory experience and all of the State required labs to take the Regents Exam in June. **This course is NCAA Approved.**

## **GENERAL CHEMISTRY -403A**

**Credit 1**

**Grades 10-12**

**Prerequisite: Successful completion of Living Environment or Earth Science and/or departmental approval.**

This course is an exciting and challenging introduction to the field of chemistry as it applies to everyday life, and is not mathematical in approach. Students will gain insight and appreciation for chemical principles by performing numerous hands-on laboratory activities.

## **PHYSICS REGENTS -404**

**Credit 1—Grades 9-12**

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

The course develops modern concepts in physics for the student who is capable of utilizing mathematics in the solution of problems. The student is expected to manipulate both tangible and abstract concepts. The course will help prepare the student for the challenge of college-level science. The principle units are mechanics, wave phenomena, electricity, and atom, and modern physics. Students must complete a minimum of 1200 minutes of Laboratory experience and all of the State required labs to take the Regents Exam in June. **This course is NCAA Approved.**

# SCIENCE

## **ENVIRONMENTAL SCIENCE -407**

**Credit 1**

**Grades 11-12**

This is a cross-disciplinary course incorporating elements of study from Biology, Earth Science, and Environmental studies. Topics of discussion will include but are not limited to all types of pollution, depletion of natural resources, population growth, alternative energy sources, environmental legislation, and environmental disasters. The course will be strongly tied to current world events that deal with the human impact on the environment. **This course is NCAA Approved.**

## **FORENSICS -408**

**Credit 1**

**Grades 11-12**

With today's explosion of television programs and media coverage of the latest advancements in forensic science, students have developed an interest in issues relating to firearms, tool-mark identification, document examination, criminal law, forensic photography and crime scene processing. This course is designed specifically for the student who is interested in pursuing a career in law and police science. Labs and research are an integral part of the course. **This course is NCAA Approved.**

## **ECOLOGY -409**

**Credit .5**

**Grades 10-12**

Ecology is a course which enables students to develop an understanding of the natural environment and the environmental problems the world faces. Students will investigate fundamental ecological principles, human population dynamics, natural resources, energy sources and their use, human interaction with the environment, and personal and civic responsibility. It is the expectation that students will explore the content of Ecology through inquiry. Particular emphasis will be placed on local environments. **This course is NCAA Approved.**

## **ROBOTICS -410**

**Credit .5**

**Grades 11-12**

The program is designed to interest students in the field of engineering disciplines, particularly robotics and technology, electronics, computer programming, and other advanced technologies. The goal is to motivate the student to use advanced education in science and engineering. The course has two components: 1) Lectures followed by guided research works. 2) Team projects in which students collaboratively design, develop, and test their engineering devices.

## **ANATOMY & PHYSIOLOGY -412**

**Credit .5**

**Grades 10-12**

**Prerequisite: Successful completion of Living Environment**

This course aims to introduce students to human anatomy and physiology. The course emphasis is on the systems of the body. It also covers how they are interrelated. This course will include intense human anatomy and physiology studies. The areas covered will include medical terminology, basic chemistry, cell, and tissue structure, and several systems of the human body. **This course is NCAA Approved.**

# SCIENCE

## **ASTRONOMY - 416**

**Credit 0.5**

**Grades 11-12**

This is a half-credit elective course designed for students interested in studying astronomy. Astronomy covers all aspects of the known universe. The main topics in the course are the solar system, stars, and stellar evolution, galaxies, cosmology, and current space explorations. The course emphasizes the physical processes at work in the universe and the methods we use to learn about the universe. **This course is NCAA Approved.**

## **METEOROLOGY - 417**

**Credit 0.5**

**Grades 11-12**

This is a half-credit, elective for students interested in the study of Meteorology. In this course, students will explore how the atmosphere and energy interact to influence our weather and climate. Topics covered in this class include the history of meteorology, the relationship between the sun and the Earth's weather and climate, weather mapping and interpretation, and climate change. **This course is NCAA Approved.**

## **SCIENCE RESEARCH I -418**

**Credit 1**

**Grades 9-10**

**Prerequisite: Teacher Recommendation**

Students will develop independent study and research techniques in Science. Laboratory and library research skills will be emphasized. Students will be encouraged to inquire into current scientific research. In addition, they will be given assigned readings in college texts and scientific journals. **This course is NCAA Approved.**

