FOR YOUR INFORMATION

If questions arise as you use this guide to plan your academic program, contact your guidance counselor. Additional information is available from the following people:

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<thead>
<tr>
<th>PROGRAM</th>
<th>PROGRAM CONTACT</th>
<th>PHONE</th>
</tr>
</thead>
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<tr>
<td>Art</td>
<td>Paige Buonocore</td>
<td>Ext. 3174</td>
</tr>
<tr>
<td>Business</td>
<td>Charlene Decker</td>
<td>Ext. 3157</td>
</tr>
<tr>
<td>English</td>
<td>Jon Ambrosio</td>
<td>Ext. 3194</td>
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<tr>
<td>Guidance</td>
<td>Mary Mediate</td>
<td>Ext. 3120</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>Howard Levy</td>
<td>Ext. 3180</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Michael McCarvill</td>
<td>Ext. 3165</td>
</tr>
<tr>
<td>Physical Education</td>
<td>James Spano</td>
<td>Ext. 3188</td>
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<tr>
<td>Science</td>
<td>Thomas Glickman</td>
<td>Ext. 3260</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Judy Mella</td>
<td>Ext. 3160</td>
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<tr>
<td>Special Education</td>
<td>Gerri Caragliano</td>
<td>Ext. 3400</td>
</tr>
<tr>
<td>Technology</td>
<td>Colin Byrne</td>
<td>Ext. 3041</td>
</tr>
<tr>
<td>Vocal Music</td>
<td>DeDra Sagerstrand</td>
<td>Ext. 3403</td>
</tr>
<tr>
<td>World Language</td>
<td>Paula Sanchez</td>
<td>Ext. 3408</td>
</tr>
<tr>
<td>PRINCIPAL</td>
<td>Gina Healy</td>
<td>Ext. 3141</td>
</tr>
<tr>
<td>ASSISTANT PRINCIPAL</td>
<td>Todd Richard</td>
<td>Ext. 3126</td>
</tr>
</tbody>
</table>

DISTRICT ADMINISTRATION

Superintendent of Schools  Mr. William Stark  Ext. 3022  wstark@blindbrook.org
Asst. Superintendent of Finance & Facilities  Mr. Jonathan Ross  Ext. 3025  jross@blindbrook.org
Director of Technology  Mr. Colin Byrne  Ext. 3041  cbyrne@blindbrook.org
Director of Pupil Personnel Services  Mr. Harry Burg  Ext. 3058  hburg@blindbrook.org
Director of Guidance & Counseling K-12  Ms. Mary Mediate  Ext. 3120  mmediate@blindbrook.org
Director of Health, PE & Athletics  Mr. James Spano  Ext. 3118  jspano@blindbrook.org

BOARD OF EDUCATION

Sheri Zarkower, President
Glen Schuster, Vice President
Nancy E. Barr
Jeffrey Diamond
Steven Kaplan
A Message from the Principal

Dear Blind Brook Students and Families,

This Course of Study Guide provides you with a list of the educational opportunities available at Blind Brook High School. Please take time to review our offerings and important information about graduation requirements and New York State Regents testing.

While all students must fulfill the graduation requirements, each student will design a program of studies tailored to his/her academic needs and interests. There are many possible educational paths, and your guidance counselor will help you choose the one that is best for you.

Our schedule is developed based on student requests. For this reason, we ask that you carefully consider your options and choose wisely. Once the master schedule is built, you will not be able to drop courses except by teacher recommendation, and we will be able to add students to classes only on a space available basis.

Guidance counselors, teachers, and administrators are available to help you develop your plan. We are proud of the many options available to our students. We wish you well as you chart your course.

Sincerely,

Gina M. Healy

Principal
A MESSAGE TO STUDENTS USING THIS GUIDE

This guide provides valuable information about the high school’s nationally recognized program and specific course offerings. As you choose your courses consider the following questions:

What am I passionate about?

What do I plan to do after I graduate high school?

What new topics would I like to explore?

In which areas would I like to gain experience?

How can I plan a program that will keep my options open?

All students will be required to register for five and a half credits, to include physical education. If you do not identify courses of interest early in your schedule planning, you may discover that either the course is not running due to insufficient enrollment or the course in over-subscribed. It is very important to consider your choices carefully, as after the last day of scheduling; you will not be able to make any changes. The ability to schedule a course is contingent upon sufficient student interest, budgetary constraints and the combination of courses requested, as courses offered on a limited basis may be in conflict with each other. In these instances, students should be prepared to select an alternate course.

This guide is not a substitute for, but a supplement to, a conference with your counselor. We suggest that you consult with current classroom teachers, your counselor, and your parents to discuss your final schedule. When considering which courses to take next year, consider your goals, use the course sequence charts when available, and check the course prerequisites, course descriptions and graduation requirements.
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BLIND BROOK SCHOOLS MISSION

Our mission is to prepare our students to be active, life-long learners who have the skills and confidence necessary to achieve their highest potential. We encourage our students to be curious, compassionate and strong in their ability to face challenges. We are committed to preparing our students to be reflective, adaptable citizens with an open world view. We aspire to instill integrity as a core value and to influence our students to be ethical and responsible members of society.

EXPECTATIONS AND CORE VALUES

We promote a safe and healthy environment for our students through:

- School wide discipline and attendance policies;
- Classroom protocol;
- Sufficient administrative personnel to monitor student infractions and ensure consistency in the enforcement of the discipline code;
- Appropriate security measures and personnel;
- Programs that promote positive interactions among students;
- A health services program;
- Health and safety awareness;
- Properly equipped and supervised classrooms, laboratories, and athletic fields;
- Compliance with state and local health and safety regulations.

We value the development of caring, respectful and ethical attitudes toward ourselves and others through:

- Instructional strategies;
- Curricular and co-curricular programs;
- Pupil personnel services that effectively meet the needs of all students;
- Written communication that defines the responsibilities of the members of the school community;
- Community service expectations.

We value the importance of partnerships among students, district employees, parents, and the community at large through:

- Scheduled meetings that provide a forum for discourse and elicit school-wide participation;
- Building compact committees that fulfill state and local mandates for shared decision-making;
- Student government organizations;
- An involved and supportive Parent Teacher Association;
- A Blind Brook Enrichment Program that supplements district funding;
- A "teaming" concept that provides opportunities for collaboration among teachers in order to meet student needs;
- Community service opportunities;
- School-wide programs that encourage family and community participation;
- Written communication that informs the school community of curriculum, programs and events;
- Accessibility of the school facility to the community.

We believe the school system should recognize and respond to student strengths and weaknesses in order to meet individual needs through:

- The continual professional development of teachers;
- Curriculum, pedagogy and co-curricular activities organized to meet the varied abilities and needs of all students;
Class sizes appropriate to the needs of the students and the area of study;
Special education programs and services;
Grade level and Pupil Study Team meetings to address individual student needs and those whose needs are beyond the ordinary purview of the school program;
Student recognition awards;
Ongoing communication between school and home.

We emphasize the importance of developing creative and skillful communicators, critical thinkers and problem solvers through:

- A rich and varied curriculum and co-curriculum that provides knowledge, skills, and attitudes necessary for learning and life;
- Programs, publications, and activities that encourage student expression;
- Listening, speaking, reading and writing tasks across the curriculum;
- Instructional strategies and varied activities that cause students to compare, contrast, induce, deduce, hypothesize and analyze;
- Authentic (real life situational) performance tasks and assessments.

We recognize the relationships among all disciplines and the necessity of linking them to learning and life through:

- The need for scheduled time during the school day for teachers to connect curriculum;
- An effective staff development program that supports creativity and encourages collaboration among various team members;
- The support of off-campus learning experiences;
- The availability of scheduling alternatives;
- The use of technology and media to expand the learning environment;
- Planned interdisciplinary curricula and co-curricular programs that stress connections among disciplines;
- Strategies that encourage students to have a personal investment in class projects and goals;
- Professional staff who serve as coaches and mentors for students.

We recognize technology as an essential component of communication in our world and a practical tool that imparts teaching and learning through:

- A variety of technologies than enhance curriculum;
- Access to global information systems;
- A district Internet use policy that governs the ethics of communication;
- Implementation of a community supported technology program;
- Professional development opportunities for faculty and staff;
- An emphasis on the evaluation and synthesis of information.

We encourage the use of diverse methods of assessing student growth and success which:

- Establish clear, precise, and meaningful assessment standards and criteria;
- Are on-going and encourage students to revise past work and to improve performance on specific criteria over time;
- Promote a common set of standards among teachers;
- Inform students why and how they are being assessed on a particular task;
- Inform students about the standards upon which they are being assessed over time;
- Provide a diagnosis of individual student performances for improving student learning and guiding instructional strategies and curriculum development;
- Encourage and facilitate student self-assessment and reflections as well as assessment by their peers;
- Invite student input on assessment standards and criteria;
- Are open to revision.
GRADUATION REQUIREMENTS

The Board of Education offers a diploma based upon the successful completion of an approved course of study. Minimum credits required include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>World Language</td>
<td>2.0</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2.0</td>
</tr>
<tr>
<td>Electives</td>
<td>2.5</td>
</tr>
<tr>
<td>English</td>
<td>4.0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4.0</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
</tr>
<tr>
<td>Fine or Performing Arts</td>
<td>1.0</td>
</tr>
<tr>
<td>Health</td>
<td>.50</td>
</tr>
<tr>
<td>Community Service</td>
<td>80 hours</td>
</tr>
</tbody>
</table>

Note: One credit is the equivalent of a full-year course meeting five periods per week.

A student must take a minimum of five and a half credits each year to include physical education in order to be a full time student. College bound students are strongly encouraged to maintain a minimum of six and half credits.

A student must earn a minimum of 22 high school credits in order to receive a graduation diploma.

Physical education is required at each grade level and counts as .50 credit each year of high school.

A student who enrolls in, and passes, a high school level course prior to entering ninth grade will be granted high school credit. As an example, a student enrolled in Algebra I offered in eighth grade will, upon successful completion, earn 1.0 in high school credit. High school courses passed in eighth grade in any discipline are included on the transcript and the grade is calculated into the cumulative high school grade point average.

World language courses are offered to all students before entering high school. The student will receive 1.0 credit upon successful completion of a level 1 high school course. The grade for the level 1 course will be recorded on the transcript. Students must take Global History, United States History, economics and law or ethics in order to meet the graduation requirements in social studies. Advanced Placement Macroeconomics may substitute for economics and Advanced Placement Government may substitute for ethics or law.

REGENTS EXAMINATIONS

The New York State Education Department requires that ALL students successfully pass the following State Regents examinations in order to graduate from high school:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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</tr>
<tr>
<td>Global Studies</td>
<td></td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>United States History</td>
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</tbody>
</table>
Currently, if students classified by the Committee on Special Education (CSE) do not pass these exams, they will be permitted to graduate with a local diploma if they pass the associated Regents Competency Test (RCT). For students entering high school in the 2011-12 school year, substituting an RCT exam will no longer be an option.

