



Yorktown High School

Guidance Center

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January 2009

Dear Students:

The Yorktown High School Course Directory has been prepared to assist you in planning your educational program. Contained within you will find most of the information needed to make informed choices about your educational program. To insure that you get the schedule that responds best to your needs, interests and talents, I recommend the following:

Schedule an appointment with your counselor and work closely with your school counselor in designing a balanced program of study.

Involve your parents in the planning process to benefit from their insight and experience.

Select a number of alternative elective choices in the event that your first choice conflicts with another course, is not offered, or is filled.

Be realistic about the program of study most appropriate for you by thinking about achievement in related courses, your extracurricular commitments, and the challenging nature of our curriculum.

The faculty and staff at Yorktown are committed to giving you the resources and support you need to face your challenges and succeed. We are here to help you in any way we can. I look forward to working with you to achieve your goals.

Sincerely,

Kay Buckley
Supervisor/Guidance Center

KB:mgm

Yorktown High School
2727 Crompond Road
Yorktown Heights, New York 10598

Course Directory
2009 – 2010

TABLE OF CONTENTS

| | |
|--------------------------------------|-------|
| Graduation and Diploma Requirements | I - V |
| Course Offerings | |
| Art | 1 |
| Business/Technology/Career Education | 3 |
| Computer Studies | 6 |
| English | 7 |
| Foreign Language | 10 |
| Life Studies | 14 |
| Mathematics | 15 |
| Performing Arts | 20 |
| Physical Education | 23 |
| Science | 23 |
| Social Studies | 28 |
| Special Education | 30 |
| Tech Center Courses | 31 |
| Academic Policy | |
| Auditing | 31 |
| Alternative Program | 32 |
| Class Rank | 32 |
| Early Dismissal Requests | 34 |
| Early Graduation Requirements | 34 |
| Grading | 35 |
| Scheduling | 37 |
| College Planning | 37 |
| Frequently Asked Questions | 40 |

“The Yorktown Central School District, 2725 Crompond Road, Yorktown Heights, New York, 10598-3197, does not discriminate on the basis of sex in the educational programs or activities which it operates and it is required by Title IX of the Educational Amendments of 1972 not to discriminate in such a manner. The requirement not to discriminate in educational programs and activities extends to employment and admission of students. Inquiries concerning the application of Title IX may be made to the Office of Assistant Superintendent, 2725 Crompond Road, Yorktown Heights, New York, 10598-3197, (914) 243-8006.”

MINIMUM GRADUATION REQUIREMENTS
Enter 9th grade in September 2009 (Freshmen In 2009)

Graduating Class of 2013

| Course | Regents | Regents w/Advanced Designation |
|---------------------------------------|------------------|--------------------------------|
| English | 4 units | 4 units |
| Social Studies | 4 units | 4 units |
| Mathematics | 3 units | 3 units |
| Science (must include Biology) | 3 units | 3 units |
| Health | ½ unit | ½ unit |
| Art and/or Music | 1 unit | 1 unit |
| Second Language (LOTE) | 1 unit | 3 units |
| Physical Education | 2 units | 2 units |
| Computer Technology | 1 unit | 1 unit |
| Electives | 2 ½ units | ½ unit |
| Total: | 22 units | 22 units |

Please note: 9.5 credits must be earned in order to achieve 11th grade status.

EXAMS REQUIRED AND MINIMUM SCORE

| | <u>Regents</u> | <u>Regents w/Advanced Designation</u> |
|------------------------|----------------|---------------------------------------|
| English | 65* | 65 |
| Global Studies | 65* | 65 |
| U.S. History | 65* | 65 |
| Mathematics | 65* | 65** |
| Science (1 Regents) | 65* | 65 (2 Regents) |
| Second Language (LOTE) | N/A | 65*** |

* Students must obtain a score of 65 or above on all five of the five required Regents examinations. A score of 65 or above on all five required Regents exams will allow the student to receive a Regents diploma. There is no longer a local diploma option except for students with disabilities. The low option of scoring between 55 – 64 on the required Regents exams to earn a local diploma will continue to be available for students with disabilities entering grade 9 prior to September 2010.

** Students who are pursuing a Regents with Advanced Designation diploma must pass the Regents examinations in Mathematics A and B or Algebra, Geometry, Algebra II, plus obtain a score of 65 or above on all other required Regents Exams.

*** To earn the advanced designation, the student must complete one of the following:
 3 units of a LOTE
 CTE i.e. Business or BOCES Tech (5 units) plus 1 unit in a LOTE
 The Arts (music or art), 5 units, plus 1 unit in a LOTE

MINIMUM GRADUATION REQUIREMENTS
Enter 9th grade in September 2008 (Freshmen In 2008)

Graduating Class of 2012

| Course | Regents | Regents w/Advanced Designation |
|--------------------------------|-----------------|--------------------------------|
| English | 4 units | 4 units |
| Social Studies | 4 units | 4 units |
| Mathematics | 3 units | 3 units |
| Science (must include Biology) | 3 units | 3 units |
| Health | ½ unit | ½ unit |
| Art and/or Music | 1 unit | 1 unit |
| Second Language (LOTE) | 1 unit | 3 units |
| Physical Education | 2 units | 2 units |
| Computer Technology | 1 unit | 1 unit |
| Electives | 2 ½ units | ½ unit |
| Total: | 22 units | 22 units |

Please note: 9.5 credits must be earned in order to achieve 11th grade status.

EXAMS REQUIRED AND MINIMUM SCORE

| | <u>Regents</u> | <u>Regents w/Advanced Designation</u> |
|------------------------|----------------|---------------------------------------|
| English | 65* | 65 |
| Global Studies | 65* | 65 |
| U.S. History | 65* | 65 |
| Mathematics | 65* | 65** |
| Science (1 Regents) | 65* | 65 (2 Regents) |
| Second Language (LOTE) | N/A | 65*** |

* Students must obtain a score of 65 or above on all five of the five required Regents examinations. A score of 65 or above on all five required Regents exams will allow the student to receive a Regents diploma. There is no longer a local diploma option except for students with disabilities. The low option of scoring between 55 – 64 on the required Regents exams to earn a local diploma will continue to be available for students with disabilities entering grade 9 prior to September 2010.

** Students who are pursuing a Regents with Advanced Designation diploma must pass the Regents examinations in Mathematics A and B or Algebra, Geometry, Algebra II, plus obtain a score of 65 or above on all other required Regents Exams.

*** To earn the advanced designation, the student must complete one of the following:
 3 units of a LOTE
 CTE i.e. Business or BOCES Tech (5 units) plus 1 unit in a LOTE
 The Arts (music or art), 5 units, plus 1 unit in a LOTE

MINIMUM GRADUATION REQUIREMENTS
Entered 9th grade in September 2007 (Sophomores in 2008)

Graduating Classes of 2011

| Course | Local | Regents | Regents w/Advanced Designation |
|--------------------------------|-----------------|-----------------|--------------------------------|
| English | 4 units | 4 units | 4 units |
| Social Studies | 4 units | 4 units | 4 units |
| Mathematics | 3 units | 3 units | 3 units |
| Science (must include Biology) | 3 units | 3 units | 3 units |
| Health | ½ unit | ½ unit | ½ unit |
| Art and/or Music | 1 unit | 1 unit | 1 unit |
| Second Language (LOTE) | 1 unit | 1 unit | 3 units |
| Physical Education | 2 units | 2 units | 2 units |
| Computer Technology | 1 unit | 1 unit | 1 unit |
| Electives | 2½ units | 2 ½ units | ½ unit |
| Total: | 22 units | 22 units | 22 units |

Please note: 9.5 credits must be earned in order to achieve 11th grade status.

EXAMS REQUIRED AND MINIMUM SCORE

| | <u>Local</u> | <u>Regents</u> | <u>Regents w/Advanced Designation</u> |
|------------------------|--------------|----------------|---------------------------------------|
| English | 55/65* | 65 | 65 |
| Global Studies | 55/65* | 65 | 65 |
| U.S. History | 55/65* | 65 | 65 |
| Mathematics | 55/65* | 65 | 65** |
| Science (1 Regents) | 55/65* | 65 | 65 (2 Regents) |
| Second Language (LOTE) | N/A | N/A | 65** |

* Students must obtain a score of 65 or above on any four of the five required Regents exams and a score of 55 or above on the remaining required Regents Exam in order to graduate with a local diploma. A score of 65 or above on all five required Regents Exams will allow the student to receive a Regents diploma.

** Students who are pursuing a Regents with Advanced Designation diploma must pass the Regents exam in Mathematics A and B or Algebra, Geometry and Algebra II.