## **SCIENCE RESEARCH II -420**

**Credit 1**

**Grades 10-12**

**Prerequisite: Teacher Recommendation and completion of Science Research I.**

Students continue to develop and expand their research started in Research I. Laboratory and library research skills will be emphasized. Students will be encouraged to inquire into current scientific research. They will be given assigned reading in scholarly texts and scientific journals; as well as be encouraged to correspond with and visit research scientists working in their field of interest. The course requires students to develop experimental design beyond Science Research Methods I under the direction of a science teacher. The project will be evaluated and a research paper will be prepared. The student will keep a record of work/meetings. **This course is NCAA Approved.**

## **SCIENCE RESEARCH III -421**

**Credit 1**

**Grades 11-12**

**Prerequisite: Teacher Recommendation and completion of Science Research II.**

Students continue practicing authentic/original scientific research independently, as well as participate in the community of scientific research and scholarship. Students are encouraged to work in conjunction with research scientists and professionals in their field of research, thereby achieving independent research in mathematics, life sciences, physical sciences, psychology, or the social sciences. All students are required to enter local, regional, national, and international scientific competitions. In addition to the possibility of the students' research being published, this program allows researchers the opportunity to compete in the Siemens and Intel Science Talent. Students enrolled in the course are typically enrolled in an Advanced Placement. **This course is NCAA Approved.**

# SCIENCE

## **AP BIOLOGY -422**

**Credit 1**

**Grades 11-12**

**Prerequisite: Successful completion of Living Environment and Chemistry courses and Regents Examinations with scores above 85, and teacher recommendation.**

Advanced Placement (AP) Biology is a very challenging course available to highly motivated students with a strong interest in science. There are eight main themes in AP Biology; science as process, evolution, energy transfer, continuity and change, the relationship of structure to function, regulation, inter-dependence in nature, and science, technology, and society. Students must sit for the AP Exam in May. **This course is NCAA Approved.**

## **AP CHEMISTRY -430**

**Credit 1**

**Grades 11-12**

**Prerequisite: Successful completion of Living Environment and Chemistry courses and Regents Examinations with scores above 85, and teacher recommendation.**

This is a second-level Chemistry course. After reviewing the basic concepts learned in Chemistry, the student will study in-depth the nature of matter, atomic structure, chemical bonding, stoichiometry, solutions, kinetics and equilibrium, and electrochemistry. The laboratory is an integral part of the course, including both qualitative and quantitative investigations. The latter third of the year is devoted almost completely to laboratory work with the study of qualitative analysis. This course meets for two periods daily (laboratory and lecture). A midterm and final examination are given. Students must sit for AP Exam in May. **This course is NCAA Approved.**

## **AP PHYSICS 1 -431**

**Credit 1**

**Grades 11-12**

**Prerequisite: Physics with a score of an 85% and/or teacher recommendation**

This course is designed to be the equivalent of the general physics course usually taken during the first college year. Students will be exposed to a topic such as Newtonian mechanics, thermal physics, electricity and magnets, waves and optics, and atomic and nuclear physics are presented in considerable depth. Laboratory work is given special emphasis. Upon successful completion of this course, students will be prepared for and are expected to take the Advanced Placement examination in May. **This course is NCAA Approved.**



# SOCIAL STUDIES



## PROGRAM GOALS:

Students at Roosevelt High School are offered an extensive program in social studies. These courses with many aspects of the social sciences and investigate all areas of the world. The curriculum fulfills State mandates and local Board of Education objectives. Each student must take four years of mandated programs and are encouraged to participate in the elective program.

9th	10th	11th	12th
Culture Emerging Concepts	Global History & Geography II Regents	US History & Gov't. Regents	Participation in Gov't. Economics
Global History & Geography I Regents	AP World History	AP US History	AP US Gov't. & Politics
Global History & Geography I Honors			AP Comparative Gov't. AP Macroeconomics

## CULTURE EMERGING CONCEPTS -576

Credit .5

**Pre-requisite:** English Language Learners who are Entering or SIFE

The primary purpose of this course is to teach students language and culture skills necessary for day to day life. Students will learn nuances of the American culture, such as idioms, and celebrations. Also they will learn skills to be used in settings such as, restaurants, doctor's office, applying for a job, traveling within the USA, etc.