Career and technical education requirements will be offered without regard to sex, sexual orientation, race, color, national origin, political affiliation, age, marital status, military status or disability as noted in the Blind Brook UFSD’s Board of Education policies and by coordination of the Blind Brook UFSD’s Title IX officer and Superintendent of Schools, William Stark, who may be contacted in the district administrative offices at (914) 937-3600.

**GRADING SYSTEM**

The school uses a plus/minus letter grade system to evaluate student academic performance. Quarter grades and midterm and final assessment grades are averaged to produce course grades. Final grades are recorded on the student’s transcript and are used to determine the cumulative grade point average. Advanced placement courses receive a weighted grade (.50) and honors courses receive a weighted grade (.25) toward the calculation of the grade point average. A grade of D (65 of a possible 100) or better must be earned in addition to the attendance requirement in order to earn credit in a course.

**HONORS COURSES**

Blind Brook High School offers honors courses. All honors courses must meet the following criteria:

The prerequisites for admission to an honors level course are more demanding in terms of performance in prior courses, skill level, ability and motivation.

The honors curriculum proceeds at an accelerated pace in terms of the quantity of material covered and assigned, demands higher quality work from the student, and require the student to exercise a high degree of academic independence. All honors courses carry a weight of .25. For example, a B in an honors course would be weighted 3.25 instead of the standard value of 3.0.

**ADVANCED PLACEMENT COURSES**


**Advanced Placement Criteria:**

Ability to learn independently and to manage a demanding workload

Strong deductive and inductive reasoning skills, combined with the ability to organize information and to synthesize and evaluate contrasting points of view
ADVANCED PLACEMENT COURSES continued

Superior reading, writing and/or mathematical skills

Blind Brook High School encourages all students to take courses that present an appropriate level of challenge. Prior teachers, guidance counselors and department coordinators will have significant input in the placement process. Toward the end of the year, the student will be required to complete the Advanced Placement examination, which may earn college credit or advanced standing. All Advanced Placement courses carry a weighted factor of +.50, e.g. a B in an Advanced Placement course has a grade point equivalent value of 3.50 instead of the standard value 3.0.

PREREQUISITES

Because of the sequential nature of curricular areas and the necessity to establish a firm foundation prior to moving on to more advanced work, certain courses have prerequisites. These prerequisites are listed after each course title. Exceptions to course prerequisites may be made if recommended by the teacher and counselor and approved by the department coordinator, Director of Guidance and the principal.

AUDITING A COURSE

A student may elect to audit a course with the permission of the teacher. Students who audit a course are responsible for all course work. No letter grade will be reported upon completion of the audit; the course will not be included in determining the grade point average and will not meet graduation requirements. The course will appear on the report card and transcript with a symbol designating it was audited (*). A student must decide to elect to audit prior to the start of the course being requested for an audit. Once the audit has been elected, this status may not be changed for the duration of the course.

PASS / FAIL

Juniors and seniors are permitted to take one course for graduation as pass / fail. This option is extended only to courses that are not required for graduation and are not Advanced Placement. The deadline for selecting this option is prior to the first day of class in a full year or semester course.

COMMUNITY SERVICE

All high school students must complete eighty (80) hours of community service as a requirement for graduation, twenty (20) hours minimum in the ninth grade. Remaining hours must be completed any time throughout a student’s four years in high school. A student entering Blind Brook High School in the sophomore year is required to complete sixty (60) hours in order to graduate; entering in the junior year forty (40) hours to graduate and entering in the senior year twenty (20) hours to graduate. All 80 hours must be completed by June 15 of the senior year. All signed verification forms must be handed in no later than four weeks after the service is completed or the service hours will not be counted. A list of approved service organizations can be found on the Blind Brook website. Any service organization that is not included on the website list must be preapproved by the Community Service Facilitator in order to receive credit.
COURSE SELECTION TIMETABLE

January

During Course Orientation, classroom teachers will review The Course of Study Guide options with students.

February

Each student will complete course requests with the approval of counselors and parents. Please make course choices carefully as any changes made after this time will not be permitted unless the teacher recommends a level change or under extraordinary circumstances with the permission of the Director of Guidance and Principal. Please consider the following: After assessing all course requests, decisions to run courses are based upon sufficient enrollment in individual classes and available staff. At the end of March, the master schedule will be constructed. Changes affect staffing and the ability to offer individual courses, thus are reviewed on a case by case basis and granted permission only in extraordinary circumstances.

March

Students will be advised with regard to courses that are not being offered due to insufficient enrollment and courses that could not be scheduled due to irresolvable conflicts. In this instance, students will make alternate choices.

June

Each student will receive a schedule. No course will be dropped unless there is a level change recommended by the instructor or there is an extraordinary circumstance approved by the Director of Guidance and the Principal. A poor grade in a course, alone, will not constitute an extraordinary circumstance.

COURSE CHANGES

Blind Brook is a small, comprehensive high school that tries to offer an unusually rich variety of course offerings. The master schedule is developed around the choices students indicate in February and March. There is a minimum enrollment necessary in order to run a course and course changes adversely affect the entire school. The only changes that will be made after course selection process that concludes at the beginning of March will be with the permission of the Director of Guidance and the Principal and only under extraordinary circumstances or with a teacher level change recommendation. A poor grade, alone, does not constitute an extraordinary circumstance. While we do want to accommodate individual scheduling needs, we must also maintain the interest of all students as a whole. This requires that considerable thought be given to course selection and the submission of the final course requests in February and March.

COURSE WITHDRAWAL

Following the commencement of school and classes at the beginning of each semester, a course can only be dropped with the permission of the Director of Guidance and Principal under
COURSE WITHDRAWAL continued

extraordinary circumstances. A poor grade, alone, will not constitute an extraordinary consequence. Courses that are dropped will be designated with a withdrawal/pass or a withdrawal/fail reflecting the student’s academic status on the transcript at the time of the withdrawal.

Seniors:

If a senior drops a course after the high school transcript or mid-year report is mailed to a college, the guidance counselor will notify the college of the dropped course in writing.

SPECIAL EDUCATION

The Blind Brook Public Schools offer a wide range of services to students with special needs. Special Education Services, in compliance with the reauthorization of IDEA 2004, are maintained as non-categorical.

At Blind Brook High School, the need for Special Education Services may be assessed through a written request from a student, parent, or staff member submitted to a school administrator. The administrator will convene a meeting with the Committee in Special Education (CSE) to determine the appropriate action. Special Education Services include a range of supports and specialized clinical services. All Blind Brook High School students are supported to achieve in the least restrictive environment.

POST SECONDARY PLANNING

If you are planning to attend college, we advise you to complete a minimum of four years of English, four years of social studies, three years of mathematics, three years of science and three years of the same world language in grades 9-12. We urge you to maintain your options by fulfilling and exceeding the above listed credits.

ACCREDITATION

Blind Brook High School is accredited by the University of the State of New York and the Middle States Association of Colleges and Secondary Schools.
BUSINESS

ACCOUNTING
Full Year Grades 10-12

711010 1 credit

This course is open to those students in grades 10-12 who are interested in learning about business. It is an introductory course that emphasizes the accounting system used in proprietorships and partnerships. Both service and merchandising businesses are studied in depth. This class will prepare students for college work in the field of business as well as help students manage their personal business affairs.

HONORS COLLEGE ACCOUNTING
Full Year Grades 11-12

718020 1 credit
Prerequisite: Accounting or permission of instructor

The objectives of College Accounting are for students to learn how businesses accumulate, summarize, and communicate financial data about businesses organized as a corporation. Students will learn that all business transactions from the simplest to the most complex can be stated in terms of the resulting changes to assets, liabilities, and stockholder’s equity. This course is offered through a partnership with Westchester Community College. If they choose, students may earn four college credits provided a C average or better is maintained. These credits may be transferred to the college the student will be attending, at the discretion of the college. Westchester Community College charges a processing fee. This is a perfect opportunity for students to study marketing during a 10 month school year rather than a 3 month semester in college.

Eligible for 4 college credits.

HONORS MARKETING TRENDS & ISSUES
Full Year Grades 11-12

718030 1 credit

Marketing Trends and Issues is a full-year course in the field of marketing. Economic, psychological, and sociological influences on buyer behavior; product development, product line decisions, policies, and strategies; determining distribution channels; promotional activities; branding; and marketing research are discussed. This course is offered through a partnership with Westchester Community College and is open to juniors and seniors. If they choose, students may earn three college credits provided a C average or better is maintained. These credits may be transferred to the college the student will be attending, at the discretion of the college. Westchester Community College charges a processing fee. This is a perfect opportunity for students to study marketing during a 10 month school year rather than a 3 month semester in college.

Eligible for 3 college credits.

Jason Mandel
The mission of the English Department is to foster the practice and mastery of those communication skills that are required in today’s society. In addition, the Department believes that from the study of great literature, as well as the study and improvement of one’s own written work, students can improve writing, reading, and listening skills. Through their English classes, students will:

- read, write, listen and speak for a variety of purposes: information and understanding; literary response and expression; critical analysis and evaluation; and social interaction in accordance with the English Language Arts standards of New York State.

- practice writing of all kinds (expressive, poetic, and transitional), with special emphasis on exposition, in order to gain competence and strive toward mastery.

- exercise lucid, critical thinking and inquiry through close reading and discussion of literature and other writings.

- identify, with teacher guidance, their writing needs and work on improving their areas of weakness.

- complete quality research papers using primary and secondary resources, culminating in a senior year research paper required by the department.

Jacqueline Ciraldo
English Course Sequence

Courses below that are not noted with an asterisk (*) are courses that qualify to meet English subject graduation requirements. In grade 9, in addition, students are required to enroll in Effective Communication (English) OR Introduction to Science Research (Science). Passing Effective Communication or Introduction to Science Research will earn elective credit in either English or Science but will not meet subject graduation credit requirements.

Journalism and Creative Writing, noted with an asterisk (*) in grades 10 and 11, may be taken as elective credit to meet overall graduation credit requirements but will not meet subject graduation credit requirements.

Grade 9
- English 9 / *Effective Communication
- English 9 / *Introduction to Science Research

Grade 10
- English 10

Grade 11
- English 11
- AP English Literature & Composition

Grade 12
- Comparative Literature I
- Journalsm
- Honors Shapers of the World
- AP English Language & Composition

Grades 10 and 11
- *Journalism
- *Creative Writing

ENGLISH 9
Full Year Grade 9
101010 1 credit
101020 English w/ Science Research

With a focus on the overarching theme of identity in literature, this course challenges students to consider the essential questions – “What is identity?”; “How is identity formed?” and “What causes it to be transformed?” Students will develop answers to these questions through the examination of novels, short stories and excerpts, poetry, a dramatic play, movies, and music. In addition, students will be encouraged to explore the theme of identity in their own lives by recognizing parallels between their experiences and those depicted in the works read in class. The course draws on a diversity of literature by American and British authors, with works ranging from The Catcher in the Rye by J.D. Salinger and Taming of the Shrew by William Shakespeare. In conjunction with the literature studied, the curriculum concentrates on students’ development of analytical and creative thought through discussion, close reading, and writing with a focus on the thesis-based essay. Additional
readings include *The Lord of the Flies*, *The Odyssey*, *Night*, *Annie John*, *Selected Short Stories* and Poetry.