*** To earn the advanced designation, the student must complete one of the following:
 3 units of a LOTE
 CTE i.e. Business or BOCES Tech (5 units) plus 1 unit in a LOTE
 The Arts (music or art), 5 units, plus 1 unit in a LOTE

MINIMUM GRADUATION REQUIREMENTS
Entered ninth grade in September 2006 (Juniors in 2008)

Graduating Class of 2010

| Course | Local | Regents | Regents w/Advanced Designation |
|--------------------------------|-----------------|-----------------|--------------------------------|
| English | 4 units | 4 units | 4 units |
| Social Studies | 4 units | 4 units | 4 units |
| Mathematics | 3 units | 3 units | 3 units |
| Science (must include Biology) | 3 units | 3 units | 3 units |
| Health | ½ unit | ½ unit | ½ unit |
| Art and/or Music | 1 unit | 1 unit | 1 unit |
| Second Language (LOTE) | 1 unit | 1 unit | 3 units |
| Physical Education | 2 units | 2 units | 2 units |
| Computer Technology | 1 unit | 1 unit | 1 unit |
| Electives | 2 ½ units | 2 ½ units | ½ unit |
| Total: | 22 units | 22 units | 22 units |

Please note: 9.5 credits must be earned in order to achieve 11th grade status.

EXAMS REQUIRED AND MINIMUM SCORE

| | <u>Local</u> | <u>Regents</u> | <u>Regents w/Advanced Designation</u> |
|------------------------|--------------|----------------|---------------------------------------|
| English | 55/65* | 65 | 65 |
| Global Studies | 55/65* | 65 | 65 |
| U.S. History | 55/65* | 65 | 65 |
| Mathematics | 55/65* | 65 | 65** |
| Science (1 Regents) | 55/65* | 65 | 65 (2 Regents) |
| Second Language (LOTE) | N/A | N/A | 65*** |

* Students must obtain a score of 65 or above on any three of the five required Regents examinations and a score of 55 or above on the remaining two required Regents examinations in order to graduate with a local diploma. A score of 65 or above on all five required Regents examinations will allow the student to receive a Regents diploma.

** Students who are pursuing a Regents with Advanced Designation diploma must pass the Regents examinations in Mathematics A and B or Algebra, Geometry, Algebra II.

*** To earn the advanced designation, the student must complete one of the following:

- 3 units of a LOTE
- CTE i.e. Business or BOCES Tech (5 units) plus 1 unit in a LOTE
- The Arts (music or art), 5 units, plus 1 unit in a LOTE

Students with Disabilities

Students who have a disability may be eligible for a local diploma by taking and passing the corresponding RCT if they are not successful on the required Regents examinations.

Students identified as having a disability which adversely affects the ability to learn a language may be exempt from the second language requirement if the student's IEP states the requirement is not appropriate. The student may earn a Regents with Advanced Designation diploma by earning a 5 unit sequence in CTE or the arts (music or art).

Course Recommendation Appeals (Overrides)

In the matter of teacher recommendation and placement, any disagreement with the course recommendations made by the Middle School staff can be appealed to the appropriate academic department through the high school teacher coordinator in that academic department. If you fail to reach a satisfactory resolution through the teacher coordinator, appeals can then be made to the high school principal for final determination.

Course Credit

In order to earn course credit, a grade of D is deemed the minimal passing grade for all credit bearing courses at Yorktown High School. Final averages are determined by averaging each quarter grade and the final assessment (if applicable). Passing the course Regents examination does not automatically result in passing the course.

Credit for Remedial Courses

Part 100 of the Commissioner's Regulations prohibits the awarding of credit which counts for remedial course work. Therefore, although credit may be awarded for Learning Center, Social Studies Skills, Writing Lab, Writing Skills, Math Lab, and/or Science Lab, such credit **does not count** toward graduation requirements. The same guideline applies to credit for such courses on transfer transcripts. This should be considered in program planning.

Academic Support Policy

Students who have failed a Regents examination must attend an academic support program such as Learning Center or a subject lab/skills course until the student achieves a passing score on the Regents examination.

Also, ninth grade students who obtained an eighth grade assessment level of 1 or 2 must attend an academic support program such as Learning Center, a skills class, or a subject Lab course. This is to give the student the skills needed to pass the subject Regents examination.

Advanced Placement Courses

Sponsored by the College Board, Advanced Placement (AP) courses are college level courses taken in high school. Students may earn college credit and/or placement in a higher level college class in the subject area. AP courses are offered in Biology, Chemistry, Calculus, Computer Science, English, Environmental Science, European History, French Language, Micro and Macro Economics, Music Theory, Politics and Government, Spanish Language, Statistics, Studio Art, US History. Students in AP courses are required to take the AP examination, administered in May and rated by the Educational Testing Service. Students will receive additional information about the cost of the examinations from their AP subject teachers or from their counselor.

PLEASE NOTE: In some cases, courses will run pending enrollment and/or Board of Education approval.

ART DEPARTMENT

The student can elect art as a major and receive three or more units of credit. The art major may also develop materials for a portfolio which may be used for scholarship competitions and entrance into college and professional art schools. **In all art courses, except art history, students will be required to supply certain materials and supplies all of which can be purchased in any arts and crafts store.** A total of one credit of art and/or music is required for graduation.

Studio in Art (Art 1) - 1 credit

Open to grades 9-12

A comprehensive foundation course required in preparation for the major sequence courses: Advertising design and Illustration, Sculpture, and Drawing and Painting. Following Studio in Art, the courses in the sequence may be taken in any order.

Advertising Design and Illustration - 1 credit

Prerequisite: Studio in Art

This course offers students a variety of assignments based on commercial art forms. Projects include mystery, fantasy, narrative, children's and historical illustrations as well as CD and video covers, logos, letterheads and book jacket design. Lettering and layout are emphasized and a variety of mediums explored. Through illustration, painting skills are developed. Highly recommended as a preparatory course for Drawing and Painting.

Sculpture- 1 credit

Prerequisite: Studio in Art

A three dimensional Design and Sculpture course in which various materials and techniques are explored including wood, plastics, clay, metals, plaster carvings and castings. History and background information are included when pertinent. Recommended for students interested in pursuing careers in art.

Drawing and Painting - 1 credit

Prerequisite: Studio in Art, Advertising Design and Illustration highly recommended

An advanced, portfolio-developing course that focuses on the refinement of drawing and painting skills. Challenging projects that encompass a wide-range of subject matter and a variety of mediums are assigned. Upon successful completion of the course, the student should have produced a body of work from which to create a quality portfolio. Students are required to purchase their own oil painting supplies for which a requirements list will be distributed. Assistance with the selection and presentation of artwork for a portfolio is offered. Slides of the portfolio (if required) are the responsibility of the student. Recommended for the serious student who may pursue art studies on the college level.

Drawing and Painting Honors Option

Students in Drawing and Painting have the opportunity to have their final grade in the course weighted. To achieve honors level, the student must independently complete extended, challenging assignments beyond those of the regular Drawing and Painting class. Minimum *final* grades of A- in the honors assignments and B+ in Drawing and Painting are required for honors credit. The honors designation – if earned – will be placed on the student's transcript at the end of the year.

Advanced Placement Studio Art - 1 credit

Open to Grade 12 only

Prerequisite: Teacher recommendation, Studio in Art, Advertising Design and Illustration (highly recommended), and Drawing and Painting.

This course is intended for the highly-motivated and accomplished art student who wishes to prepare a drawing portfolio that will fulfill the Advanced Placement Studio Art portfolio requirements. Challenging projects for each of the three sections of the portfolio will enable the student to demonstrate his/her artistic talent and proficiency through a variety of mediums representing a wide range of subject matter. Because the student is working to earn possible college credit, the course is demanding and time-consuming and will require attention beyond classroom time. It should only be considered by ambitious and dedicated students who intend to continue studies in art on the college level. The finished portfolio will be reviewed and graded by the Advanced Placement committee at the end of the school year. Upon receipt of the AP grade, the student's college of choice may award college credit. Slides of AP portfolio work are required and are the responsibility of the student.

Mechanical Drawing

The department of art offers a comprehensive three-year mechanical drawing sequence. The courses offered are ideally suited for both the student who will take up employment after graduation and for the student intending to pursue further study in architecture, construction, and any of the various engineering areas. Mechanical Drawing 1 is also recommended for the art major.

Mechanical Drawing 1 - 1 credit

Open to grades 9-12

An introduction to the use of tools, materials, concepts and techniques necessary for good drawing production.

Mechanical Drawing 2 -1 credit

Prerequisite - Mechanical Drawing 1

An extension of drawing techniques including sheet metal and mechanical renderings.

Mechanical Drawing 3 - 1 credit

Prerequisite - Mechanical Drawing 1

Introduction to architectural drafting. Functional design using creativity to create floor plans and wall, stair, window, fireplace, and foundation plans will be developed. Units on computerized drafting and design will be an integral part of this course.

Collaborative Computer Assisted Drawing – 1 credit

Open to grades 10-12

An introduction to technical drawing and drafting using Computer Aided Design. This course is designed to gain efficiency in drafting and architectural skills using CAD.

Computer Graphic Art and Design - 1 semester - ½ credit

Open to Grades 11 - 12

This course is structured to provide the student with basic computer graphic literacy in art and design using Adobe Illustrator and Adobe Photoshop software.

Ceramics - 1 year, 1 credit, 1 semester - ½ credit

Open to grades 11 and 12

Introduction to clay construction with a focus on design. Instruction in both hand and wheel construction is offered to fully acquaint the student with the characteristics and nature of the material and tools. Full studio orientation, material information, production and completion of ceramic projects are to be achieved. (Course may be taken for more than one year/one credit, with more advanced work assigned.)