## GLOBAL HISTORY AND GEOGRAPHY I REGENTS -201

Credit 1

Grade: 9

Global History 1 will begin the two year sequence required for graduation and focuses on various regions of the world: Europe, Latin America, Africa, Asia, and the Middle East, from the dawn of man to 1750. The purpose is to develop a greater understanding of geography and of cultural, political and social diversity. The emphasis of this course will be upon a global understanding of history and human development in chronological sequence.

**This course is NCAA Approved.**

## GLOBAL HISTORY AND GEOGRAPHY I HONORS -201H

Credit 1

Grade 9

**Pre-Requisite:** Teacher Recommendation

This course follows a chronological approach beginning with the study of Paleolithic and Neolithic times and concludes with a close look at the effects of exploration in the Atlantic World. The course emphasizes an understanding of the major development and trends in World History, promoting historical thinking and writing skills while analyzing and evaluating historical documents. Students are required to write individual research papers and complete creative group projects. Students will develop higher levels of abstract thinking necessary to comprehend the full scope and sequence of history and events and conclude with a district final examination. Students must maintain a grade point average of 85 to remain in this sequence. This course also builds students' essential skills and confidence that helps to prepare them for a range of AP history and social science coursework during high school years. **This course is NCAA Approved.**

# SOCIAL STUDIES

## **GLOBAL HISTORY AND GEOGRAPHY II REGENTS -202**

**Credit 1**

**Grade 10**

This course of study will complete the two year sequence and focuses on the development of the world since 1750. The course is developed chronologically, reflecting the emergence of economic, political and social institutions and their impact on global development. This course culminates with the Global History & Geography Regents exam. **This course is NCAA Approved.**

## **AP WORLD HISTORY -230**

**Credit 1**

**Grades 10-12**

**Pre-Requisite:** 85 or above average in the Pre-AP World History and Geography Course, 90 or above average in the Global I course and previous social studies teacher recommendation. A performance assessment is conducted during the first five weeks of the course to determine if the student can handle the rigor.

This course is designed to be the equivalent of a two-semester introductory college or university world history course. 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. **This course is NCAA Approved.**

## **U.S. HISTORY AND GOVERNMENT REGENTS -203**

**Credit 1**

**Grade 11**

**Prerequisite:** Global History & Geography II

The U.S. History & Government course is designed to explore the constitutional basis for our government and the history of the United States. The course will emphasize the political, economic and social development of the United States since 1865. This course culminates with the U.S. History & Government Regents exam. **This course is NCAA Approved.**

## **AP U.S. HISTORY -231**

**Credit 1**

**Grades 11-12**

**Pre-Requisite:** 85 or above average in the AP World Course, 90 or above average in the Regents level, Global II Course, 3 AP World Exam, 85 or above on the Global II Regents Exam and/or previous social studies teacher recommendation. A performance assessment is conducted during the first five weeks of the course to determine if the student can handle the rigor.

This course is designed to be the equivalent of a two-semester introductory college or university U.S. history course. Students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 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. **This course is NCAA Approved.**

# SOCIAL STUDIES

## **PARTICIPATION IN GOVERNMENT -204**

**Credit .5**

**Grade 12**

This course is designed to be a culminating study focusing on New York State's learning standards on civics, citizenship, and government. Participation in Government is a course of study that has students define, analyze, and discuss contemporary issues and policies at the local, state, national, and international levels. The course reflects an issue-based approach to public policy, the tools and skills needed for community-based learning experiences, and the content knowledge needed for effective citizenship. **This course is NCAA Approved.**

## **ECONOMICS -205**

**Credit .5**

**Grade 12**

This course is designed to help students understand the complex operations of the United States and world economies. Emphasis is on the understanding of economic concepts and applying them to historical and contemporary situations. **This course is NCAA Approved.**

## **AP U.S GOVERNMENT & POLITICS -232**

**Credit 1**

**Grades 11-12**

**Prerequisite: U.S. History and Government with an 85% average and/ or a teacher recommendation.**

This course gives students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Students enrolled in this course are expected to take the AP Examination in May. **This course is NCAA Approved.**

## **AP MACROECONOMICS -233**

**Credit 1**

**Grade 12**

**Prerequisite: Successful completion U.S. History and Government with an 85% average and/ or a teacher recommendation**

Students are provided with a thorough understanding of the principles of economics that apply to any economic system as a whole. This course places particular emphasis on the study of national income and price determination and develops your familiarity with economic performance. measures, economic growth, and international economics. Basic mathematics and graphing skills are required. Students enrolled in this course are expected to take the AP Examination in May. **This course is NCAA Approved.**

# SOCIAL STUDIES

## **AP SEMINAR -235**

**Credit 1**

**Grade 10-12**

**Pre-Requisite: Final grades in Pre-AP World History and Pre-AP ELA will be considered when enrolling students into this course, including a recommendation from the student's previous social studies teacher.**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational literary and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team.