**EFFECTIVE COMMUNICATION**

Full Year  Grade 9

101023  .50 credit

Science Research waives this requirement.

This required 9th grade course will focus on mastery of the components necessary for students to prepare and present projects and papers across disciplines in high school.

Areas of study will include facility in writing for various types of class assignments including research papers and classroom presentations by individuals and in groups. The components of Microsoft Office, as they relate to the written and oral presentations, will be utilized.

**ENGLISH 10**

Full Year  Grade 10

101030  1 credit

Prerequisite: English 9

Students’ sense of self will be broadened as they become familiar with universal experiences within different cultures through the study of novels, short stories, poetry, plays and folklore of world literature.

Students will also continue improvement in analytic writing, reading comprehension, note taking and speaking skills. In writing, students will develop expository skills through sequential preparation and conferencing. Students are introduced to the writing of more extensive, multi-paragraph essays with a variety of organizing frameworks. Vocabulary study is formal and regular. Literary discussion skills in class stress the ability to formulate and present a thesis, including distinguishing between preliminary opinion, making a reasoned response, and accompanying listening skills necessary for good discussion and note-taking. Readings include *The Kite Runner*, *Siddhartha*, *Macbeth*, *A Long Way Gone*, *A Tale of Two Cities*, *The Canterbury Tales*, *Beowulf*, *A Doll’s House* and selected short stories, poetry and non-fiction.

**ENGLISH 11**

Full Year  Grade 11

101040  1 credit

Prerequisite: English 10

In this course students will focus on the American experience in literature, as students read selections from Colonial times to the present. In this full-year course, students will study several kinds of literature, spanning two hundred years of our history and including novels, essays, poetry, drama and short stories written by American authors. The focus in writing is on the improvement of style, entailing the choice of diction, selection of detail, and use of stylistic strategies. Writing assignments will include persuasive argumentation with research, analytic, and exploratory writing. Readings include *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, *The Color Purple*, *The Crucible*, *Ragtime*, *William Shakespeare’s Julius Caesar* and selected short stories and poetry.

The New York State Regents Exam in English will be given in January.
ADVANCED PLACEMENT ENGLISH: 
LITERATURE & COMPOSITION 
Full Year Grade 11
109050 1 credit
Prerequisite: English 10 and permission of the department coordinator

Advanced Placement Literature and Composition prepares students for the required Advanced Placement Exam. High scores on this exam will earn freshman credit at many universities; however, the emphasis of the course is not on explicit test preparation, but on the study of classic and challenging literature, its themes, structures, and language. The focus on stylistic analysis is designed for students who have a real love, as well as a talent, for the study of literature. Such students are expected to be motivated, probing thinkers, and independent workers. They are expected to grasp the essential meaning of reading assignments on their own, but appreciation of that reading is deepened through class discussion, analytic writing, research, and creative responses to specific literary works. AP English students must complete assigned reading during the summer prior to their junior year. Students will take the New York State English Regents Examination in January.

HONORS SHAPERS OF THE WORLD
Full Year Grade 12
108010 1 credit
Prerequisite: Recommendation and permission of the department coordinator

What is the good life? What is fate? What is free will? Why are we here? These are just a few questions that will be explored in this interdisciplinary humanities course where students explore how human beings have shaped their individual experiences in ways that have significant impact on society. The term “Shapers” refers to the philosophers, writers, artists and societies through history that have influenced our attitudes and assumptions. Students will examine common threads which link disciplines such as literature, art, music, philosophy, history and science in the development of human civilization. Works studied may include: Plato’s Dialogues, Homer’s The Iliad, Aristotle’s Poetics, Dante’s Inferno, Machiavelli’s The Prince, Shakespeare’s Henry V and Ovid’s Metamorphoses.

ADVANCED PLACEMENT ENGLISH: 
LANGUAGE AND COMPOSITION 
Full Year Grade 12
109060 1 credit
Prerequisite: English 11, permission of the department coordinator

AP English Language and Composition takes the place of a college-level, freshman writing class; thus, the high school course is geared toward the study of the mechanics of writing and rhetoric at an advanced level. The AP test, a three-hour examination given in May, challenges students’ ability to analyze the written word primarily in non-fiction and to express ideas in clear, convincing, fluid prose. Students in this course will read challenging classic and contemporary non-fiction literature and will engage in critical thinking and frequent analytical reading and writing. Students will take the AP Language and Composition examination in May. AP English students must complete assigned reading and writing assignments during the summer prior to their senior year.
JOURNALISM
1st Semester  Grades 10-12
101085  .50 credit

This course is a workshop where students learn and build upon basic journalistic concepts using the school as a laboratory for covering news events and issues. To complete the course, students develop a portfolio, including different types of stories: news, sports, arts and entertainment, as well as editorial/opinion. Students write longer feature pieces included in the portfolio requiring reporting, writing, research and revision. Students will be expected to be balanced, accurate, credible and responsible in their writing. Students also read to write with an emphasis on literary journalism including the works of Didion, Wolfe and McPhee.

CREATIVE WRITING
2nd Semester  Grades 10-12
101076  .50 credit

Inspired by the idea that “great writers are people who write out of their limited experience and unlimited imagination,” this writing elective encourages students to develop their individual writing voices by drawing from personal experiences, thoughts, and opinions while also employing creative thought. The chief expectation of the course is that students, as writers, take personal risks in writing and express themselves in new and interesting ways on paper. In the course, students will experiment with many different genres of writing, including short stories, plays, poetry, stream-of-consciousness, and others. Course requirements include daily journal writing and independent reading each quarter, which are both exercises, intended to refine writing style through practice and the observation of effective elements in other authors’ writing. Additionally, the diverse and flexible curriculum allows students to focus on their personal writing interests and goals.

COMPARATIVE LITERATURE I
1st Semester  Grade 12
101115  .50 credit
Prerequisite: English 11

Children’s literature involves magical and fantastic episodes, characters, events or symbols. They are fictional narratives often in timeless settings with one-dimensional characters. The main characters are typically humans who follow a pattern resolved partly by magic. This course will focus on the analysis, evaluation and criticism of these world-class literary works. Literary selections include The Canterbury Tales, Alice in Wonderland, The Wizard of Oz, Peter Pan, Harry Potter, Pinocchio, Charlie and the Chocolate Factory and Mary Poppins, as well as a selection of classic fairy tales such as Cinderella, Sleeping Beauty, Little Red Riding Hood and Hansel and Gretel. Students will complete intensive reading and writing assignments using primary and secondary sources.

Josie Yalovitser
COMPARATIVE LITERATURE II

2nd Semester  Grade 12

101126  .50 credit
Prerequisite: English 11

Gothic Literature is the predecessor of Horror Literature. The terms “Gothic” and “Horror” are still used interchangeably. Elements of Gothic Literature include dark mansions, castles, ghosts and damp cellars! While this was a far cry from “mainstream” literature, Gothic works still drew clear lines between right and wrong, usually ended happily and generally steered clear of things considered inappropriate. Literary selections include works from all over the world including Frankenstein, Dracula, The Strange Case of Dr. Jekyll and Mr. Hyde, The Shining, and Silence of the Lambs. Students will review and analyze, orally and in writing, the literary works paying special attention to the psychological and cultural implications.
AMERICAN CUISINE
Full Year Grades 9-12
731013 .50 credit

Explore the spirit of America through recipes that celebrate the United States, its people and its food. America is indeed a place whose beauty is closely tied to its bounty, a bounty that has yielded a cuisine as diverse as the land and its people. Immigrants have always come here, and are still coming, bringing their unique recipes and folkways with them. This course is a “melting pot” of the many distinctive cuisines that have developed in the United States. Foods will be prepared and eaten in class. Each quarter will include an “Iron Chef” competition.

INTERNATIONAL CUISINE
Full Year Grades 9-12
731023 .50 credit

This course is designed for the serious cook who wishes to explore the culture, eating habits and cuisines of other nations. Typical foods from a variety of foreign countries will be prepared and eaten in class. Each quarter will include an “Iron Chef” competition.

NUTRITION / COOKING LIGHT
Full Year Grades 9-12
(not offered 2012-2013)
731033 .50 credit

This course is designed to develop a basic knowledge of skills and techniques used in healthy eating for life. Knowing your body gives you the power to change it, to maintain it, and to strengthen it. Our study includes how foods affect every part of our bodies and how to plan healthy eating for life. Study and class work include: nutrition, healthy food choices, kitchen management, menu planning and preparation. Typical healthy foods will be prepared in class. Text Book: YOU: The Owners Manual by Michael F. Roizen, MD and Mehmet C. Oz, MD. Class time will be spent in group discussions of text chapters, current events about nutrition and food preparation of nutritious meals. Each quarter will include an “Iron Chef” competition.
A large part of our mathematics curriculum is determined by the learning standards developed by New York State. New York State has outlined a 3-year sequence of study, Algebra, Geometry, and Algebra 2/Trigonometry. Each course has a set of learning standards that define what the students should know and be able to do as a result of their learning. Our expectations of our students are aligned with the expectations of New York State. Specifically, we expect that our students will:

- Understand the concepts of and become proficient with the skills of mathematics;
- Communicate and reason mathematically;
- Become problem solvers by using appropriate tools and strategies.

The schematic above shows a five-year course of study. Students who are accelerated in Middle School would take Accelerated Math 8 in 8th grade and a Calculus course in senior year. Students that are not accelerated in the Middle School would take Algebra 1 in freshmen year and a Pre-calculus course in senior year.

Students are eligible for placement in AP Statistics after completion of the Algebra 2/Trig course.

**ALGEBRA I**

Full Year

201020 1 credit

Prerequisite: Math 8

This is the first course in a three-year sequence following the learning standards prescribed by New York State. This course has a heavy emphasis on the Algebra and Statistics/Probability strands of the New York State learning standards. More specifically, the topics covered in the course are: the real number system, equations and inequalities, polygons and circles, solids, probability and statistics. The Integrated Algebra Regents Exam will be administered in June and will be counted as the final exam.
**ALGEBRA I WITH LAB**
Full Year Grade 9

201010 1 credit
Prerequisite: Math 8

This course is offered in place of Algebra 1 for students that can benefit from a more deliberate pace. The class will meet everyday and will have an additional lab period every other day. The content of the course is the same as the Algebra 1 course. The Integrated Algebra Regents Exam will be administered in June and will be counted as the final exam.

**GEOMETRY**
Full Year Grade 9 or 10

201050 1 credit
Prerequisite: Algebra 1

This is the second course in a three-year sequence following the learning standards prescribed by New York State. This is a pure geometry course in the sense that all of the learning standards for this course are from the geometry strand of the New York State standards. Specifically, the topics covered in the course are: logic, Euclidean geometry, two and three dimensional geometry, solid geometry, triangles and their properties, congruence, similarity, polygons, coordinate geometry, constructions and loci, equations of relations (linear, quadratics, and circles), circles, and transformations. Proofs, both formal and informal, are a major part of the course and will be part of each of the topics above. The Geometry Regents Exam will be administered in June and will be counted as the final exam.