Art History Appreciation - 1 semester - ½ credit

Open to grades 11 and 12

A survey course of Western architecture, sculpture, painting. This course covers the history of art from prehistoric to contemporary. Two independent gallery or museum visitations are required. Ideal for art and architecture majors and upper-classmen considering college.

Jewelry - 1 year, 1 credit - 1 semester, ½ credit

Open to grades 10 - 12

Introduction to jewelry making and design. Includes use of various materials, equipment, and techniques unique to the craft which will result in production of jewelry in one semester and more complex construction for full year enrollees. (Course may be taken for more than one year/one credit, with more advanced work assigned.)

Workshop in Art - 1 year - 1 credit, 1 semester - ½ credit

Open to grades 11 - 12

This course may be taken by art majors and included as part of the five credits required for a sequence in art. The course is structured to provide the student with the opportunity to study in depth one particular material or to explore any or all of the materials available. Especially suited for those who have not yet taken an art course during their high school career and wish an experience in the visual arts. (Course may be taken for more than one year/one credit, with different work assigned.)

Color Theory - 1 semester - ½ credit

Open to grades 10 - 12

Prerequisite: None, however some art background would be helpful.

The course introduces the history, definition, physics and psychology of color, and concentrates on the research and discoveries of noted color theorists. The study of color will be approached through two-dimensional projects dealing with the color wheel, the construction of a color solid and a series of experiments based on color dynamics. Especially recommended for students interested in pursuing careers in Interior, Textile, or Fashion Design.

Photography - 1 year - 1 credit, 1 semester - ½ credit

Open to grades 10 - 12

A comprehensive introduction to basic black and white photography and darkroom procedures. The course covers a wide-range of photographic experiences, proper camera care and use, photographic terminology and the resolution of the most commonly-encountered picture-taking problems. Students are required to supply their own photographic paper, film and 35 mm camera. **It is essential that the camera is in operating condition at the beginning of the course.** Photography may be taken for four semesters with the level of difficulty and involvement increasing as the course progresses. It is a time-consuming class that will frequently require additional lab time beyond the regular class period. Students continuing in the program should have received a minimum final average of B in the previous semester and have a strong interest in the subject. Recommended for responsible students who wish to fulfill the art unit requirement and art majors who wish to expand their training.

Interior Design and Decoration - 1 semester - ½ credit

Open to grades 10 - 12

Prerequisite: None, however, the student must have an interest in technical drawing.

A design course with a focus on space planning; the development of a set of architectural drawings; the consideration of texture, color and form as decorative elements in an interior space, and the construction of a model of a room and its furnishings. Students are required to supply their own materials for decorating and furnishing the model. Recommended for students interested in pursuing careers in architecture or interior design.

Drawing Appreciation - 1 semester - ½ credit

Open to grades 10 - 12 (grade 9 with permission of the teacher)

A comprehensive drawing course that introduces basic drawing and sketching techniques and focuses on various drawing subjects including landscape, still life, technical, imaginary, figurative and perspective. Ideal for non-art majors who enjoy drawing and are interested in a concentrated drawing experience for one semester.

BUSINESS/TECHNOLOGY AND CAREER EDUCATION DEPARTMENT

The Business Department provides instruction for students who wish to enter the field of business as a career as well for students who wish to acquire skills for personal use. Students may use business as their primary field of study to satisfy sequence requirements for graduation.

Research has shown that 80% of the individuals entering college eventually, through choice or events, become employed in a position requiring some business skills or knowledge. The present job market is highly competitive and promises to be even more so in the future. It is recommended that students consider selecting some of the courses in this area.

Introduction To Business - 1 credit

Open to all grades (recommended for 9, 10)

Prerequisite: None

Be a success! Improve your skills in dealing with people, solving problems and making decisions. See where YOU fit into the free enterprise system. When you complete this course, you will have a better understanding of yourself and the world of work. Course content includes career exploration, basic economics, finance, marketing, management and entrepreneurship. A must for anyone who is planning a business career.

Entrepreneurship and Small Business Ownership I - 1 credit**Open to grades 11-12****Prerequisite: Must complete one of the following courses: Introduction to Business, Accounting, Business Law, Sports and Entertainment Marketing**

A one-year course designed to help students be successful in creating and running a small business. Its focus will be on selecting a business, preparing the business plan, and managing an on-going operation.

Small Business Ownership II - 1 credit**Open to grades 11-12****Prerequisite: Small Business Ownership I**

An extension of small business ownership, the course is designed to allow second-year students to move into the role of "manager" of an ongoing student-run enterprise. Students will also assist the instructor in the teaching of the first-year students on how to properly run the business. Management skills are priceless in the real world. Second-year students will be exposed to learning valuable lessons in time management, communications, human relations, and mediating. Together the instructor and the second-year students will plan each week's lessons and production schedule.

Business Law - 1 credit**Open to grades 10-12****Prerequisite: None**

This course covers the principles of law relating to business transactions, law which arises from life experiences, and criminal law. You will learn what your rights are as a citizen. College-bound students planning on a business administration or legal major will find this course excellent preparation for college.

AP Macroeconomics - 1 credit**Open to grades 10-12****Prerequisite: None**

The purpose of this AP course in macroeconomics is to give students 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 national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. Based on their scores on the Advanced Placement examination, students may receive college credit, advanced placement, or both. This course fulfills the New York State mandated Economics requirement for graduation.

AP Microeconomics - 1 credit**Open to grades 10-12****Prerequisite: None**

The purpose of an AP course in microeconomics is to give students a thorough understanding of the economic behavior in particular markets, such as the market for computers or for unskilled labor. Think of economics as a wrist watch. Macroeconomics is analogous to examining how all the parts fit together to reflect the passage of time. Microeconomics is analogous to examining the individual parts separately one at a time such as the individual consumer or individual firm. Such a course places particular emphasis on the study of price determination, how individuals and firms contribute to the factor markets and the role of the government in economics. This course fulfills the New York State mandated Economics requirement for graduation.

Accounting I - 1 credit**Open to grades 10-12****Prerequisite: None**

This course will introduce you to double-entry bookkeeping and accounting procedures. You will learn how to use journals and ledgers and how to prepare financial statements. Highly recommended for college-bound students and excellent for personal use.

Smart Investing - 1 semester - ½ credit**Open to grades 9-12****Prerequisite: None**

Learn the fundamentals of investing in stocks, bonds, and mutual funds. Participate in projects that will improve your knowledge and skills relating to investing and personal wealth.

Marketing 101 (in conjunction with WCC) 1 local credit, 3 SUNY credits*

Open to grades 11 – 12

Prerequisite: None

A college-level survey course in the field of marketing. The course covers: economic, psychological, and sociological influences on buyer behavior; product development, product line decisions, policies and strategies; determining distribution channels; promotional activities; and marketing research. *(Pending Board of Education approval)*

Sports and Entertainment Marketing - 1 credit

Open to grades 10-12

Prerequisite: None

In this course students will explore the business side of sports. They will address issues such as negotiating and preparing contracts for athletes; how to plan for and organize sporting events, oversee the development of new sports related merchandise and finally, students will learn the value of such names as Tiger Woods, Kobe Bryant and what they mean to the corporate sponsors.

College Notetaking/Study Skills - 1 semester - ½ credit

Open to grades 9-12

Prerequisite: None

Improve your learning skills. Learn effective time-management techniques. Develop study habits, raise your reading speed and improve your note-taking ability. Students will explore different college options and assess their interests.

Discrete Math - 1 credit

Open to grades 11-12

Prerequisite: None

This course involves the application of mathematical problem solving strategies. It includes application of profit functions, linear programming, compound interest, risk assessment, expected value and spread sheet analysis. This course will satisfy the third unit of the math requirement for graduation.

PowerPoint and Microsoft Word - 1 semester - ½ credit

Open to grades 9-12

Prerequisite: None

This one-semester course is designed to develop advanced proficiency in the use of Microsoft Word and PowerPoint. (This course fulfills 1/2 of the Computer Technology requirement for graduation.)

Web Site Design - 1 semester - ½ credit

Open to grades 9-12

Prerequisite: None

In this one-semester course, students will learn the basics of web site design and will create web pages using HTML, FrontPage, and Dreamweaver. (This course fulfills ½ of the Computer Technology requirement for graduation.)

Desktop Publishing Using InDesign - 1 semester - ½ credit

Open to grades 10-12

Prerequisite: None

Get the new standard in professional layout and design. Use Adobe InDesign and Photoshop, Illustrator, and Acrobat to combine text and graphics to create newsletters, brochures, letterheads, and a variety of other professional looking documents. (This course fulfills 1/2 of the Computer Technology requirement for graduation.)

Excel in Spreadsheets - 1 semester - ½ credit

Open to grades 9-12

Prerequisite: None

Master Excel, the most widely used and powerful spreadsheet program on the market today. Start with the basics and go step by step to become a power user. (This course fulfills 1/2 of the Computer Technology requirement for graduation.)

School to Career - ½ credit**Open to grade 12 only****Prerequisite: None**

The Mentorship/Senior Project Program is designed to provide motivated and responsible high school seniors the opportunity to experience a career field as a protégé of a professional. By working in the career field of their choice, students are able to learn skills at a challenging level that cannot be taught in school. They also have an opportunity to get a first-hand look at a career in which they have an interest. Each student will choose a specific career interest, be assigned a "mentor" within the field of interest, and together with the mentor design and create a meaningful project in their field.