**This course is NCAA Approved.**

\*A 5 week performance assessment will take place during the first five weeks of the course to determine if the student can handle the rigor of the course.\*

## **CRIMINAL LAW -210**

**Credit .5**

**Grades 10-12**

This course focuses on developing an understanding of the world of crime, the causes for such behavior, and the operating of the criminal justice system. Guest speakers from various law enforcement agencies may occasionally visit classrooms for firsthand experiences. **This course is NCAA Approved.**

## **CIVIL LAW -211**

**Credit .5**

**Grades 10-12**

Civil Law focuses upon practical life experience which each student may at some time encounter. This is reflected in the four major areas of study: torts (negligence, defamation, and property damage), contracts, property law, and family law. **This course is NCAA Approved.**

## **LATIN AMERICA STUDIES -215**

**Credit .5**

**Grades 10-12**

The primary purpose of the course is to encourage students to make valid generalizations and intelligent assessments of the forces and events that have shaped the history and culture of Latin America. Unit topics include geography; pre-Hispanic Indian cultures; Spanish exploration; Spanish American empire; Mexican independence; biographical study of Santa Ana, Benito Juarez, and Porfirio Diaz; the Mexican Revolution of 1910. Also, they will be studying the historical development of Central and South America. **This course is NCAA Approved.**

# SOCIAL STUDIES

## **MINORITY STUDIES -216**

**Credit .5**

**Grades 10–12**

This course will focus on the definition, emergence, treatment, and contributions of Minority Groups in America. Students will examine the meaning of “Minorities and its political, social, and economic implications in the United States. In other words, “What does it mean to be a Minority in America?” How does America as a nation historically respond to a “Minority Group?” Various groups are represented but are not limited to the following: Native Americans, African Americans, Latinos, Jews, Women, Youth, and the physically challenged. A heavy emphasis will be placed upon African American and Hispanic-American struggles and triumphs. Throughout this course, students will be expected to use study skills, research, debate, journal writing, outlining, and higher critical thinking skills. **This course is NCAA Approved.**

## **INTRODUCTION TO SOCIOLOGY -217**

**Credit .5**

**Grades 10-12**

Sociology is the study of ancient, primitive, and modern societies with emphasis on individual and group attempt to cope with our relationship to the environment. It uses a conceptual approach to analyze contemporary problems. A partial list of topics includes race relationships involving a societal and legal approach to solutions, the use of drugs, narcotics and alcohol, crime, poverty, marriage, divorce, and mental health. **This course is NCAA Approved.**

## **PSYCHOLOGY -218**

**Credit .5**

**Grades 11–12**

This course is an introduction to psychology. It will be taught as an introductory survey course that analyzes human behavior. The course will focus upon the major themes of learning, personality development, child and adolescent development, abnormal behavior and treatment, and major theories in the field of psychology.

Psychology is a one-semester course. **This course is NCAA Approved.**

## **AFRICAN AMERICAN STUDIES -219**

**Credit .5**

**Grades 10–12**

This course is an introduction to the role of African Americans throughout the United States history. After a unit on western Africa, students will continue through each period of the United States and the development of the African American society. **This course is NCAA Approved.**

# SPECIAL EDUCATION



Based on individual needs and recommendations from the Committee on Special Education (CSE), students may be assigned to various Special Education courses either full or part-time. For many students, this may involve one period per day in a resource room or academic support class. The purpose of the Special Education Program is to assist students who may have a particular handicapping condition so that they may more fully participate in all curricular and co-curricular activities of the school. Three models of instruction are available for special education students. A student may participate in one or more of the models listed depending on his or her Individualized Educational Plan (IEP).

## PROGRAM DESCRIPTIONS

- **Resource Room -930, 931, 932, 933**

### **Grades 9-12**

The assigned special education teacher provides direct services in a small group. This program meets students' needs by working to remediate areas of weakness, as per the IEP, while supporting the mainstream curriculum. Resource Room is designed to remediate the student's skills deficits while enriching the concepts presented in the student's general education teacher. It is individualized and focuses on a student's individual academic needs. In addition, it focuses on skills that the student will need for all the New York State Regents/RCT exams. Varied Learning Standards are utilized independently as per student needs.