**HONORS GEOMETRY**
Full Year Grade 9 or 10

208060 1 credit
Prerequisite: Math 8 Accelerated or permission of the department coordinator

This course will cover all of the content of the Geometry course as well additional related topics. The major difference between the Geometry course and this course will be in the depth in which the content is covered. Throughout the year, this course will offer more rigorous and challenging problems. The assessments in this course will also reflect the additional rigor of the course. The Geometry Regents Exam will be administered in June and will be counted as the final exam.

**GEOMETRY B**
Full Year Grade 10

201040 1 credit
Prerequisite: Algebra 1 or Algebra 1 w/lab

This is the second course in a three-year sequence following the learning standards prescribed by New York State. This is a pure geometry course in the sense that all of the learning standards for this course are from the geometry strand of the New York State standards. Specifically, the topics covered in the course are: logic, Euclidean geometry, two and three dimensional geometry, solid geometry, triangles and their properties, congruence, similarity, polygons, coordinate geometry, constructions and loci, equations of relations (linear, quadratics, and circles), circles, and transformations. The major difference between this course and the Geometry course is that this course will cover fewer topics and the topics will be covered in slightly less depth. The students will not be expected to take a regents exam following this course. The final exam will be an exam developed by the math department.
ALGEBRA II / TRIGONOMETRY
Full Year  Grade 11 or 12

201080  1 credit
Prerequisite: Algebra 1 and Geometry

This is the third course in a three-year sequence following the learning standards prescribed by New York State. The course has a heavy emphasis on the Algebra strand of the state learning standards. The topics covered in the course are: rational expressions, irrational expressions, quadratics, imaginary numbers, functions, exponential functions and logarithms, introduction to trigonometry (unit circle, etc), trigonometric graphs, trigonometric identities and equations, trigonometry applications, probability, statistics, sequences, and series. The Algebra II/Trigonometry Regents Exam will be administered in June and will be counted as the final exam.

HONORS ALGEBRA II / TRIGONOMETRY
Full Year  Grade 10 or 11

208090  1 credit
Prerequisite: Honors Geometry or the permission of the department coordinator

This course will cover all of the content of the Algebra II/Trigonometry course as well additional related topics. The major difference between the Algebra II/Trigonometry course and this course will be in the depth in which the content is covered. Throughout the year, this course will offer more rigorous and challenging problems. The assessments in this course will also reflect the additional rigor of the course. The Algebra II/Trigonometry Regents Exam will be administered in June and will be counted as the final exam.

ALGEBRA II / TRIGONOMETRY B
Full Year  Grade 11 or 12

201070  1 credit
Prerequisite: Algebra and Geometry

This is the third course in a three-year sequence following the learning standards prescribed by New York State. A major goal of the course is to help students gain a conceptual understanding of all topics covered. There will be a focus on having students develop strong problem solving skills. Students will often be given word problems and other application problems to reason through. The topics covered in this course are: rational expressions, systems of equations, absolute value, functions, exponential and logarithmic functions, trigonometry, probability, statistics, sequences and series. The students will not be expected to take a regents exam following this course. The final exam will be an exam developed by the math department.
**Pre Calculus**

Full Year  
Grade 11 or 12  

201100  
1 credit  
Prerequisite: Algebra II / Trig

This course is the first course offered to students that have completed the three-year sequence prescribed by New York State. This course is designed to build upon the student’s understanding of mathematics learned in previous years and prepare the students for the study of calculus. Topics covered in the course are: solving systems in several variables, matrices, linear programming, sketching graphs of higher order polynomials and rational functions, sequences and series and related financial applications, trigonometry, logarithms, limits and derivatives. In addition, this course will have an emphasis on developing problem solving skills. Students will be expected to work independently and in groups on solving challenging mathematical problems on a wide variety of topics. The students will not be expected to take a Regents exam following this course. The final exam will be an exam developed by the math department.

**Calculus**

Full Year  
Grade 12  

201120  
1 credit  
Prerequisite: Pre calculus

Students will study differential calculus. They will be able to explain and apply the concept of a “limit” and a “derivative”. They will use derivatives to solve optimization, related rate and various other problems. Students will study as many topics in integral calculus as time permits.

**Honors Pre Calculus**

Full Year  
Grade 11 or 12  

208110  
1 credit  
Prerequisite: Honors Algebra II/Trig or the permission of the department coordinator

This course will cover all of the content of the Pre calculus course as well as additional related topics. The major difference between the Pre calculus course and this course will be in the depth in which the content is covered. Throughout the year, this course will offer more rigorous and challenging problems. The assessments in this course will also reflect the additional rigor of the course. In addition, this course will have an emphasis on developing problem-solving skills. Students will be expected to work independently on solving challenging mathematical problems on a wide variety of topics. The students will not be expected to take a Regents exam following this course. The final exam will be an exam developed by the math department.

**AP Calculus AB**

Full Year  
Grade 12  

209130  
1 credit  
Prerequisite: Pre calculus

This is a college course in both content and structure. During the first semester, students will study differential calculus. They will be able to explain and apply the concept of a “limit” and a “derivative”. They will use derivatives to solve optimization, related rate and various other problems. During the second semester, students will study integral calculus. They will be able to explain and apply the Fundamental Theorem of Calculus. Students will be able to explain the definite integral as the limit of Riemann Sums. They will use integration to solve various problems, including finding area and volume. The students will take the AP Calculus AB exam in May.
AP CALCULUS BC
Full Year  Grade 12
209140  1 credit
Prerequisite: Pre calculus

This course will cover all of the topics of AP Calculus AB as well as additions topics in calculus that are not covered in the AP Calculus AB course. These topics include: techniques of integration (improper integral, partial fractions), infinite series, the calculus of parametric, vector and polar functions. The students will take the AP Calculus BC exam in May.

AP STATISTICS
Full Year  Grade 11 or 12
209120  1 credit
Prerequisite: Algebra II / Trig

This college-level course is designed for juniors and seniors as an introduction to statistics. The course is divided into four broad sections: Organizing Data, Producing Data, Probability, and Inference. Topics covered in the course include: exploring data, normal distributions, least squares regression, transforming non-linear relationships, designing samples and experiments, simulation, probability, random variables, the binomial and geometric distributions, sampling distributions, inference for distributions, inference for proportions, Chi-Square procedures, and inference for regression. The students will take the AP Statistics exam in May.

MATHEMATICS THROUGH TECHNOLOGY
1st Semester  Grades 9-12
(not offered in 2012-2013)
20155  .50 credit

Students will learn how to utilize technology to automate tasks. Students will also combine technology and math to deliver persuasive and real-world business presentations. Course includes exploration of game theory, computer algorithms, probability and discrete mathematics. Students will also make their own computer applications with an introduction to basic programming.

ADVANCED MATHEMATICAL DECISION MAKING (AMDM)
Full Year  Grade 12
201160  1 credit
Prerequisite: Algebra II/Trig. or Algebra II/Trig B

This course is offered as an additional 4th year capstone experience for students who have completed the three-year sequence prescribed by New York State. This course is designed to maintain and extend prior mathematical knowledge, enhance the application of process skills, encourage the development of academic discipline, improve problem-solving abilities and connect mathematics with varied student goals. Course topics are drawn from the areas of descriptive statistics, financial/economic literacy, strategies on problem solving, and basic computer programming. The students will not be expected to take a regents exam following the course. The final exam will be an exam developed by the math department.
PERFORMING AND VISUAL ARTS

The mission of the Performing/Visual Arts department is to make art, drama, and music offerings available to every student through a variety of performance-oriented and classroom experiences and interdisciplinary studies. Performance in a positive atmosphere is the key to artistic development and appreciation. It is based on the sharing of rigorous preparation, critical thinking, and fulfillment from the finished product. The department goals are to:

- provide for the needs of every student through staff accessibility.
- acquire technical proficiency, i.e. mechanics of drawing, timing of dialogue, vocal and instrumental techniques.
- develop the intelligent, critical thinking required for skills such as visual perception, character development and interpretation of musical notation.
- share knowledge of art, drama and music through performance and analysis.
- achieve an appreciation for a variety of visual art, dramatic and musical works.
- heighten student awareness of the interrelationships between the arts and everyday life.

ART

The art program encourages students to develop their skills as artists and to appreciate the process of creating a work of art. How and why artists create and the appreciation of art is valuable studies within the art program; it is believed that this will enable students to be more sensitive and aware of the visual art that surrounds them in their daily lives.

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**STUDIO IN ART I**

1st Semester or 2nd Semester or 3x full year Grades 9-12

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This course is suggested for students of all skill levels. It offers students the opportunity to explore drawing, painting, and a variety of other 2D drawing materials. This is designed to provide students with the instruction they need to improve their drawing skills while having a great time.

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**STUDIO IN ART II**

1st Semester or 2nd Semester Grades 9-12

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Prerequisite: Studio in Art I

This class provides the opportunity to explore collage, printmaking, and a variety of other 2D and 3D drawing materials. This course is a prerequisite for Intermediate Art, Advanced Art, Portfolio Development and Advanced Placement Art.
ADVANCED ART
1st or 2nd Semester Grades 10-12
611045 .50 credit
611046 .50 credit
Prerequisite: Studio in Art I and II

This course offers art students the opportunity to expand on art skills learned in Studio in Art while developing personal statements in their work. Students will be encouraged to investigate personal directions and more in depth explorations with materials.

ADVANCED ART
Full Year Grades 10-12
611040 1 credit
Prerequisite: Studio in Art I and II

This course offers art students the opportunity to expand on art skills learned in Studio in Art while developing personal statements in their work. Students will be encouraged to investigate personal directions and more in depth explorations with materials.

PORTFOLIO DEVELOPMENT
Full Year Grades 11-12
611053 .50 credit
611050 1 credit
Prerequisite: Advanced Art or permission of the instructor

This course is designed to assist students in the challenging process of preparing a comprehensive entry level college art portfolio. Students will prepare 12-20 works for their art portfolio, research colleges, and learn how to photograph artwork. Students will learn how to present their work in original, slide and digital formats. Guest speakers from various art schools will be invited to speak to students.

ADVANCED PLACEMENT DRAWING & PAINTING
Full Year Grades 11-12
619060 1 credit
Prerequisite: Advanced Art and Permission of the instructor

In this rigorous course, students will prepare 24 portfolio quality works that will be submitted to and evaluated by the College Board. This course challenges students to reach their highest potential and can sometimes result in college credit. Success in this course requires a mature, self-directed art student with a strong work ethic. Admission into this course is contingent upon permission of the instructor and completion of summer work.

PHOTOGRAPHY I
1st or 2nd Semester Grades 9-12
611075 .50 credit
611076 .50 credit

This course requires the use of a 35mm single lens reflex camera, black and white film development, contact and enlargement printing. Basic and experimental darkroom techniques are practiced through individual and group work. Digital photography and Photoshop are also incorporated into the curriculum, giving students a balance of both black and white and color media. Field trips, guest speakers, and student exhibitions are part of the curriculum. Students must supply their own 35 mm manual camera and digital camera.