Cooperative Work Study Experience**Open to grades 11-12**

The Yorktown High School Work Study program is available for juniors and seniors who are interested in working in a local business. The student is paid by the employer and also receives high school credit based on the number of hours worked per semester.

The Work Study program affords the student the opportunity to be placed in the field for which he/she is being trained, and gives valuable experience under the direction and assignment of a local established employer.

COMPUTER TECHNOLOGY

One unit of credit from any of the courses below will fulfill the Computer Technology requirement for graduation.

PowerPoint and Microsoft Word - 1 semester - ½ credit**Open to grades 9-12****Prerequisite: None**

This one-semester course is designed to develop advanced proficiency in the use of Microsoft Word and PowerPoint. (This course fulfills 1/2 of the Computer Technology requirement for graduation.)

Web Site Design - 1 semester - ½ credit**Open to grades 9-12****Prerequisite: None**

In this one-semester course, students will learn the basics of web site design and will create web pages using HTML, FrontPage and Dreamweaver. (This course fulfills 1/2 of the Computer Technology requirement for graduation.)

Desktop Publishing Using InDesign - 1 semester - ½ credit**Open to grades 10-12****Prerequisite: None**

Get the new standard in professional layout and design. Use Adobe InDesign, Photoshop, Illustrator and Acrobat to combine text and graphics to create newsletters, brochures, letterheads and a variety of other professional looking documents. (This course fulfills 1/2 of the Computer Technology requirement for graduation.)

Excel in Spreadsheets - 1 semester - ½ credit**Open to grades 9-12****Prerequisite: None**

Master Excel, the most widely used and powerful spreadsheet program on the market today. Start with the basics and go step by step to become a power user. (This course fulfills 1/2 of the Computer Technology requirement for graduation.)

Computer Science - 1 semester - ½ credit**Open to grades 9-12****Prerequisite: None**

This course will cover multiple topics of computer science. Mainly students will learn the history of computer development, computer architecture, algorithms, computer calculations and conversions, logical gates and circuits. During the second half of the course, students will be in the computer lab 3 out of 5 days a week learning very simple computer programming algorithms.

Computer Programming - 1 semester - ½ credit**Open to grades 9-12****Prerequisite: None**

This semester course in computer programming utilizes Visual Basic 6.0. This language is OOP and Event Driven. Students learn basic programming concepts such as construction of GUI's sequential coding, selective coding, loops, creating functions and using imported functions, use of arrays, timers, and other advanced topics. There is a strong mathematical component integrated into the material and it is recommended that students have a secure foundation in algebra, inductive/deductive reasoning and logic.

Advanced Computer Programming – 1 semester - ½ credit**Open to grades 9-12****Prerequisite: Computer Programming or previous programming experience**

This course is taught in Java. Java is a very popular high level language that is currently used in most programming occupations. There will be some Graphical User Interface programs, but most of the programs will run on DOS prompt screens. The majority of colleges teach computer programming in Java. AP Computer Science is also taught in Java. There is a strong mathematical component integrated into the material and it is recommended that students have a secure foundation in algebra, inductive/deductive reasoning and logic.

Advanced Placement Computer Science A Course – 1 credit**Open to grades 10-12****Prerequisite: Advanced Computer Programming, Acceleration in Math**

This full year course in programming and computer science is similar to a one semester course of college level introductory computer science or computer programming. The course is intended for anyone interested in majoring in computer science, mathematics, science or engineering in college. This course covers the basic constructs of the Java programming language and their application to computer science topics. Java is a large and complex programming language. The AP Computer Science A course will cover a restricted subset of Java which will include Windows programming. Students will be taught to write and document programs in a style and a level that is consistent to those required by college students. In May, the students will take the Advanced Placement Computer Science A exam and, based on their score, may receive college credit, advanced placement or both.

Programming Applications with Web Pages – ½ semester - ½ credit**Open to grades 11-12****Prerequisite: Web Site Design and ½ year of a Computer Science or Programming course**

Students will learn how to create server-side web pages that allow students to store and retrieve data as well as create highly animated web pages that allow users to interact with.

Not offered in 2009 – 2010:**Advanced Placement Computer Science AB – 1 credit****Open to grades 10-12****Prerequisite: AP Computer Science A, Advanced Computer Programming, Acceleration in Math**

AP Computer Science AB reflects material covered in AP Computer Science A; however, the AB level includes advanced topics such as data structures. As a result, students will be learning two semesters of computer programming at the college level in one year. Like AP Computer Science A, students will take the Advanced Placement Computer Science AB examination in May and, based on their score, may receive college credit, advanced placement or both.

ENGLISH DEPARTMENT

Students will exit Yorktown High School's English program with the following outcomes:

- Students will have the ability to read complex materials, listen effectively, and communicate both orally and in writing for various purposes and audiences.

- Students will have an aesthetic appreciation for literature and language, including an awareness of the power of words.
- Students will have the ability to analyze material critically in order to make informed judgments. Students will be self-directed learners with positive visions of themselves and their futures, who can set priorities and achievable goals, create options for themselves, monitor and evaluate their own progress, and assume responsibility for their actions individually and in groups.

English 9 - 1 credit

This is a Regents-level course organized around the theme of “passage from innocence to experience,” in which students examine through literature the developing awareness of the realities of the world in which they live. Students will work on integrated reading, writing, speaking and listening units to develop the fundamental skills necessary to master the English outcomes listed above. Students will study an introduction to Mythology, as well as such texts as *To Kill a Mockingbird*, *Fahrenheit 451* and *Romeo & Juliet*.

English 10 - 1 credit

This is a Regents-level course organized around the theme of “conflict of conscience,” in which students examine through literature the intricacies faced by individuals and groups in making life decisions, and the consequences of those decisions. Students will work on integrated reading, writing, speaking and listening units to develop an individual style and further practice the skills necessary to master the English outcomes listed above. Students will study such texts as *Antigone*, *Julius Caesar* and *A Tale of Two Cities*.

English 11 - 1 credit

This is a Regents-level course organized around the theme of “search for self,” in which students examine through literature the importance of self-reflection in determining one’s values and in guiding choices in life. Students will work on integrated reading, writing, speaking and listening units to further develop and unify their application of the skills necessary to master the English outcomes listed above. Students will study such texts as *The Adventures of Huckleberry Finn*, *Death of a Salesman*, *Macbeth* and *The Great Gatsby*.

English 9, 10 and 11 Honors

1 “Honors” credit

These courses cover the core material of the Regents-level courses at each grade level. In addition, students will study supplementary texts of a more complex nature such as *The Canterbury Tales* and *Much Ado About Nothing* (grade 10), and *Othello* and *The Crucible* (grade 11). A variety of non-fiction essays and works of critical analysis will also be referenced to further develop the art of argumentation. Students entering the Honors English program are expected to be independent learners and thinkers and be responsible for their own learning experience. During the course selection process, students should select the grade appropriate English course. **Students eligible for the Honors program will be selected at a later date.**

English 12 - 1 credit

This course is divided into four independent ten-week electives, all of which further refine students' ability to master the reading, writing, speaking, and listening skills in the English outcomes. All students are required to pass 1/4 of Composition, including the writing of a major research paper in order to graduate. They must also choose and pass three other quarterly elective courses. Subject to teacher availability and student interest, they may select from 1/4 courses, such as Modern Fiction, Literature of Identity, Public Speaking, Male and Female Stereotypes, Children's Literature, Drama, Short Stories, British Literature, Creative Writing, Poetry, Crisis of Conscience, Nature of Man, and Word Literature.

English 12 – WISE – 1 credit

This is a full year course designed to provide high school seniors, under the mentorship of faculty or staff members, the opportunity to design individualized projects that may take the form of intensive research on a topic or field of interest, internships with community-based agencies or businesses, or artistic or performance-based projects. The first semester consists of a General Literature Study and college prep activities. The second semester consists of the WISE project design and preparation, the WISE experience, and the WISE presentation.

Syracuse University Project Advance

1 high school credit/6 college credits through Syracuse University

Prerequisites: English 11, teacher recommendation

Project Advance is a partnership program linking Syracuse University and secondary schools. It offers college credit for successful completion of (1) a writing studio course, in which students engage in writing activities that help them develop their skills in critical reading, analysis, and argumentation. The course is organized around a "topic or inquiry" and consists of three major units and four major projects, including a library research project and a test-writing unit; (2) a reading and interpretation course in which students "read" a variety of texts, both literary – perhaps *Hamlet* or even a fairy tale – and nonliterary – a Nike ad or cartoon. Students will read complex texts that introduce them to the linguistic theories of Saussure, other applications of structuralism, psychoanalytic theory, post-structural theory, as well as historical and socially constructed critical perspectives. During the course selection process, students should select English 12. **Students eligible for this course will be notified at a later date.** This course also includes a writing laboratory which meets one additional period per week.

Advanced Placement English 12 - 1 credit

Prerequisite: English 11, teacher recommendation.