- **Integrated Co-Teaching**

Students with disabilities who receive Integrated Co-Teaching services are educated with age-appropriate peers in the general education classroom. The general education and special education teacher work collaboratively to provide the general education curriculum and specially designed instruction to meet students' individual needs.

- **Self- Contained Class**

This program is designed to present the grade-level curriculum in a smaller group setting (15:1 or 15:1:1). A special education teacher modifies instruction and content requirements to meet individual students' needs. ELA, Math, Science, and Social Studies are the core courses in these programs.

- **Life Skills Program -970, 971, 972, 973**

This program is designed to present life skills and vocational training to students with severe cognitive delays that are alternately assessed. A special education teacher modifies ELA, Math, Science, and Social Studies Instruction and content requirements to meet individual student needs in a smaller group setting (12:1:2). Students in this program participate in vocational training and work-related activities in various community businesses and sites, 2-3 days per week. The life skills curriculum is also embedded in the ELA, Math, Science, and Social Studies instruction.

# **U.S. ARMY JROTC PROGRAM**



## **LEADERSHIP EDUCATION AND TRAINING I (LET I) -680**

**Credit 1**

**Grade 9**

This course engages students in the practice of basic citizenship customs, traditions, and the exploration of opportunities for non-military and military national service. Orients students to the purpose of the Army JROTC Program and their roles as Cadets. Provides opportunities to become familiar with the Department of Defense, examining how all branches of the U.S. Armed Forces work together to serve the nation by defending democracy and maintaining peace. Also provides opportunities to learn about major, non-military service organizations.

## **LEADERSHIP EDUCATION AND TRAINING II (LET II) -681**

**Credit 1**

**Grade 10**

This course covers Wellness, Fitness, and First Aid. The Cadet also learns about Geography, Map Skills, Environmental Awareness, and an emphasis is placed on Citizenship in American History and Government. Wellness includes; Achieving a healthy lifestyle, Drug Awareness, and substance abuse and intervention and prevention. The first aid is for emergency and non-emergency situations. Geography introduces cadets to the components of the globe, map reading skills, and land navigation skills. It encompasses the sport of orienteering and the techniques used in air navigation. The course provides an overview of each of the continents, discussing physical, political, economic, and cultural elements of each region and country. Discusses the importance of environmental awareness and introduce cadets to environmental issues.

# **U.S. ARMY JROTC PROGRAM**

## **LEADERSHIP EDUCATION AND TRAINING III (LET III) -682**

**Credit 1**

**Grade 11**

This course covers Citizenship in action, Leadership Theory and Application, foundations for success, and a review of Citizenship in American History and Government. The LET III course introduces cadets to basic leadership concepts (principles, styles, values, the BE, KNOW, and DO attributes, planning process, decision-making/problem-solving process, and supervision). Cadets will have the opportunity to demonstrate - and be assessed/evaluated on their leadership potential through the application of those concepts in command or staff positions. Utilizing Maslow, we also will take a look at understanding human needs as well as race relations and equal opportunity. It also introduces cadets to mentoring and prepares them to participate in a mentoring relationship.

## **Leadership Education and Training IV (LET IV) -683**

**Credit 1**

**Grade 12**

This course is a compilation of (1) Citizenship in action, (2) Leadership Theory and Application, and (3) Foundation for Success. The practical application of "Running" the Battalion while utilizing the theories, experiences, and guidance from past lessons, is the culmination of the leadership of the senior Cadet throughout his/her tenure. The LET IV course continues to build the cadets' leadership development by concentrating on basic individual leadership responsibilities/techniques and introducing the Cadets to team and unit responsibilities. Cadets will have the opportunity to identify the impact of their actions on themselves as well as on other team members in the areas of individual responsibility, self-reliance, follower-ship, and teamwork. LET level IV introduces cadets to the basic principles of management - including time management, how leaders use these principles to effectively manage resources, and the basic differences between leadership and management techniques.

## **Independent Study (IS) -Leadership Education and Training (IS LET) -685**

**Credit .5**

**Grades 11-12**

This course teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values, and attributes, and communications skills are integrated throughout the course. High schools students develop an understanding of learning styles preferences, multiple intelligence, emotional intelligence, and study skills. These self-assessments will enable students to be self-directed learners. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards, and McRel academic standards.