JASON MANDEL
### PHOTOGRAPHY II

**1st or 2nd Semester**

Grades 9-12

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Prerequisite: Photography I

Emphasis in this course is on development of more sophisticated skills and techniques and a more creative, independent approach to photography. Students will be expected to spend additional time outside class to work on assignments and individual projects. Both film and digital are shot throughout the course, allowing for darkroom use as well as Mac Lab use. Field trips, guest speakers, and student exhibitions are part of the curriculum. **Students must supply their own camera.**

### PHOTOGRAPHY PORTFOLIO

**Full Year**

Grades 11-12

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Prerequisite: Photo I and Photo II and permission of the instructor

This advanced class is designed for the self-motivated, serious photographer. Each student will build a portfolio including both digital and B&W images. In each portfolio, students will create a specific concentration as well as develop individual bodies of work. This course will include photo criticism, critiques, research, museum/gallery visits, and guest lecturers. Students are expected to spend additional time outside the classroom completing assignments. **Students must supply their own camera.**

### DIGITAL PHOTOGRAPHY

**2ND Semester**

Grades 9-12

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This course is designed to introduce students to the basics of digital photography and digital imaging. This class will emphasize necessary aesthetic, technical and critical thinking skills throughout the process. The historical and cultural impact of photography and digital photography will be considered and discussed throughout the class.

Required work will include the use of digital cameras and computer technology. There is no pre-requisite for this course. Students must supply their own digital camera.

### ADVANCED PLACEMENT 2D DESIGN

**Full Year**

Grades 11 or 12

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Prerequisite: Photography I and II, Portfolio Development and recommendation from instructor.

This advanced class is designed for the self-motivated, serious photographer interested in pursuing photography on the college level. This course will focus on building a portfolio. Each student will create a specific concentration as well as develop individual bodies of work. Students may work in film, digital, or a combination of both media. This course will include photo criticism, critiques, research, museum/gallery visits, and guest lecturers. Students are expected to spend additional time outside the classroom completing assignments. Students who are planning to take the Advanced Placement exam must enroll in the full time offering of this class. **Students must supply their own camera.**
Performance is important to musical development and appreciation. Through vocal performance, the student will learn to solve rhythmic, melodic, harmonic, vocal and choral problems.

**CHORUS**
Full Year Grades 9-12
621013 .50 credit

Students enrolled in high school chorus will develop vocal skills, technique, and musical knowledge. Emphasis is put on musicianship, vocal technique, and choral technique. Chorus is also a performance-orientated program based on musical literacy. Students will participate in large group rehearsals every other day. Students are required to be at all dress rehearsals and performances.

To perform music is to live music. The instrumental program is comprised of the Band, Jazz Band, Theatre Orchestra and Ensembles. Mandatory group lessons and sectionals provide preparatory training that includes all technical fundamentals as well as theory. Instrumental Music is a performance-oriented program based on musical literacy.

**CONCERT BAND**
Full Year Grades 9-12
631013 (9/10 Band) .50 credit
631033 (11/12 Band)
Prerequisite: 8th Grade Band and the permission of the instructor

The High School Band is designed to perform in concert. Orchestrations utilize all woodwinds, brass, and full rhythm sections. An emphasis is placed on playing many styles of music. Instrumental lessons are mandatory for all band members.

**THEATER ORCHESTRA**
Full Year Grades 9-12
631039 .25 credit
Prerequisite: High School Concert Band

Theatre Orchestra is the instrumental group designed to meet the accompaniment needs of each specific musical. It rehearses in the evenings. Past performances include "Fiddler on the Roof", "Into the Woods", "The Apple Tree", "Anything Goes", "The 1940s Radio Hour" and "The Sound of Music" and much more. This experience is unique in that artistic values are shared between students of instrumental music, vocal music, drama and visual arts.

Michelle Goldstein
INSTRUMENTAL MUSIC
LESSONS & SECTIONALS
Full Year Grades 9-12

631023 .50 credit
Prerequisite: Enrollment in High School Concert Band

Instrumental Music lessons and sectionals are regularly scheduled on a weekly basis. They are conducted to meet the needs of all performing groups. This provides efficient instruction and prevents rehearsals from becoming "teaching sessions". Instruments involved are flute, oboe, clarinet, bassoon, saxophone, trumpet, French horn, trombone, baritone, tuba, percussion, bass and piano. Lessons are mandatory for all band members.

JAZZ ENSEMBLE
Full Year Grades 9-12

631049 .25 credit
Prerequisite: Enrollment in Instrumental Music; Audition

This course meets once a week after school for an hour and a half. It focuses on ensemble playing in the standard big band setting. Improvisation is cultivated and encouraged along with a focus on playing different styles of Jazz authentically in the ensemble and as a soloist. Repertoire includes Swing, Be-Bop, Latin Jazz, Jazz Rock with an emphasis on jazz standards written by the legendary composers/band leaders of this great American music.

CHAMBER ENSEMBLE
Full Year Grades 9-12

631059 .25 credit
Prerequisite: Enrollment in Instrumental Music; Audition

This course meets for an hour and a half per week and is tailored to the instrumentation available. The focus of this ensemble is to play literature from all eras with an emphasis on classical music in a small group setting. Particular attention is paid to critical listening skills and leadership roles within the ensemble. Chamber groups can be woodwind, brass, percussion or mixed groups including trios, quartets and quintets. Multiple ensembles are possible depending on instrumentation.

MUSIC THEORY
Full Year Grades 9-12

631063 .50 credit

Music Theory is the study of the terms and symbols that are used in music notation. This course will be a combination of music theory and ear training skills. Students will develop musical skills that will lead to a thorough understanding of music composition and music theory. Through this course of study, students will learn to analyze, synthesize and create music with an understanding of the various techniques used in western music.
MUSIC APPRECIATION
Full Year Grades 9-12

631093 .50 credit

Music Appreciation is designed to help students critically listen to and develop an enjoyment for music. This course seeks to inform the student about the origins of music, as well as the historical and cultural aspects of popular styles such as blues, jazz, country, rock and pop. The course is designed for any student who is looking to further his/her musical knowledge, regardless of prior experience. Music technology will be incorporated into this course.

MUSIC PRODUCTION
1st or 2nd Semester Grades 9-12

631075 631076 .50 credit

Music Production will introduce students to the theory and fundamentals of using software and hardware tools for producing music (including desktop MAC, waveform editor, multi-track recording software, synthesizer keyboard, signal processing plugins, computer music notation software, and microphone technique). The class will stress application and creative content, using a series of creative activities and projects which will expose students to performing with music arranging, and equipment configuration. This course is a hands-on, applied class delivering to class members and experience with music software applications. These programs represent a large portion of the types of things musicians are doing with music technology at this time, and span in sophistication from entry-level to professional.
The purpose of Physical Education at Blind Brook High School is to complement the students academic development by focusing on the development of the whole child via participation in this activity based program. We believe by instilling specific lifelong skills for healthy living we will also foster a more positive student self image. Activities are also designed to create a spirit of cooperation, trust and respect while competing within the rules of the game.

The following are the goals of the Physical Education Department:

1. **Fitness**
   - To improve the physical fitness level of students
   - To increase each student's knowledge and awareness of personal fitness
   - To develop a desire within each student to incorporate fitness-type activities into their daily routine

2. **Personal**
   - To help each student develop a positive self-image through physical activity
   - To develop an appreciation and respect for activities which are physical in nature

3. **Interpersonal**
   - To help each student recognize the importance of team work
   - To foster a spirit of cooperation, trust, and mutual respect within each class

4. **Skill**
   - To develop skill in a variety of activities

5. **Enjoyment**
   - To give students the opportunity to experience the joy of participating in physical activities
   - To give each student the opportunity to challenge himself/herself through physical activity
   - To allow students to leave Blind Brook with a positive attitude towards physical activity and fitness

6. **Knowledge**
   - To become familiar with the rules and basic strategies of a variety of physical act
Through participation in this program students will develop the necessary skills and knowledge to participate in a variety of lifetime activities. They will become proficient in two or more team and individual sports. They will become competent in a variety of other activities. The objective of this program is to help our students to continue to become “physically educated.” They will accomplish this by refining their individual skills and learning how to utilize these skills in a more sophisticated manner, and at a higher level of participation, thus building on the skills developed in the middle school program. They will understand the significant role physical activity will play in a lifetime of fitness and wellness.

This program provides a well-rounded variety of both individual and team sports. The emphasis is on class participation and the development of skill through competition. About 10% to 15% of the class time is spent on skill development through drill work. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and physical activities (NYS Standard One).

This is a course that satisfies the physical education requirement and focuses on cardio-vascular endurance, muscular strength and endurance, and body-fat ratio. Unlike the Physical Education 11-12 program, the emphasis will be on activities which are centered on the fitness center, aerobics, Pilates, yoga and other activities which are more individualized in their approach to Wellness.

The curriculum delves into areas of health pertinent to the high school student. Individuals will gain a better understanding in the areas of substance abuse, personal safety, stress and stress management techniques, CPR, parenting skills, human sexuality and mental disorders.

This class will provide students with the opportunity to engage in team building games, and challenging cooperative learning activities, with a focus on individual sports and fitness. This class will help foster character education through its emphasis on teamwork. The unique focus of the activities to be offered and the activities themselves will create an alternative to the team sport model of physical education.
The mission of the Science Department of Blind Brook High School is to help students develop their science skills to become independent thinkers and problem solvers. With this in mind, the department sees as its goals to:

- provide a curriculum whereby both the common and special needs of every student are met.
- emphasize the mastery of basic science skills in all courses and provide enrichment for students.
- develop our students’ ability to receive, organize and analyze information and solve problems through inductive and deductive reasoning and intuition.
- instill in our students an appreciation for the beauty of science.
- foster awareness that science is not an isolated discipline, but is interrelated to other disciplines.
- show application of science to everyday life.
- develop in our students’ abilities to design and conduct experiments that will provide the data necessary for their investigation.
- develop in our students the necessary library skills to produce effective research papers.
- develop a sense of personal responsibility and self-discipline in class and in the laboratory that carries over into later life and an awareness and appreciation of the consequences of one’s actions.
- develop an awareness of the proper place of science and technology in today’s complex society.