This advanced placement course concentrates on analysis of complex works of literature and written analysis and evaluation of those works. The course revolves around the theme "Search for Meaning" and includes such titles as *Oedipus Rex*, *Hamlet*, *The Secret Sharer*, *Billy Budd*, *Mayor of Casterbridge*, and *Portrait of an Artist as a Young Man* with intensive work on classical and contemporary poetry. Students refine their critical reading and writing skills, examining the effect of tone, diction, imagery, and syntax. They also explore patterns of structure, rhetorical devices, techniques of characterization, the use of parallels and contrasts, and especially the connotative value of language. Students write expository and argumentative essays, complete creative projects, and learn to discuss literature via the seminar method. These studies in literature and composition culminate in the Advanced Placement Examination in English Composition and Literature and, based on their score, may receive college credit, advanced placement, or both. During the course selection process, students should select English 12. **Students eligible for this course will be notified at a later date.**

Journalism - 1 semester - 1/2 credit

Open to grades 9-12

Prerequisite: None, experience with *The Voice* is helpful.

Designed for students to investigate the field of journalism, to learn the techniques of news writing and editing, and to gain experience writing news stories, conducting interviews and writing editorials. Students will study techniques of gathering and writing news stories, features, columns and editorials. They will critically analyze the news and editorial styles of local papers and national papers. Students will also be expected to confront and engage the ethical and moral responsibilities of journalism, to understand the basics of news judgment and address the needs of a varied, heterogeneous audience. This course will primarily focus on the nature of news writing, and therefore will mainly engage print journalism.

Writer's Workshop - 1 semester - ½ credit

Open to grades 9-12

This is an elective English course designed to encourage the writing of short stories, plays, poetry, and creative essays. Course structure follows that of college writing workshops which emphasize in-class review and discussion of student writing. As student writing is discussed, basic techniques and principles of the various writing genres are presented. Word processing is encouraged. A final writing product that is ready for publication is emphasized, and participation in Young Authors, the *Soupstone*, writing contests, and outside publications is encouraged. Professional writers are called on to address the class.

Advanced Writer's Workshop - 1 semester - ½ credit

Open to grades 9-12

Prerequisite: Writer's Workshop

This course is designed to build on the skills developed in Writer's Workshop. Students will write short stories, creative essays, plays and poetry for publication in various periodicals. Course structure follows that of college writing workshops which emphasize in-class review and discussion of student writing. As student writing is discussed, advanced techniques and principles of the various writing genres are presented. Word processing is required.

TV Production I - 1 credit**Open to grades: 9-12 - Prerequisite: None**

Students will gain a comprehensive understanding of TV Production. This will be illustrated by the compilation of original scripts and a video portfolio that can enhance college applications. Students will perform in all crew positions and demonstrate on-air skills such as interviewing (recorded and live), on-site reporting, ad-libbing, anchoring, and acting. Behind-the-scenes skills such as writing, directing, editing, camera work, and audio work will be explored. Students will produce works that are reviewed and evaluated by faculty and fellow students, maintain a production journal which includes proposals, storyboards, technical issues, and evaluations for each project or assignment. Students will work in a fully equipped TV studio and assist in the production of a periodic show to be broadcast on cable television.

TV Production II - 1 credit**Open to grades 10-12****Prerequisite: TV Production I, instructor recommendation**

Students will gain advanced understanding of TV Production. This course requires that students focus on directing and producing all aspects of the TV Production process. These students will be expected to exhibit their maturity and their knowledge of the production process by acting as team leaders/mentors for the TV Production I students. These students will be asked to train and drill their teams in all crew positions as well as to critique and evaluate each project. Furthermore, these students will create an advanced video portfolio of journalistic, biographical and creative works.

TV Production II - 1 semester - ½ credit**Prerequisite - TV Production I, Instructor Recommendation**

This course will follow a similar outline to the full year course, but will offer a less in-depth study in some areas of specialization.

Writing Lab**Open to grades 11 and 12**

Writing Lab provides individual instruction for students who need support in the organizing and writing of varied types of papers. Special emphasis is placed on the skills necessary to succeed on the NY State Regents exam.

Theater Arts - I semester - ½ credit**Open to grades 9-12**

Introduces students to various aspects of the elements of theater, mask making, improvisations, costuming, and set and lighting design while studying theater history and various playwrights. A willingness to perform experimentally in a class setting, a good attendance record, a sense of deadline and using time well, and respect for others are required. It may be used to fulfill the art/music requirement for graduation.

Drama: Theory and Practice - 1 semester - ½ credit**Prerequisite: None**

This course is designed to be mostly performance based with an emphasis on in-class performance of monologues, improvisations, scenes, and one-act plays in order to understand the nature of the stage and acting. There will be great emphasis placed on understanding theories of acting, analyzing and developing characters, and the audition and rehearsal process. The course will culminate in a production that highlights the students' acting skills. A good attendance record and respect for others are required. This course may be used to fulfill the art/music requirement for graduation.

FOREIGN LANGUAGE DEPARTMENT**French II - 1 credit****Prerequisite: French I**

Speaking, reading and writing are further developed. Increased emphasis will be placed on listening comprehension. Cultural highlights are discussed.

French III - 1 credit**Prerequisite: French II**

This course is a continuation of the development of the four basic skills (listening, speaking, reading, and

writing). Oral comprehension is developed in greater depth. Cultural reading and excerpts from French literature are emphasized. Stress is given to directed compositions and dialogues. All sessions are conducted almost entirely in French. The French Regents is the final examination for the course.

French IV - 1 credit

Prerequisite: French III

This course is intended to develop the student's ability to understand French spoken by a native and to express himself/herself in fluent French. Reading and writing skills are also developed further.

French College Level I **(see note page 14)

1 high school credit/4 college credits through SUNY Albany

Prerequisite: French III

This course provides a substantial review of the basics while expanding students' knowledge of vocabulary and structure, and allows them to express themselves in a more varied and meaningful way, both orally and in writing. As in the previous levels, students have plenty of opportunity for interaction in class. Culture is explored in greater depth than in preceding levels. Students read a variety of short texts during the semester.

French College Level II **(see note page 14)

1 high school credit/3 college credits through SUNY Albany

Prerequisite: College French Level 200Y

Continuing with a functional and thematic approach to building proficiency and a lively, interactive approach to learning, this course builds on students' previous knowledge to expand and refine their ability to express themselves, both orally and in writing. Culture continues to play a central role, as does reading. Students read a variety of short texts as well as a work chosen by the instructor. By the end of French College Level II, students should be able to express themselves and read with reasonable fluency on a variety of topics.

AP French Language I

Prerequisite: Regents exam in French, AP entry/assessment of skills exam and teacher recommendation

The focus of this course is on developing and refining the listening, speaking, reading and writing abilities of those students who will be taking the AP language exam next year. Students will be exposed to contemporary vocabulary in the context of short stories, articles, novels, plays and films. Grammar is stressed with the objective of facilitating language acquisition. The course is conducted entirely in French and students are required to speak only French in the classroom setting.

AP French Language II

Prerequisite: AP French Language I

This course is intended for those students who have successfully completed AP French Language I, and who wish to further develop proficiency in French with emphasis on language rather than on literature. Literature is, however, used as a means to achieve the goal of proficiency. The objectives of the course are to develop mastery of grammar and prepare students for the AP examination in French language. Students will continue to work toward understanding French when spoken with native fluency and to express ideas accurately, both orally and in writing, with reasonable fluency.

Italian I – 1 credit

This course concentrates on the skills of speaking, listening, reading and writing. Cultural highlights are presented. Basic preparation obtained in previous foreign language study at the Middle School or High school serves as a foundation for this course. This course is offered to students who have not passed the proficiency examination in Italian and/or to students who have not had any previous instruction in Italian.

Italian II – 1 credit

Prerequisite: Italian I

Speaking, reading and writing are further developed. Increased emphasis will be placed on listening comprehension. Cultural highlights are discussed.

Italian III – 1 credit

Prerequisite: Italian II

The four skills of listening, speaking, reading, and writing are further developed and the teaching of Italian

grammar is completed. Stress is placed on oral comprehension and composition. Cultural readings are emphasized. The Italian Regents is the final examination for the course.

Italian College Level I ^{}(see note page 14)**

1 high school credit/4 college credits through SUNY Albany

Prerequisite: Italian III

Modern Italian readings. Review of Italian grammar, composition and conversation.

Italian College Level II ^{}(see note page 14)**

1 high school credit/3 college credits through SUNY Albany

Prerequisite: College Italian Level 200Y

Continuation of modern Italian readings, review of Italian grammar, composition and conversation.

AP Italian Language I

Prerequisite: Regents examination in Italian, AP entry/assessment of skills examination, and teacher recommendation

The focus of this course is on developing and refining the listening, speaking, reading and writing abilities of those students who will be taking the AP language exam next year. Students will be exposed to contemporary vocabulary in the context of short stories, articles, novels, plays and films. Grammar is stressed with the objective of facilitating language acquisition. The course is conducted entirely in Italian and students are required to speak only Italian in the classroom setting.

AP Italian Language II

Prerequisite: AP Italian Language I

This course is intended for those students who have successfully completed AP Italian language I, and who wish to further develop proficiency in Italian with an emphasis on language rather than on literature. Literature is, however, used as a means to achieve the goal of proficiency. The objectives of the course are to develop mastery of grammar and prepare students for the AP examination in Italian language. Students will continue to work toward understanding Italian when spoken with native fluency and to express ideas accurately, both orally and in writing, with reasonable fluency.