# U.S. ARMY JROTC PROGRAM

**Course Description:** Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project based learning, service learning and leadership development activities will prepare students for future leadership and management responsibilities.

**Independent Study/ half year 0.5 Credit Grades 11-12 (Can take it the whole year for full credit)**

It teaches students strategies to maximize their potential for success through learning and self management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. High schools students develop an understanding of learning styles preferences, multiple intelligence's, emotional intelligence and study skills. These self assessments will enable students to be self directed learners. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employ-ability skills standards and McRel academic standards.

**Core Competency:** The JROTC core competencies describe the broad, life-long skills that every Cadet needs for success in all career fields and life roles in the community. They are drawn from the overall goals and values that drive the JROTC program. The core competencies are linked to other lessons in order to integrate and implement them throughout the JROTC curriculum. In each lesson, the core competency will be introduced, facilitated, taught, reinforced, evaluated, and assessed. Every student should know and understand all of the core competencies, as they are essential, value-added skills that every employer seeks. **The goal is for every Cadet to graduate high school and pursue post education, higher learning (college/university/technical) or be able to choose other options and alternatives to become a productive Citizen..**

Examples of core competencies are:

- a. Take responsibility for your actions and choices.
- b. Apply critical thinking techniques.
- c. Communicate using verbal, non-verbal, visual, and written techniques.
- d. Build your capacity for life-long learning.
- e. Do your share as a good citizen in your school, community, country and the world.
- f. Treat self and others with respect.

**Textbooks and Materials:**

Textbooks will be supplied as needed pertaining to the curriculum and lesson to be taught

Supplies and Class Resources will be made available to all Cadets.

Cadets will be required to use all available resources and technology. 21<sup>st</sup> century devices are welcomed.

Materials Cadets Need to Have: Three-Ring Binder, USB flash drive/memory stick

**Cadet Notebook:** Students enrolled in this class will be required to have a 3 ring binder for their learning and assessment activities, quizzes, exams, notes and projects. The binders are required by beginning of the 2<sup>nd</sup> week of school. The learning activities in each lesson guide tell you what you can do to master the learning objectives and competencies. They are your assignments. You will be expected to check each criterion on your student lesson guide as you complete it. Assessment criteria tell you what you must accomplish and submit to your instructor for assessment. Suspense deadlines are set after reception of assignments at the Instructor's discretion.

# U.S. ARMY JROTC PROGRAM

**USB flash drive/Memory stick:** Due to 21<sup>st</sup> Century technology, students will be required to document, present, and furnish lessons through digital and electronic means. Cadets will have access to school computers and other resources needed to be successful in the classroom.

**Academic Standards:** The JROTC curriculum is based upon a systematic progression of learning. The scope, focus, and content of instruction are both sequential and independent. The curriculum will be facilitated using JROTC lesson plans. Cadets will be required to complete the success profiler analysis and conduct a personal growth plan, participate in the service-learning projects/activities, attend the Cadet Awards Ceremony, and attend the monthly Battalion Formation. These events/activities are subject to merits as well as leadership assessments.

**Remediation:** Students that fail classes or decline in learning aptitude will be required to attend remediation on designated material or general study halls to improve their learning and study skills.

**Disenrollment from JROTC:** Students may be dis-enrolled from JROTC if they:

- a. Non productive student/cadet.
- b. Demonstrate ineptitude for leadership training indicated by a general lack of adaptability.
- c. Fail to keep an acceptable standard of academic achievement, conduct, appearance, or attendance.
- d. Exhibits undesirable character traits such as lying, cheating or stealing, unauthorized possession of illegal drugs or substances, or exhibits an indifference to and lack of interest in citizenship and leadership training.

**Attendance:** Class attendance contributes significantly to academic success. Students who attend classes regularly tend to earn higher grades and have higher passing rates in courses. If you are absent for any reason, you are responsible for all missed work and for contacting the instructor promptly.

**Academic Honesty:** Cadets are expected to do their work unless advised that collaboration is acceptable. This means that you may use facts from other sources if you re-write them in your own words. Anytime you quote from another source or paraphrase substantially, you must reference the source you used. When you take a test/quiz/exam, you are expected to do your work, keep your eyes on your paper and protect your paper from being copied by a classmate.

**Recovery Policy:** Opportunities designed to allow Cadets to recover from a low or failing cumulative grade will be allowed when all work required to date has been complete and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Cadets should contact the instructor concerning recovery opportunities. All recovery work will be directly related to course objectives and must be completed in the desired time before the end of the semester.