**Overview of Science Courses**

**Biological Sciences:**
- Biology Regents (Living Environment) 9th grade
- AP Biology 11th or 12th grade

**Physical Science**
- Earth Science 10th, 11th or 12th grade
- Applied Chemistry 10th, 11th, or 12th grade
- Chemistry Regents 10th, 11th, or 12th grade
- Honors Chemistry 10th, 11th, or 12th grade
- AP Chemistry 11th or 12th grade
- Applied Physics 11th or 12th grade
- Physics Regents 11th or 12th grade
- AP Physics B 11th or 12th grade

**Interdisciplinary Science**
- Introduction to Science Research 9th grade
- Honors Science Research 10th, 11th, or 12th grade
- Forensic Science 11th or 12th grade
- Science and Society 12th grade
- AP Psychology 11th or 12th grade
**BIOLOGY REGENTS (Living Environment)**

Full Year  
Grade 9

301010  
1 credit

Prerequisite: Earth Science or Science 8

This course is an introduction to and survey of modern biology. Students will develop an understanding of (1) the unity and diversity among living things, (2) the anatomy and physiology of living things, (3) reproduction, (4) genetics, (5) evolution, and (6) ecology. Double laboratory periods are scheduled on alternating days, and a minimum of 1200 minutes of laboratory time is required of each student. **Regents exam required.**

**ADVANCED PLACEMENT BIOLOGY**

Full Year  
Grades 11-12

309020  
1 credit

Prerequisite: Regents Biology, Regents Chemistry and permission of the science coordinator

The AP Biology course is designed for students who have successfully completed a course in high school Biology and high school Chemistry. This college level course covers three broad sciences; molecular and cellular biology, heredity and evolution, and, organisms and populations. Emphasis is equally placed on the knowledge of facts, principles, and processes of biology. In laboratory, students work with a variety of organisms, cells and cell extracts, with an emphasis on techniques, data collection and analysis. This course has a mandatory summer assignment, and all students must sit for the AP Biology Examination in May.

**EARTH SCIENCE REGENTS**

Full Year  
Grades 10-12

301140  
1 credit

This course will study the story of our changing planet. By investigating the beginnings of the Earth and the course of its development through billions of years to its present form, logical predictions can be made for the Earth’s - and our own future. This course will examine topics in Geology, Meteorology, Astronomy, Climate Change and Oceanography. Hands-on laboratory explorations are an integral part of this course Double laboratory periods are scheduled on alternating days and a minimum of 1200 minutes of laboratory time is required of each student. **Regents exam required.**

ALEZA MAIZES
APPLIED CHEMISTRY
Full Year Grades 10-12
301040 1 credit

This survey course will explore a wide range of topics in the exciting field of chemistry. Some of the areas to be studied may include: consumer science, environmental chemistry, biochemistry, fuels and energy, electrochemistry, polymers, and more. Students will be exposed to these topics through a variety of “hands-on” experiences, the Internet, and other supporting media. Both group work and individual projects will be an integral part of this full year course. This course will meet daily for a single period, and will not have a Regents exam.

CHEMISTRY REGENTS
Full Year Grades 10-12
301050 1 credit
Prerequisite: Algebra I

Students in this course learn about the structure and properties of matter and how the following factors influence their interactions: the kinetic-molecular theory, the mole concept, atomic structure, quantum mechanics and molecular geometry, chemical energy and equilibrium. An appreciation of the consequences that result from the ways we interact with our environment will be gained. Laboratory experiences are an integral part of the course, and include guided inquiry investigations. Double laboratory periods are scheduled on alternating days, and a minimum of 1200 minutes of laboratory time is required of each student. The Regents Examination will be the final examination in this course. Upon successful completion of the course, the student should be adequately prepared for the SAT II examination in Chemistry. Regents exam required.

HONORS CHEMISTRY
Full Year Grades 10-12
308060 1 credit
Prerequisite: B+ or better in Living Environment, 88 or better in Living Environment Regents Exam, 88 or better on Algebra I Regents Exam, B+ or better in Algebra I, concurrent enrollment in Algebra II/Trig or Honors Algebra II/Trig and permission of the department coordinator

Students in this course will cover the identical topics as the standard NYS Regents Chemistry Course, namely the study of the structure and properties of matter. This course differentiates itself from the standard Regents Course in both the depth and breadth of the content. Quantitative or mathematical approaches to the solution of various problems will be emphasized and students enrolling in this course should be comfortable with that approach. In addition, with 40% more content than Regents Chemistry, this course will have a significantly faster pace. Laboratory investigations will stress more inquiry-based experiments. Double laboratory periods are scheduled on alternating days, and a minimum of 1200 minutes of laboratory time is required of each student. The Regents Examination will be the final examination in this course. Upon successful completion of the course, the student should be adequately prepared for the SAT II examination in Chemistry. Regents exam required.
ADVANCED PLACEMENT CHEMISTRY
Full Year Grades 11-12
309070 1 credit
Prerequisite: B+ or better in Chemistry or Honors Chemistry

This is a college-level course designed to conform to the Advanced Placement Chemistry Program. Appropriate lab experiments are used which emphasize qualitative, quantitative and instrumental methods of analysis. Double laboratory periods are scheduled on alternating days. This course has a mandatory summer assignment, and all students must sit for the AP Chemistry Examination in May.

APPLIED PHYSICS
Full Year Grades 10-12
301080 1 credit

This physics course is a full-year elective course that meets one period daily. It introduces curious students to the myriad physical concepts that surround them every day. Through thematic units such as “The Physics of Safe Driving”, “The Physics of Sports”, “The Physics of Amusement Parks” and “The Physics of Music”, this course will engage students’ interests and provide connections between physics and their everyday lives. The focus will be on concepts, with mathematics playing a smaller role than a traditional physics course. There will be no Regents Exam for this course.

PHYSICS REGENTS
Full Year Grades 11-12
301090 1 credit
Prerequisite: Completion or concurrent enrollment in Algebra II

This course is concerned with matter and energy; the application of vector analysis to force and motion; work and energy; wave motion as a means of energy transfer in the form of sound; light; fundamentals of static and current electricity; magnetism; and Modern Physics including models of the atom and the dual nature of light. The basic principles and their application to problem solving are emphasized. This course will follow the NYS Regent’s curriculum. Double laboratory periods are scheduled on alternating days. The Regents examination is required for all Juniors and Seniors not participating in the Senior Options program. Seniors participating in Senior Options will take a local final exam prior to the start of the program.

ADVANCED PLACEMENT PHYSICS B
Full Year Grades 11-12
309100 1 credit
Prerequisite: Chemistry or Honors Chemistry with a minimum grade of B+ and permission of the department coordinator

AP Physics B is a college-level physics course designed for motivated students who have successfully completed high school Chemistry with a minimum final grade of B+. Students will be introduced to the fundamental principles and laws that govern the world around us, including the mechanics of motion, an understanding of electricity and magnetism, wave phenomena, the nature of light, and more recent advances in modern physics including our current understanding of the atom and sub-atomic particles. This course will approach these topics using both advanced conceptual and mathematical frameworks. Due to the pace and use of mathematics in this course, interested students will need the recommendation of their high school biology, chemistry and most recent mathematics teacher. This course has a mandatory summer assignment, and all students must sit for the AP Physics B Examination in May.
SCIENCE AND SOCIETY
Full Year  Grade 12
301120  1 credit

The constant progress in science and technology raises important ethical questions society needs to address. This course provides an introduction to the ethical problems and issues associated with science, scientific research, applied science, technology and the environment. Through readings, discussions and films, the class will explore such issues as pollution, climate change, alternative energy, genetic engineering, and emerging infectious diseases. Some questions to be addressed: what obligations do we have to the environment; animal rights; obligation to species and ecosystems; and the implications of moral judgment? This course focuses less on getting final answers to controversial issues, and more on posing the right questions, while developing critical thinking skills.

FORENSIC SCIENCE
Full Year  Grades 11-12
301130  1 credit
Prerequisite: Biology and Chemistry

Science is becoming an invaluable tool in criminal investigation. The field of Forensic Science is constantly growing to include different specialization areas and concepts. This course is a full-year course that will use hands-on techniques and case studies to increase awareness and understanding of the science involved in the popular media renditions of crime solving. Students will work individually or in groups to explore topics such as crime scene investigation, anthropology, blood spatter analysis, fingerprinting, hairs and fibers, and many others. This class meets daily for a single period, and will not have a Regents exam.

ADVANCED PLACEMENT PSYCHOLOGY
Full Year  Grades 11-12
(may receive science or social studies credit)
309120  1 credit
Prerequisite: recommendation of the teacher

This college level course introduces students to “the systematic and scientific study of the behavior and mental processes of human beings and other animals.” The major topics studied include: The Biology of the Mind, Consciousness, Sensation and Perception, Development, Learning and Memory, Intelligence, Motivation, Stress and Health, Personality, Psychological Disorders, Therapy and Social Psychology. There is a mandatory summer assignment and all students will sit for the AP Psychology Examination in May.

Alexa Maizes
INTRODUCTION TO SCIENCE RESEARCH
Full Year Grade 9
301033 .50 credit
Prerequisite: B+ or better in Earth Science or Science 8, 88 or better in Algebra 1 Regents exam and recommendation of the department coordinator

This course will meet three periods per cycle and is designed to introduce students to the research process. Participants will work in groups and/or individually on several long-term and open-ended projects during the school year. They will be expected to present the results of their work to their classmates and other members of the school community. Successful students will have the opportunity to research, design, and implement sophisticated research projects in grades 10-12. Enrollment in this course fulfills the Effective Communication credit requirement.

HONORS SCIENCE RESEARCH
Full Year Grades 10-12
308113 1 credit
Prerequisite: B+ or better in Living Environment, 88 or better on the Living Environment Regents Exam, Recommendation of the Living Environment or Introduction to Research instructor, permission of the department coordinator

This three year program affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. Students are required to work in conjunction with research scientists and professionals within their field of research. Students may do independent research in mathematics, life sciences, physical sciences, psychology or the social sciences. Assessment is accomplished by various means. All students are required to enter local, regional, national, and international scientific competitions. This course can be taken in conjunction with the University at Albany’s, University in the High School Program. This optional program will allow students to earn up to 12 college credits in their junior and senior years. Summer work is required each year as part of this program. Parents and students are encouraged to contact the instructor before enrolling in this course.
The mission of the Social Studies Department of Blind Brook High School is to help students develop social science skills and become reflective thinkers who use the scientific method in historical problem solving. The department goals are as follows:

- provide a curriculum that challenges the broad spectrum of Blind Brook students.
- emphasize the mastery of basic social science skills in all department course offerings and provide enrichment and opportunities for advanced studies for students.
- instill in the student an appreciation for the diversity of the social sciences.
- foster awareness that the social sciences are not isolated disciplines, but are interrelated to other disciplines.
- show the applications of the social sciences to everyday life.
- emphasize the mastery of oral and written communication skills.
- encourage student facility with a variety of primary and secondary source material.
- solve problems through inquiry and inductive reasoning.

**GLOBAL HISTORY & GEOGRAPHY 9**  
Full Year  
Grade 9  
401010  
1 credit

This required course is the first part of the two-year Global History program. It provides an opportunity to develop an understanding of the forces that shaped Western society and the former USSR, thus developing an appreciation of Western and Russian cultures. Accordingly, students will continue to develop their oral and written research and communication skills.

**GLOBAL HISTORY & GEOGRAPHY 10**  
Full Year  
Grade 10  
401020  
1 credit  
Prerequisite: Global History & Geography 9

This required course is the second part of the two-year Global History program. It provides an opportunity to study non-western nations and their cultures within the framework that is designed to develop a global perspective. This approach aims to cultivate students’ knowledge, skills and attitudes needed to function effectively in a world characterized by ethnic diversity, cultural pluralism, international and domestic violence, and increasing interdependence. Students will appreciate the similarities and differences between world culture groups (Africa, China, Japan, India, Middle East, Latin America, and Southeast Asia) and will continue to develop their oral and written research and communication skills. A Regents Exam will be taken at the end of this course, covering two years of Global History.