Latin I – 1 Credit

Students will be introduced to Latin through a reading, writing, speaking, and listening approach. They will follow the story of a “typical” Roman family and learn about their everyday lives, from food and clothes to travel and entertainment, as well as Greco-Roman mythology and the beginnings of Roman History. Students will be exposed to the foundations of English, resulting in improved English vocabulary and grammar. This course is an excellent way to build English language skills in preparation for the SAT or ACT.

Latin II – 1 Credit

Prerequisite: Latin I

Students will continue to explore Latin through more in-depth reading, writing, speaking, and listening as they follow this Roman family to Rome itself. There will be a thorough review of Latin grammar and an introduction to more complex grammatical structures. While the study of Roman history and mythology will continue, special attention will be paid to the city of Rome itself, its government, and its buildings.

Latin III – 1 Credit

Prerequisite: Latin II

Students will conclude the story of the Roman family and the study of Latin grammar and Roman culture. In preparation for the Regents’ examination at the end of the year, students will begin to read adaptations of Latin authors, selected to shed light on the history and development of the Roman Republic and Empire.

Latin College Level I (Elementary Latin II; see note on page 14)

1 High School Credit / 4 College Credits through SUNY Albany

Prerequisite: Latin III (Open to grades 11 & 12)

Students will first read many ancient myths adapted from Ovid’s *Metamorphoses*, reviewing more advanced grammar topics as the readings become more difficult. From there they will transition to authentic Latin,

including Caesar, Cicero, Juvenal, and Plautus, using these readings to explore themes such as the fall of the Republic & rise of the Empire, private aspirations vs. public responsibilities, Stoic philosophy, traditional Roman values, and Roman comic plays. Students will learn the nuances of each author and the techniques of Latin poetry, such as figures of speech and metrics.

Latin College Level II (Intermediate Latin I; see note on page 14)

1 High School Credit / 3 College Credits through SUNY Albany

Prerequisite: Latin College Level I (Open to grade 12)

Students will develop mastery in reading, translating, analyzing, interpreting and understanding authentic Latin poetry and prose, primarily through the works of Catullus and Cicero. They will enhance their recognition and analysis of more difficult grammar concepts in general and the stylistic techniques specific to each author and further their understanding of the cultural, social, and political context of the literature in preparation for the AP examination in Latin Literature. The conclusion of the course will focus on the same aspects of Latin as they relate to selections from Vergil's *Aeneid*.

Classical Roots: The Great Ideas of Greece and Rome (See note on page 14)

1 High School Credit / 3 College Credits through SUNY Albany

Prerequisite: None (Open to grades 11 & 12)

Students will learn about the great ideas and innovations of ancient Greece and Rome and how they have shaped western culture up through the present day. They will read Greek and Roman literature [by way of English translations], including epic poetry, tragedy & comedy, history, philosophy, oration, and satire, as well as studying the history of those cultures as a backdrop for the works. Authors include Homer, Aeschylus, Aristophanes, Herodotus, Plato, Cicero, Juvenal and Vergil among others and special attention will be paid to how their works relate to current events in politics, entertainment and beyond.

Spanish I - 1 credit

This course concentrates on the skills of speaking, listening, reading and writing. Cultural highlights of the Spanish speaking countries are presented. Basic preparation obtained in previous foreign language study at the Middle School or High school serves as a foundation for this course. This course is offered to students who have not passed the proficiency examination in Spanish and/or to students who have not had any previous instruction in Spanish.

Spanish II - 1 credit

Prerequisite: Spanish I

Speaking, reading and writing are further developed. Increased emphasis will be placed on listening comprehension. Cultural highlights are discussed.

Spanish III - 1 credit

Prerequisite: Spanish II

The necessary skills for being proficient in the language acquired in Spanish I and Spanish II will be expanded. Broader vocabulary and grammatical structures will be emphasized in order to strengthen the skills of speaking, listening, reading, and writing. Selected materials will be provided for conversation. At the end of the year, all students will be expected to take the Spanish Regents as the final examination.

Spanish IV - 1 credit

Prerequisite: Spanish III

This course will further develop the student's ability to speak, read and write in Spanish. The readings contain cultural lessons on Spain and Latin American countries focusing on their history, art, music and literature. Students will prepare and present projects on suggested cultural topics. Most of the grammar and vocabulary will be presented in the context of the cultural lessons.

Spanish College Level I **(see note page 14)

1 high school credit/4 college credits through SUNY Albany

Prerequisite: Spanish III

A continuation of the active development of the four communicative skills (listening, speaking, reading and writing) within the context of the study of different topics of Hispanic culture. These topics include: Differing Concepts of Family, the Geography and Demography of Spanish America, and the History of U.S. Relations with Latin America. Course includes short compositions and videos to be seen inside the class. Students are expected to participate in all class activities. Spanish is the language of instruction.

Spanish College Level II **(see note page 14)**
1 high school credit/4 college credits through SUNY Albany
Prerequisite: College Spanish Level 200Y

Students will continue to work with the four skills as in Spanish college Level I with emphasis on readings, short compositions, and class discussions. Cultural topics include: Hispanics in the United States, Habits and Dependencies, Personal Freedom Work and Leisure. Spanish will be the language of instruction. Students are expected to participate actively, and they will be assigned compositions and videos to be viewed.

AP Spanish Language I

Prerequisite: Regents examination in Spanish, AP entry/assessment of skills examination, and teacher recommendation

The focus of this course is on developing and refining the listening, speaking, reading and writing abilities of those students who will be taking the AP language exam next year. Students will be exposed to contemporary vocabulary in the context of short stories, articles, novels, plays and films. Grammar is stressed with objective of facilitating language acquisition. The course is conducted entirely in Spanish and students are required to speak only Spanish in the classroom setting.

AP Spanish II

Prerequisite: AP Spanish Language I

This course is intended for those students who have successfully completed AP Spanish language I, and who wish to further develop proficiency in Spanish with an emphasis on language rather than on literature. Literature is, however, used as a means to achieve the goal of proficiency. The objectives of the course are to develop mastery of grammar and prepare students for the AP examination in Spanish language. Students will continue to work toward understanding Spanish when spoken with native fluency and to express ideas accurately, both orally and in writing, with reasonable fluency.

Not offered in 2009 – 2010:

French I - 1 credit

Latin IV – 1 credit

Introduction to Spanish – 1 credit

*****NOTE: Curriculum and assignments will be monitored by the State University of New York (SUNY) at Albany. The final exam will be designed in conjunction with SUNY Albany. Qualified students wishing to obtain credits from SUNY Albany must complete an application and pay tuition to the college.***

LIFE STUDIES

Psychology - 1 semester - ½ credit

Open to grades 11 and 12

This course involves a broad-ranging survey of psychology, psychiatry, and related social sciences which help us to understand the human mind and human behavior. Topics covered include heredity and environment, the development of personality, intelligence and scholastic aptitude, gender traits and differences, deviant behavior, and mental and emotional disorders. Extensive use will be made of contemporary periodicals and videotapes, and the course will revolve around class discussions, selected readings from the textbook and other sources, and the pursuit of individual student interests.

Health - 1 semester - ½ credit

This is a required course and is typically scheduled for the 10th grade. General areas to be covered are physical, mental and emotional health, social health problems, community health and skill development in communication, advocacy, decision making, self management, stress-management planning, goal setting and relationship management.

Relationship Management (Family Living) - 1 semester - ½ credit

Open to grade 12 only

This course is designed to teach the knowledge and skills to create and maintain a healthy relationship. The

role of men and women will be investigated. Topics will include: the changing family, communication, dating, relationships, marriage, family planning, parenthood, childbirth, childcare, family-related problems, and critical issues in our society.

Nutrition and You – 1 semester - ½ credit

Open to grades 11 and 12

A study of the principals of nutrition as it relates to an individual’s daily life. We will analyze personal dietary, fast food, restaurant food and cafeteria food. The course provides an opportunity to explore areas of special interest such as weight control, fad diets, organic food, food additives, nutrition for various age levels as well as athletic and academic achievement.

MATH DEPARTMENT

MATH DEPARTMENT SEQUENCES

| 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|-----------------------|------------------------|---|--|
| Algebra 1A → | Algebra 1B → | Geometry/Algebra 2 <i>(Pending Board of Education Approval)</i> Discrete Math | Trigonometry (Future) Computer Programming Advanced Computer Programming |
| | → | → | Math B2 Math 12 I |
| Math 1 → | Math 2 → | Math 3 → | Math 4 Statistics |
| | Geometry → | Algebra 2/Trigonometry <i>(Pending Board of Education Approval)</i> | Math 12 I Computer Programming Advanced Computer Programming |
| Math 2 → | Math 3 → | Math 4 → | Calculus Statistics AP Computer Programming AP Statistics |
| Math 2H → | Math 3H → | Math 4H (AB) → | AP Calculus (AB) AP Computer Programming AP Statistics |
| | → | Math 4H (BC) → | AP Calculus (BC) AP Computer Programming AP Statistics |

Algebra 1A - 1 credit

Prerequisite: Math 8

This course culminates in a school final examination following the study of the first year of the NYS Integrated Algebra course. Topics covered include properties of numbers, linear equations in one variable, inequalities, polynomials, factoring, and percents with an emphasis on problem solving strategies. This course is supported by an additional lab period one day a week. The students will take the Integrated Algebra exam in June of their second year. A graphing calculator is recommended.