**Military Courtesy and Discipline: COMMITMENT-DEDICATION-RESPONSIBILITY-RESPECT**

1. Cadets are required to memorize/recite the Cadet Creed, Know the JROTC rank 100%, and Know the Mission Statement on demand.
2. **School Policy will be adhered to at all times, as an example, Electronic Devices and Hats of any kind will not be used or allowed in the classroom without the Instructors permission.**

# U.S. ARMY JROTC PROGRAM

**Discipline** comes from the Latin word that means "**learning**". The dictionary defines it as "**training which corrects, molds, strengthens, or perfects**". In this learning environment it has no connotation of punishment. Military discipline is an outward manifestation of mental attitude and state of training, which renders obedience and proper conduct instinctive under all conditions. It is founded upon respect for loyalty to proper constituted authority. Do not confuse military discipline with punishment. **Bottom line is to have respect for authority.**

Being discipline also means that you are learning to place the tasks of your Cadet Corps and team above personal desires. It means that you are learning to follow the orders of Cadet leaders and instructors promptly and cheerfully, so that even in the leader's absence you will observe established rules.

## **ATTENTION!!!!!!**

**This program is definitely not a recruiting tool for Military Services, Cadets are not recruited nor have an obligation to the military, PERIOD!!!** The objective for JROTC is ACADEMIC STUDY, COMMUNITY, and LEADERSHIP Opportunity. The primary goal for Cadets in this program is to graduate High School, pursue post education, consider alternate career paths and make smart choices as they enter their communities.

One area of concentration is geography for the independent study.

## Administrator Lesson Guide:

**Lesson Competency:** Explore the components of a globe

**Linked ELA Common Core:** **RI.9-10. READING: INFORMATIVE TEXT** - RI.9-10.1., **W.9-10. WRITING** - W.9-10.1.e., W.9-10.2.f., W.9-10.3.b., **SL.9-10. SPEAKING & LISTENING** - SL.9-10.1., SL.9-10.1.a., **L.9-10. LANGUAGE** - L.9-10.1., L.9-10.2., L.9-10.2.c., L.9-10.4., L.9-10.4.a., L.9-10.4.d.

**Linked JROTC Program Outcomes:** Act with integrity and personal accountability as they lead others to compete in a diverse and global workforce.

CADET: Apply critical thinking techniques	CADET: Treat self and others with respect	CADET: Take responsibility for your actions and choices	CADET: Do your share as a Good citizen in your school, community, country, and the world	CADET: Communicate using verbal, non-verbal, visual and written techniques	CADET: Build your capacity for life-long learning	Unit 5: Geography Map Skills, and Environmental Awareness
X						[U5C1L1] Explore the components of a globe
X						[U5C1L2] Use map reading skills
X						[U5C1L3] Identify the characteristics of topographic maps
X						[U5C1L4] Use the Grid Reference System to locate points on a map
X						[U5C1L5] Use terrain features to orient a map and determine location
X						[U5C1L6] Measure distance using maps
X						[U5C1L7] Calculate direction on topographic maps
X				X		[U5C1L8] Use magnetic and grid azimuths to determine direction on a topographical map
X				X		[U5C1L9] Apply map reading and land navigation skills to determine location
X				X		[U5C1L10] Relate map reading to orienteering
X				X		[U5C1L11] Plan an air flight
X	X			X		[U5C2L1] Show how geographic characteristics interact to form unique cultures
X	X			X		[U5C2L2] Explore the unique geographic characteristics of North America
X	X			X		[U5C2L3] Explore the unique geographic characteristics of South America
X	X			X		[U5C2L4] Explore the unique geographic characteristics of Europe
X	X			X		[U5C2L5] Explore the unique geographic characteristics of Asia
X	X			X		[U5C2L6] Explore the unique geographic characteristics of Africa
X				X		[U5C2L7] Explore the unique geographic characteristics of Australia and Oceania
		X	X			[U5C3L1] Investigate the causes and effects of a local environmental issue
		X	X			[U5C3L2] Examine an environmental issue that has global impact

# Course Listing For 2022-2023

NOTE: Advanced Placement (AP) courses are noted in BOLD print. Advanced Placement (AP) courses have specific requirements and require a teacher recommendation. Please speak with your current subject teacher and school counselor for additional information.