Lindsey Smith
UNITED STATES HISTORY & GOVERNMENT
Full Year Grade 11
401030 1 credit
Prerequisite: Global History & Geography 10

This course is part of the state-mandated social studies curriculum. It focuses on the historical development of the United States from 1865 to present. Special emphasis is placed on the Constitution and its application to American society. Students will continue to improve their research and oral and written communication skills. A Regents exam will be taken at the end of this course.

ADVANCED PLACEMENT
UNITED STATES HISTORY
Full Year Grade 11
409040 1 credit
Prerequisite: Global History & Geography 10, and permission of the department coordinator

Students will study the historical development of the United States from the founding of the colonies to the present. This is a rigorous course requiring students to perform on a level equivalent to a college survey course in American History. Students will engage in independent research and readings; they will continue improvement of their oral and written communication skills. They will prepare for the Advanced Placement Examination in American History given by the College Board in May. There is a mandatory summer assignment and all students will be required to take both the Advanced Placement exam given by the College Board in May and the NY State Regents exam in June.

ECONOMICS
1st or 2nd Semester Grade 12
401055 .50 credit
401056 .50 credit
Prerequisite: permission of the department coordinator

This course deals with basic economic concepts. Topics include economic systems, the national income, prices and money, the banking systems, the Federal Reserve System, the economic role of government, and personal finance. Students will gain the knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world, and appreciate economics as a distinct and separate social science discipline. Students will continue improvement of their research and oral/written presentation skills.

ADVANCED PLACEMENT
MACROECONOMICS
Full Year Grades 11-12
409090 1 credit
Prerequisite: permission of the department coordinator

This course provides students with a thorough understanding of the principles of economics that apply to an economic system as a whole. This course places particular emphasis on the study of the Federal Reserve System, national income and price determination, and also develops students’ familiarity with economic performance measures, economic growth, and international economics. Topics include: basic economic concepts, measurement of economic performance, national income and price determination, economic growth, international finance, exchange rates, and balance payments. This is an accelerated course designed for highly motivated students who desire more in-depth and advanced presentation of the major areas of study in the field of economics. This course may be substituted for the required Economics course described above. There is a mandatory summer assignment and all students are required to take the Advanced
Placement Examination in Macroeconomics given by the College Board in May.

**ADVANCED PLACEMENT GOVERNMENT & POLITICS**  
Full Year  
Grades 11-12  
409100  
1 credit  
Prerequisite: permission of the department coordinator

This course provides students with an analytical perspective on government and politics in the United States, including both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Topics include: Constitutional underpinnings of U.S. government, political beliefs and behaviors, political parties, interest groups, mass media, major political institutions in the U.S., public policy, and individual rights and liberties. This is an accelerated course designed for highly motivated students who desire a more in-depth and advanced presentation of the major areas of study in the field of government and politics. There is a mandatory summer assignment and all students are required to take the Advanced Placement Examination in Government and Politics given by the College Board in May.

**ADVANCED PLACEMENT EUROPEAN HISTORY**  
Full Year  
Grades 11-12  
409110  
1 credit  
Prerequisite: permission of the department coordinator

The Advanced Placement European History course will develop an appreciation for the rich cultural contributions made by those who created our Western heritage. This is an accelerated course designed for the extremely self-motivated and above-average ability student; it encourages a commitment on the part of the student to a never-ending quest for objective knowledge and understanding of the past through reading and thematic conceptual discussions. This course seeks to heighten the student's ability to see relationships and distinctions in European political, social, economic and intellectual history. The student will develop an awareness of the consequences of European contacts with other areas of the world with regard to past and contemporary issues. There is a mandatory summer assignment and all students enrolled in the course are required to take the Advanced Placement examination given by the College Board in May.

**ADVANCED PLACEMENT PSYCHOLOGY**  
Full Year  
Grades 11-12  
409120  
1 credit  
Prerequisite: teacher recommendation (may receive science or social studies credit)

This college level course introduces students to “the systematic and scientific study of the behavior and mental processes of human beings and other animals.” The major topics studied include: The Biology of the Mind, Consciousness, Sensation and Perception, Development, Learning and Memory, Intelligence, Motivation, Stress and Health, Personality, Psychological Disorders, Therapy and Social Psychology.

There is a mandatory summer assignment and all students will sit for the AP Psychology College Board Examination in May.
INTRODUCTION TO PSYCHOLOGY
Full Year Grades 10-12

401060 1 credit

Psychology is the study of human behavior. This field provides information that helps us understand ourselves as well as the actions of others. As such, psychological research touches nearly every aspect of our daily lives. This year-long course will explore the basic areas of study within the field of psychology: biological bases of behavior, sleep and dreams, memory and cognition, intelligence, personality, child development, group processes, psychopathology and therapy.

ETHICAL ISSUES
1st or 2nd Semester Grade 12

401075 .50 credit
401076 .50 credit

A research scientist has developed a serum that will cure a disease. A man whose wife is dying of the disease cannot afford the serum that is very expensive to produce. Should he steal the serum? Does he have the right to violate the scientist's years of time and expense developing the serum? What values are in conflict, and where do you stand? This course focuses on problems like these and many others - both hypothetical and contemporary - which ask students to analyze dilemmas. Students will develop a sense of group solidarity and closeness, improve communication and listening skills, and develop a sense of trust by sharing feelings and taking risks.

CRIMINAL & CIVIL LAW
1st or 2nd Semester Grade 12

401085 .50 credit
401086 .50 credit

The criminal and civil law course is designed to provide students with a practical understanding of law and the legal system and to improve the students' understanding of the fundamental principles and values underlying the Constitution, laws and legal system. This course promotes an awareness of current issues and controversies relating to law, as well as encourages effective citizen participation in our legal system. The student will study the criminal and juvenile system as well as law pertaining to individual liberties. The law course is supplemented with mock trials and case studies.

Jacqueline Ciraldo
TECHNOLOGY

CREATING DIGITAL MEDIA
2nd Semester Grades 9-12
(not offered in 2012-2013)

721016 .50 credit
This course will show you how to express yourself creatively through the use of audio, video and digital images. You will be introduced to some of today’s most popular audio/video technologies such as video creation and editing, dynamic web page design, 3D image and digital animation creation, and audio editing. You will create projects such as podcasts, video journals and 3D character and objects using programs like Flash, Dream Weaver and iMovie. Real life applications of the skills taught in this course will be explored. Both the PC and Mac environments will be used during this course. All students will be required to maintain a portfolio of their work over the course of the semester.

PRE-ENGINEERING II
(Advanced 3D Model Making)
2nd Semester Grades 9-12

721046 .50 credit
Having a wide variety of tools and materials at your disposal, you will work on creating a physical functioning 3D model. Sample projects include boats, cars and airplanes. Each student is required to keep a pre-engineering notebook and fully document the progress of the project using notes, photographs, movies and designs from the SolidWorks 3D modeling Computer Aided Drawing (CAD) program. SolidWorks will be required to design and model portions of your design as part of your project notebook.

PRE-ENGINEERING
(CAD – 3D Computer Modeling)
1st Semester Grades 9-12

721035 .50 credit
This course allows you to learn drawing and drafting skills used in all engineering applications from high tech biomechanical limbs to creating the latest Ipod design using a computer. Students learn the fundamentals of computer aided drawing by applying exact dimensions, textures, colors, geometry, and mechanics of motion. The result is an exact replica of the real item simulated in the computer in 3D. You begin with a variety of tutorials from introductory to extremely challenging.
EXPLORING PROGRAMMING
1st Semester Grades 9-12
(not offered in 2012-2013)

721025 .50 credit

This course will introduce you to the concepts of programming through a wide range of media. At the beginning of the semester you will start with downloading and creating programs and applets (such as periodic tables and timeline creators) on your graphing calculator. You will then explore how to create desktop widgets and gadgets. You will look at different programs that incorporate programming such as web page design and Flash animations. The course will conclude with an overview of the Visual Basic programming environment.

Meg Stomski
The theater arts program is designed to provide students with a number of theatrical experiences, ranging from basic acting education to performing in and directing productions. Many aspects of acting and technical production are featured, including performing, reading, viewing, writing and designing for theater. Included will be a study of play genre and character study. Theater Arts courses will meet the fine arts graduation requirement.

THEATER ARTS I
1st Semester
Grades 9-12
101135 .50 credit

Whether it is gaining enough nerve to step onto a stage in front of an audience, polishing a certain character’s specific traits, or designing set, students can use theatre as a tool for self-expression and self-exploration. In this class, students will participate in drama exercises that develop vocal, movement, and improvisational skills. Students will develop and perform monologues and scenes from contemporary plays and will also keep a written journal to reflect on their experiences. This course credit can be applied to the Fine Arts requirement.

THEATER ARTS II
2nd Semester
Grades 9-12
101146 .50 credit
Prerequisite: Theater Arts I

This course will serve as a follow-up to Theater Arts. Students will be offered the opportunity to expand all aspects of their theatrical knowledge. The primary focus of this class will be theater as a literary device. Students will be reading plays for the different time periods and genres of theater. Through this process there will be a strong focus on the characterizations and the movement of a play from written form to performance. There will be intensive monologue and scene studies as part of the class, as well as a focus on audition techniques. Other units will include, but not be limited to: directing, technical theater, theater and theater critiques. This course credit can be applied to the Fine Arts requirement.
The mission of the Foreign Language Department of Blind Brook High School is ensuring that all students are able to communicate in at least one foreign language. We help our students develop increasing levels of proficiency in all four language skills as well as an understanding and appreciation of foreign cultures. We prepare our students to face the various challenges of our contemporary global world with the linguistic and cultural skills that will help them to be successful citizens. We strive to motivate and excite our students about language study and encourage them to be life-long learners.

**FRENCH 1**
Full Year                      Grades 9-12
(not offered 2012-2013)

501010                       1 credit

This course is for students interested in learning the French language and its culture. It is designed to introduce students to the basic French sound system, simple vocabulary, principles of grammar and verb usage. Students will learn to communicate both orally and in written form on a variety of topics. The four language skills; listening, speaking, reading and writing will be developed through authentic documents, simple readings, audio and video programs and films.

**FRENCH 2**
Full Year                      Grades 9-12
(not offered 2012-2013)

501020                       1 credit
Prerequisite: French 1

This course augments the material from first-year French, specifically in listening, speaking, reading, and writing skills. Reading selections of intermediate difficulty are introduced. In-depth study of grammatical concepts facilitates oral and written expression. There is emphasis on conversation, listening and reading comprehension as well as composition writing. Students will research and study the provinces of France.