Math 1 - 1 credit

Prerequisite: Math 8 or Teacher Recommendation

This Integrated Algebra course is the first course in a four year program that concludes with Math 4. The focal point of the class is the algebra content strand. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Topics include linear equations in one variable, quadratic functions with integral coefficients, absolute value and exponential functions as well as coordinate geometry. A Regents exam in June concludes the course. A graphing calculator is recommended.

Algebra 1B - 1 credit**Prerequisite: Algebra 1A or Teacher Recommendation**

This course culminates in June with the New York State Integrated Algebra Exam. Topics covered in the second year include quadratic equations, systems of equations, exponential functions, statistics and probability. This course is supported by one additional instructional lab period per week. A graphing calculator is recommended.

Geometry – (Non-Regents) – 1 credit**Prerequisite: Math 1 or Algebra 1A**

This course is an integrated approach to the study of geometric relationships. The emphasis will be a hands-on approach to better understand the geometric properties and concepts. Topics include triangle properties, quadrilaterals, circles, and coordinate geometry. This geometry-based course culminates in a local final. A graphing calculator is recommended.

Math 2- 1 credit**Prerequisite: Math 1 and Teacher Recommendation**

This course is the second course in a four-year program designed to conclude with Pre-Calculus. The syllabus is Geometry, the second of a three year program designed by New York State. Students will continually use formal Euclidean proofs to make conjectures. Topics include congruence and similarity of triangles using theorems, transformations, quadrilaterals, and circles. Geometry software as well as a compass and straightedge will be used for required constructions. The course concludes with the NYS Regents Geometry Exam in June. A graphing calculator is recommended.

Math 2H- Honors - 1 credit**Prerequisite: Teacher Recommendation**

This course is the first course in a four-year program designed to conclude with Advanced Placement Calculus. An honors course for specially selected ninth grade students, this enriched course covers the New York State Geometry curriculum on an intensive level. Students will continually use formal Euclidean proofs to make conjectures about geometric situations. Topics include congruence and similarity of triangles using theorems, transformations, quadrilaterals, and circles. These students will take the new NYS Regents Geometry Exam in June. A graphing calculator is recommended.

Discrete Math – 1 credit**Prerequisite: Algebra 1B or Teacher Recommendation**

This course involves the application of mathematical problem solving strategies. It includes application of profit functions, linear programming, compound interest, risk assessment, expected value, and spreadsheet analysis. A local final is given. This course fulfills the third year of math required for graduation. A graphing calculator is recommended.

Geometry/Advanced Algebra (Non-Regents) – 1 credit *(Pending Board of Education approval)***Prerequisite: Algebra 1B or Teacher Recommendation**

This course is the third year in a four year program designed to cover Integrated Algebra, Geometry and Advanced Algebra/Trigonometry from the NYS mathematics curriculum. This syllabus will cover the non-Euclidean geometry and advanced algebra topics. Geometry topics include triangle properties, quadrilaterals, circles, and coordinate geometry. Advanced Algebra topics include functions, radical equations, absolute value functions, exponential functions and solving systems. A local final will be given in June. This course fulfills the third year of math required for graduation. A graphing calculator is recommended

Algebra 2/Trigonometry (Non-Regents) – 1 credit *(Pending Board of Education approval)***Prerequisite: Geometry or Math 2**

This course is the third year in a three year program designed to cover Integrated Algebra, Geometry and Algebra 2/Trigonometry from the NYS mathematics curriculum. This syllabus will cover the advanced algebra and trigonometry topics. Topics include polynomial functions, radical equations, exponential functions, logarithmic functions, trigonometric functions and properties of trigonometric functions. A local final will be given in June. This course fulfills the third year of math required for graduation. A graphing calculator is recommended

Math 3 - 1 credit**Prerequisite: Math 2 or Teacher Recommendation**

This course is the third course in a four year program designed to conclude with Pre-Calculus. The syllabus is the NYS Algebra 2/Trigonometry curriculum. Topics covered include relations and functions, exponential functions, completing the square, trigonometry, sequences, probability and statistics. Accelerated students take this course in their second year of high school and conclude with Calculus or AP Statistics in their fourth year. The students will take Advanced Algebra/Trigonometry Regents Exam in June. A graphing calculator is recommended.

Math 3H - Honors- 1 credit**Prerequisite: Math 2H or Teacher Recommendation**

This course is the second course in a four-year program designed to conclude with Advanced Placement Calculus. An honors course for specially selected tenth grade students, this enriched course covers the New York State Advanced Algebra/Trigonometry curriculum. Topics covered include relations and functions, completing the square, trigonometry, probability, statistics, sequences, conic sections and mathematical systems. These students will take the Advanced Algebra/Trigonometry exam in June. A graphing calculator is recommended.

Math 12 I – Advanced Algebra – 1 credit**Prerequisite: Math B1 or Teacher Recommendation**

This course is designed for college bound seniors who wish to take a fourth year math for local credit. Topics covered include complex numbers, theory of equations, trigonometry, analytic geometry, conic sections, exponents and logarithms, probability, statistics, and logic. A local final is given in June. A graphing calculator is recommended.

Math B2 – 1 credit**Prerequisite: Math B1 or Teacher Recommendation**

This course is the fourth year in a four-year program designed for the Math A and Math B curriculum. The primary focus is on trigonometry including graphing, identities, and trigonometric equations. Included are right triangle trigonometry, law of sines, law of cosines, the ambiguous case, and vectors. In addition to the trigonometry are properties of exponents, transformations, probability and statistics. The Math B Regents Exam will be given in June. A graphing calculator is recommended.

Math 4 Pre-Calculus – 1 credit**Prerequisite: Math 3 or Teacher Recommendation**

This course secures a foundation for college calculus. Topics covered include theory of equations, polynomials, analytic geometry, inequalities, absolute value, exponents and logarithms, review of trigonometry, inverses, polar coordinates and complex numbers, conic sections, sequences and series and if time permits an introduction to limits. A graphing calculator is recommended.

Math 4H (AB) - Honors - 1 credit**Prerequisite: Math 3H or Teacher Recommendation**

This course is the third course in a four year program designed to conclude with Advanced Placement Calculus. An honors course for specially selected eleventh grade students, this course prepares students to take the AB Advanced Placement Calculus Exam the following year by offering them a full year of enriched Pre-Calculus. Topics include function analysis, theory of equations, advanced graphing techniques, polar coordinates and matrices. A graphing calculator is recommended.

Math 4 (BC) – Honors – 1 credit**Prerequisite: Math 3H or Teacher Recommendation**

This course is the third course in a four-year program designed to conclude with Advanced Placement Calculus. An honors program for specially selected eleventh grade students, this course prepares students to take the BC Advanced Placement Exam the following year. The first semester treats selected topics from Pre-Calculus such as function analysis, theory of equations, advanced graphing techniques, polar coordinates, mathematical induction and matrices. The second semester begins the study of Advanced Placement Calculus on the BC level. A graphing calculator is recommended.

Statistics: 1 credit**Prerequisite: Math 3 or Math 4**

This course is designed for college bound students who desire an introduction into college statistics. Topics include graphical representations, study design, univariate analysis, bivariate analysis, probability, distributions, estimation of parameters and hypothesis testing. A local final exam will be administered. A graphing calculator is recommended.

Advanced Placement Statistics – 1 credit**Prerequisite: Math 4 or Teacher Recommendation**

This course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. The syllabus is determined by the College Board and develops around four major themes: 1) Exploring Data 2) Planning Study 3) Anticipating Patterns 4) Statistical Inference. Students are expected to take the AP Statistics Exam and may receive credit and/or advanced placement for a one-semester introductory college statistics course. A graphing calculator is recommended.

Calculus – 1 credit**Prerequisite: Math 4 or Teacher Recommendation**

This course lays the foundation for further study in calculus. It will strengthen skills in algebra, trigonometry and the understanding of functions and will introduce the basic concepts of differential and integral calculus. Since the Advanced Placement Exam is not a requirement for these students, the pace of this course is more flexible than that of the Advanced Placement Calculus courses. The student of this course *may* be able to apply to the college of his/her choice for a placement exam which *may* result in advanced standing and/or credit. A graphing calculator is recommended.

Advanced Placement Calculus - AB – 1 credit**Prerequisite: Math 4 (AB) or Teacher Recommendation**

This course presents the basis of differential and integral calculus. Topics include higher order derivatives, area under a curve, the definite integral as the limit of a sum, the Fundamental Theorem, and continuous functions with geometrical and physical applications. At the conclusion of this course, students are expected to take the Advanced Placement Calculus Exam on the AB level. Based on their score and the policy of the college to which they apply, these students may receive up to one semester of college credit, advanced placement, or both. A graphing calculator is recommended.