## **ART**

Studio Art  
Drawing and Painting I  
Drawing and Painting II  
**AP Drawing**  
Graphic Design  
Sculpture and Ceramics

## **BUSINESS**

Business Computer Applications  
Desktop Publishing & Advertisement  
Introduction to Business  
Business Finance  
Business Marketing  
Sports Marketing and Sports Career  
Virtual Enterprise  
Media Communication  
Advanced Media  
Applied Communications  
Television Production  
Fashion Design and Merchandising  
Entrepreneurship  
Employability Skills

## **ENGLISH**

English 9 Regents  
English 9 Honors  
English 10 Regents  
English 10 Honors  
English 11 Regents  
English 12 Regents  
**AP English Language & Composition**  
**AP English Literature & Composition**  
**AP Research**  
Creative Writing  
Science Fiction Literature  
Literature of the Criminal Mind  
Mystery and Detective  
Journalism  
Drama  
Public Speaking  
Mythology Around the World  
Etymology  
Themes in Film  
African American Literature  
College and Career Writing

## **ENGLISH AS A NEW LANGUAGE (ENL)**

ENL Entering  
ENL Emerging  
ENL Transitioning  
ENL Expanding  
ENL Commanding

## **FAMILY AND CONSUMER SCIENCE**

Culinary I  
Culinary II  
Culinary III  
Child Psychology and Development  
Nutrition

## **HEALTH AND PHYSICAL EDUCATION**

Health  
Health and Wellness  
Care and Prevention for Athletic Injuries  
Adaptive PE  
Physical Education  
Team Sports  
Individual Sports  
Fitness Lifestyles

## **LANGUAGES OTHER THAN ENGLISH**

Spanish I  
Spanish II  
Spanish III  
Spanish IV  
Spanish For Native Speakers I  
Spanish For Native Speakers II  
Spanish For Native Speakers III  
Spanish Literature  
Spanish Language and Culture  
**AP Spanish Literature and Culture**  
Italian I  
Italian II  
Italian III  
Italian IV  
American Sign Language

## **MATH**

Algebra 1 Part A  
Algebra 1 Part B  
Algebra 1 Regents  
Algebra 1 Honors  
Geometry Regents  
Geometry Honors  
Topics in Geometry  
Algebra/Trigonometry  
Algebra 2 Regents  
Pre-Calculus  
**AP Calculus AB**  
Statistics  
**AP Statistics**  
Finance Applications  
Career Math  
Math Foundations

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## **MUSIC**

Chorus  
Guitar  
Jazz Band  
Keyboard and Piano  
Keyboard 2  
Music Theory  
Music Technology  
Orchestra  
Performance Band  
Select Choir  
**AP Music Theory**

## **SCHOLARS ACADEMY**

College Algebra  
College English Composition I  
College English Composition II  
College Drawing  
College Introduction to Color  
College Pre-Calculus  
College Themes in U.S. History  
College Ethics and Engagement  
College Biology For Non-Science Majors  
College Plants and Society (Botany)

## **SCIENCE**

Living Environment Regents  
Living Environment Honors  
Earth Science Regents  
Chemistry Regents  
Chemistry Honors  
General Chemistry  
Physics Regents  
Integrated Science  
Forensics  
Ecology  
Environmental Science  
Anatomy and Physiology  
Astronomy  
Meteorology  
Robotics  
Science Research Methods I  
Science Research Methods II  
Science Research Methods III  
**AP Biology**  
**AP Chemistry**  
**AP Physics 1**

## **SPECIAL EDUCATION**

Resource Room  
Integrated Co-Teaching  
Self-Contained  
Life Skills

## **SOCIAL STUDIES**

Global History and Geography I Regents  
Global History and Geography I Honors  
Global History and Geography II Regents  
**AP World History**  
US History Regents  
**AP U.S. History**  
Participation in Government  
Economics  
**AP U.S. Government and Politics**  
**AP Macroeconomics**  
**AP Seminar**  
Criminal Law  
Civil Law  
African American Studies  
Latin American Studies  
Minority Studies  
Culture Emerging Concepts  
Psychology  
Introduction to Sociology

## **U.S. ARMY JROTC PROGRAM**

Leadership Education and Training I (LET1)  
Leadership Education and Training II (LET1I)  
Leadership Education and Training III (LET1II)  
Leadership Education and Training IV (LET1V)  
Independent Study (IS) Leadership and Training (IS LET)

## **NOTES**