**FRENCH 3**
Full Year                      Grades 10-12

501030                       1 credit
Prerequisite: French 2

This course is based on the communicative approach to language learning. It is designed to reinforce and expand the vocabulary and grammatical structures learned in French 1 and 2. In addition, the four language skills, listening, speaking, reading, and writing will be further developed using a variety of listening comprehension activities, oral proficiency interviews, compositions, letters, authentic reading documents and language laboratory work. Students will research and study various aspects of French culture. Students are required to take the checkpoint B examination.
FRENCH 4
Full Year Grade 11
501040 1 credit
Prerequisite: French 3

This is an upper level course designed for the student who is interested in and motivated by the French language, its literature and culture. It provides further refinement of the four language skills - listening, speaking, reading and writing - through daily discussion, films, selected readings from plays, novels, short stories, magazines, newspapers, and comic strips and language laboratory work. There is an in-depth study of grammar and an emphasis on different writing genres. Students will also read one full-length novel.

HONORS FRENCH 5
Full Year Grade 11
(not offered 2012-2013)
508050 1 credit
Prerequisite: French 4 and teacher recommendation

This is an upper level course designed for students who enjoy the French language, its literature and culture, and wish to gain further proficiency. In this course, students' listening, speaking, reading and writing skills will be further refined through daily discussions, grammar study, language laboratory work and selected readings from poetry, short stories, novels and newspapers in addition to the reading of novels in their entirety. The study of art, humor, film, and cuisine is included.

HONORS FRENCH 6
Full Year Grade 12
508070 1 credit
Prerequisite: French 5H

This course is designed for the student who wishes to attain a high degree of proficiency in listening, speaking, reading and writing. Students will refine these four skills through their study of selected novels and plays, poetry, CD and videotaped programs and films, advanced grammar and verb work, daily discussion, compositions and essays, French newspaper and magazine readings and language laboratory work.

ADVANCED PLACEMENT FRENCH LANGUAGE
Full Year Grade 12
509060 1 credit
Prerequisite: French 5H, teacher recommendation and permission of the department coordinator

This course is designed for the student who wishes to attain a high degree of proficiency in listening, speaking, reading and writing and a profound cultural awareness. The course is structured around six broad themes – global challenges, science and technology, contemporary life, personal and public identities, families and communities and beauty and aesthetics – all of these themes promote an integration of language and culture. There will be an in-depth study of selected readings, audio and visual programs and films, thematic essays, daily discussion, French newspapers and magazines and extensive language laboratory work. In preparation for the AP examination, there will be intensive study of the advanced level grammatical concepts as well as complex verb tenses in both the indicative and subjunctive modes. There will also be rigorous practice for the perfection of the four language skills. Students are required to take the Advanced Placement French Language and Culture examination in the spring.
<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Level</th>
<th>Credit</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>SPANISH 1</strong></td>
<td>(Middle School)</td>
<td>1 credit</td>
<td>This course is for students interested in learning the Spanish Language and culture. It is designed to introduce students to the basic Spanish sound system, simple vocabulary, principles of grammar and verb usage. The four language skills; listening, speaking, reading and writing will be developed through authentic documents, simple readings, audio and video cassette programs, language laboratory work and films. Students will learn to communicate both orally and in written form on a variety of thematic topics.</td>
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<tr>
<td><strong>SPANISH 2</strong></td>
<td>Grades 9-12</td>
<td>1 credit</td>
<td>This course augments the material from first-year Spanish, specifically in listening, speaking, reading, writing, and cultural appreciation skills. Reading selections of intermediate difficulty are introduced. In-depth study of grammatical concepts facilitates oral and written expression. There is emphasis on conversation. Students will continue to study Latin American culture as well as the Regions of Spain.</td>
</tr>
<tr>
<td><strong>SPANISH 3</strong></td>
<td>Grades 10-12</td>
<td>1 credit</td>
<td>This is an intermediate level course for the student who is interested in and motivated by the language. This course is based on the communicative approach to language learning. Comprehension and conversational skills are refined, and reading and writing skills will be developed. There is an introduction to literature in its original form, and cultural study of Spanish-speaking areas. Students are required to take the checkpoint B exam.</td>
</tr>
<tr>
<td><strong>SPANISH 4</strong></td>
<td>Grade 11</td>
<td>1 credit</td>
<td>This course is for upper level students who are interested in the language and culture of the Spanish-speaking world. It provides further refinement of the four language skills: listening, speaking, reading and writing, through daily discussion, language laboratory work, films, and selected readings from literature and current events. There is an in-depth study of grammar and an emphasis on different writing genres.</td>
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HONORS SPANISH 4
Full Year Grade 11

508110 1 credit
Prerequisite: Spanish 3 and recommendation of the department coordinator

This course is for the student who has demonstrated a strong proficiency in Spanish 3 with the goal of taking Advanced Placement. This honors course emphasizes the four language skills: listening, speaking, reading and writing in a more challenging way. It includes reading selections of greater difficulty, advanced grammar, as well as longer and more complex oral assignments, with a concentration on the history, culture and food of Spain.

SPANISH 5
Full Year Grade 11

501120 1 credit
Prerequisite: Spanish 4

This course is designed for the student who wishes to attain a higher degree of aural, oral, reading, and writing fluency in Spanish. Students will refine their skills via a study of varied literary resources and exposure to multi-media language programs. Emphasis is placed on conversational skills and grammatical accuracy. There is cultural and historical emphasis on Latin America.

HONORS SPANISH 5
Full Year Grade 11

508130 1 credit
Prerequisite: Spanish 4 or 4H and teacher recommendation

This course is for the student who has demonstrated a strong proficiency in fourth year Spanish and would like to continue his or her study through AP. This honors course continues to emphasize the four language skills: listening, speaking, reading and writing in more rigorous and challenging way and includes reading selections of greater difficulty, more advanced essays and grammar as well as longer and more complex oral assignments both in class and in the language laboratory. There is cultural and historical emphasis on Latin America.

SPANISH 6
Full Year Grade 12

501130 1 credit
Prerequisite: Spanish 5 or Honors Spanish 5 and teacher recommendation

This course includes intensive practice speaking, reading and writing Spanish through a variety of selected short stories, poetry, plays and current events. It examines the customs and culture of the Spanish-speaking world. It includes a review of structure, syntax, and advanced grammar.

ADVANCED PLACEMENT SPANISH LANGUAGE
Full Year Grade 12

509140 1 credit
Prerequisite: Spanish 5/5H, teacher recommendation, and permission of the department coordinator

This course is designed for the student who wishes to attain a higher degree of aural, oral, reading and writing fluency in Spanish. Students will refine their skills via a study of varied literary resources and exposure to multi-media language programs. Stress will be placed on communication skills and grammatical accuracy. In preparation for the AP examination, there will be intensive study of the advanced level grammatical concepts and language laboratory work. There will also be rigorous practice for the perfection of reading and writing skills. Students are required to take the Advanced Placement Spanish Language Examination in May.
ITALIAN 1 (middle school)
Full Year
501150 1 credit
This course is for students who are interested in learning the Italian language and its culture. The offering of this course is based on students’ interests; therefore the possibility exists that students may take this level in a Middle School class. It is designed to introduce students to the basic Italian sound system, simple vocabulary, principles of grammar and verb usage. Students will learn to communicate both orally and in written form on a variety of topics. The four language skills: listening, speaking, reading and writing are developed through authentic documents, simple readings, audio and video programs and films.

ITALIAN 2
Full Year Grades 9-12
501160 1 credit Prerequisite: Italian 1
This course augments the material from Level 1 Italian, specifically in the four language skills, listening, speaking, reading and writing. Reading selections of intermediate difficulty are introduced. In-depth study of grammatical concepts facilitates oral and written expression. There is emphasis on conversation, listening and reading comprehension as well as composition writing. Students will also study the Italian culture in depth.

ITALIAN 3
Full Year Grades 10-12
501170 1 credit Prerequisite: Italian 2
This course is based on the communicative approach to foreign language learning. It is designed to reinforce and expand the vocabulary and grammatical structures learned in Italian 2. In addition, the four language skills: listening, speaking, reading and writing will be further developed using a variety of listening comprehension activities, oral proficiency interviews, language laboratory work, compositions, letters, and authentic reading documents. Students will research and study various aspects of Italian culture. Students are required to take the checkpoint B exam.

ITALIAN 4
Full Year Grades 11-12
501180 1 credit Prerequisite: Italian 3
This course is designed for the student who is interested in the Italian language and culture. It provides further refinement of the four language skills-listening, speaking, reading and writing through daily discussions, television programs, literature, magazines and newspapers, short stories, comic strips, novels, plays and language lab work. There is an in-depth study of grammar and an emphasis on different writing genres.

ITALIAN 5
Full Year Grade 11 (not offered in 2012-2013)
501190 1 credit Prerequisite: Italian 4
This course is designed for the student who wishes to attain a higher degree of aural, oral, reading and writing fluency in Italian. In this course, students’ listening, speaking, reading and writing skills will be further defined through daily discussions, grammar study, language laboratory work and selected readings from poetry, short stories, novels, magazines and new papers. The study of art, humor, films and cuisine is included in this course.
**AP ITALIAN**  
Full Year                        Grade 12

508190                               1 credit  
Prerequisite: Italian 5, teacher recommendation and permission of the department coordinator.

This course is designed for the student who wishes to attain a high degree of proficiency in listening, speaking, reading and writing and a profound cultural awareness. The course is structured around six broad themes – global challenges, science and technology, contemporary life, personal and public identities, families and communities and beauty and aesthetics – all of these themes promote an integration of language and culture. There will be an in-depth study of selected readings, audio and visual programs and films, thematic essays, daily discussion, Italian newspapers and magazines and extensive language laboratory work. In preparation for the AP examination, there will be an intensive study of the advanced level grammatical concepts as well as complex verb tenses in both the indicative and subjunctive modes. There will also be rigorous practice for the perfection of the four language skills. Students are required to take the Advanced Placement Italian Language examination in the spring.

**LATIN I**  
Full Year                        Grades 9-12

501200                               1 credit  
Prerequisite: Latin I

This course is designed to introduce students to the Latin language, culture and grammar. Students will study English derivatives and word-building processes, verb tenses and cases, as well as Roman history, literature and culture and their influences on present society. Through the study of Latin, students will reinforce their language skills, and further their knowledge and understanding of other disciplines as well as their own English language.
SENIOR OPTIONS

The purpose of Senior Options is to enable students to explore an area of interest outside the classroom. By helping to foster independence and decision-making skills, the program will provide students with an opportunity to make a smoother transition from high school to college or the workplace. Students can explore a career interest or service opportunity in a field prior to beginning formal training in college or other post-secondary schooling. Seniors Options begins midway during the fourth quarter and concludes the last day of classes. 901016

STUDENT LEADERSHIP SEMINAR

Full Year                                       Grades 10-12

909023                                          .50 credit

This course is designed for students who are in leadership positions, aspire to be leaders and/or have an interest in making Blind Brook High School, the community and society a better place. Topics will include the study of the seven habits of highly effective teens, leadership paradigms and principles, practices of exemplary leadership, specific leadership qualities, skills and styles, group dynamics and communication skills. Students will practice planning meetings, setting agendas, developing meeting strategies, brainstorming, identifying and solving problems, evaluating results, motivating people, delegating tasks, resolving conflicts, managing committees, building teams and communicating assertively. Students will design and implement a leadership project in the course. The course will be taught collaboratively by the athletic director and guidance director.

Dean Scelfo