Advanced Placement Calculus (BC) – 1 credit**Prerequisite: Math 4(BC) or Teacher Recommendation**

This course extends the basis of differential and integral calculus to include several additional topics including infinite series. Basic topics include higher order derivatives, area under a curve, the definite integral as the limit of a sum, the Fundamental Theorem, and continuous functions with geometrical and physical applications. At the conclusion of this course, students are expected to take the Advanced Placement Calculus Exam on the BC level. Based on their score and the policy of the college to which they apply, these students may receive up to two semesters of college credit, advanced placement, or both. A graphing calculator is recommended.

Computer Programming - 1 semester, ½ credit**Open to Grades 9-12**

This semester course in computer programming utilizes Visual Basic 6.0. This language is OOP and Event Driven. Students learn basic programming concepts such as construction of GUI's sequential coding, selective coding, loops, creating functions and using imported functions, use of arrays, timers, and other advanced topics. There is a strong mathematical component integrated into the material and it is recommended that students have a secure foundation in algebra, inductive/deductive reasoning and logic.

Advanced Computer Programming - 1 semester, ½ credit**Open to Grades 9-12****Prerequisite: Computer Programming or previous programming experience**

This course is taught in Java. Java is a very popular high level language that is currently used in most programming occupations. There will be some Graphical Use Interface programs, but most of the programs will run on DOS prompt screens. The majority of colleges teach computer programming in Java. There is a strong mathematical component integrated into the material and it is recommended that students have a secure foundation in algebra, inductive/deductive reasoning and logic.

Advanced Placement (AP) Computer Science A – 1 credit**Open to grades 10-12****Prerequisite: Advanced Computer Programming, Acceleration in Math**

This full year course in programming and computer science is similar to a one semester course of college level introductory computer science or computer programming. The course is intended for anyone interested in majoring in computer science, mathematics, science or engineering in college. The course covers the basic constructs of the Java programming language and their application to computer science topics. Java is a large and complex programming language. The AP Computer Science A course will cover a restricted subset of Java which will include Windows programming. Students will be taught to write and document programs in a style and a level that is consistent to those required by college students. In May, the students will take the Advanced Placement Computer Science A exam and, based on their score, may receive college credit, advanced placement or both.

Not offered in 2009 – 2010:**Advanced Placement Computer Science AB-1 credit****Open to grades: 10-12****Prerequisite: AP Computer Science A, Advanced Computer Programming, Acceleration in Math**

AP Computer Science AS reflects material covered in AP Computer Science A, however, the AB level includes advanced topics such as data structures. As a result, students will be learning two semesters of computer programming at the college level in one year. Like AP Computer Science A, students will take the Advanced Placement Computer Science AB exam in May and, based on their score, may receive college credit, advanced placement or both.

Math 9A – Integrated Regents – 1 credit**Prerequisite: Teacher Recommendation**

This course is the first course in a four year program designed to cover Courses I and II of the New York State Sequential Mathematics Series. This program develops the Regents Mathematics at a slower pace. Topics covered include a review of arithmetic concepts, properties of numbers and their operations, first year algebra, introductory geometry, probability, statistics, and logic. The new NYS Regents Exam, Assessment A, will be taken by these students in January of the third year in this program, Math 11C. Students are required to pass this exam to graduate. Calculators are utilized throughout this course.

Math 10B – Integrated Regents – 1 credit**Prerequisite: Math 9A or Teacher Recommendation**

This course is the second course in a four year program designed to cover Courses I and II of the New York State Sequential Mathematics Series. This program develops Regents Mathematics at a slower pace. Topics covered include first year algebra, introductory geometry, logic, probability, statistics and logic. The NYS Regents Exam, Assessment A, will be taken by these students in January of the third year in this program, Math 11C. Students are required to pass this exam to graduate. Calculators are utilized throughout this course.

Math 11C – Integrated Regents – 1 credit**Prerequisite: Math 10B or Teacher Recommendation**

This course is the third course in the four year program designed to cover Courses I and II of the New York State Sequential Mathematics Series. In this part of the program the major part of Course II is studied. This program differs from the X program in that it completely eliminates Euclidean proof. Topics covered include coordinate geometry, logic, quadratic equations and systems, and probability. Students taking this course will take the Regents Exam for Course II in January of the next year (the fourth and last year). Calculators are utilized throughout this course.

Math 12D – Integrated Regents – ½ credit (½ year) or 1 credit (1 year)**Prerequisite: Math 11C or Teacher Recommendation**

This course is the last course in the four year program designed to cover Courses I and II of the New York State Sequential Mathematics Series. Math 12D is the second part of Course II of the New York State Regents Sequential Mathematics Series. Topics include logic, quadratic systems, permutations, combinations and probability. This course differs from Course II in the X sequence in that it completely eliminates Euclidean proof. The final exam in this course is the Course II Regents. Students take the Course II Regents Exam in January of this year, allowing for an additional opportunity in June if necessary. Those students who successfully pass the Course II Regents in January and who have a passing average (using the criteria for a semester course) complete the course at this time with ½ credit. Those who complete the year successfully will receive 1 credit. Calculators are utilized throughout this course.

Math 12N – Math Applications with the Internet – ½ credit**Prerequisite: Math 11IR or Teacher Recommendation**

This course addresses the MST (Math, Science, and Technology) strand of the NCTM (National Council of Teachers of Mathematics) Standards. Students will learn to use the search engine capabilities of the internet to research real-world

applications of concepts they have learned in math classes and which will also be reviewed as an integral part of instruction in this course. Databases will be accessed and data entered into spreadsheets or a graphing calculator. Best curve fits (linear, quadratic, cubic, exponential, etc.) will be developed and predictive value tested against real data. Projects with real-world applications will develop into reports and papers to form a portfolio of work.

Math 10H(BC) Honors – 1 credit

Prerequisite: Teacher Recommendation

This course is the first course in a four-year program designed to conclude with Advanced Placement Calculus. An honors course for specially selected ninth grade students, this enriched course covers the New York State Sequential Mathematics Course II syllabus on an intensive level in addition to selections from the Core Curriculum for Assessment A and includes an extensive unit on Euclidean geometry and several additional topics. Students must be capable of grasping and mastering abstract topics quickly and will be expected to read the text, work independently and solve problems creatively. These students will take the new NYS Regents Exam, Assessment A, in January. Students in this program are expected to take the BC Advanced Placement Calculus exam in their last year.

Math 11H(BC) – 1 credit

Prerequisite: Math 10H(BC) or Teacher Recommendation

This course is the second course in a four-year program designed to conclude with Advanced Placement Calculus. An honors course for specially selected tenth grade students, this enriched course covers the New York State Sequential Mathematics Course III syllabus on an intense level and includes several additional topics. Students must be capable of grasping and mastering abstract concepts quickly and will be expected to read the text, work independently and solve problems creatively. These students will take the Course III Regents Exam in June. Students in this program are expected to take the BC Advanced Placement Calculus exam in their last year.

Math B1 – 1 credit

Prerequisite: Sequential Math A2 or Teacher Recommendation

This course is the third course in the four year program designed to cover Math A and Math B of the NYS mathematics program. The syllabus will cover the first year of the two year NYS Math B program. A local final is given in June. This course fulfills the third year of math required for graduation. A graphing calculator is recommended.

PERFORMING ARTS DEPARTMENT

Chorus - 1 credit

Performance oriented vocal music organization. Daily rehearsals will consist of vocal training, study of music fundamentals, and preparation of concert literature. Attendance at daily rehearsals and concerts are integral and required parts of the course. An enthusiasm for singing is required for this course. No audition is required.

Concert Choir - 1 credit

Prerequisite: Permission of Director through audition or recommendation

Choir will concentrate on singing a cappella and accompanied selections. Styles will range from the Renaissance to contemporary literature. Students will work in small ensembles in addition to performing as a full choir. Improvement in vocal technique, sight-singing, and musicianship will be stressed. Attendance at daily rehearsals, weekly scheduled sectional lessons, and concerts are integral and required parts of the course. **Students must audition for the director to schedule this group.**

Select Choir Honors - 1 credit

Prerequisite: Permission of Director

This course allows selected students to accomplish honors level work directly related to the Chamber Choir curriculum. In addition to regular course requirements, students choosing the honors option must participate in several additional choral performances and prepare and perform before a NYSSMA evaluator a level VI solo selected from the NYSSMA Manual of recognized literature. Only those students who earn a NYSSMA grade of 90 or higher will receive the "Honors" designation on their transcript and level I weighting. The instructor will submit eligible students to the Guidance Center. Students eligible for the Honors program will be selected at a later date.

Concert Band - 1 credit

The acquisition of demanding technical and musical skills will be stressed in Concert Band. In addition, a "how to" approach to practicing more difficult literature is emphasized. Concert Band rehearses on a daily

basis. All members are required to attend one group lesson each week and are responsible for one half hour of home practice each day. The Concert Band will study a wide variety of musical material and will perform selections as the ability level of the group permits. Performances take place throughout the year and are an integral and required part of the course. Concert Band is open only to students currently enrolled in band OR by permission of instructor.

Concert Band Honors - 1 credit

Prerequisite: Permission of/Audition by the Director

This course allows selected students to accomplish honors level work directly related to the Concert Band curriculum. In addition to regular course requirements, students choosing the honors option must participate in several chamber ensemble performances, study a greater body of literature, researching its composers and historical significance, and prepare and perform before a NYSSMA evaluator a level VI solo or chamber work selected from the NYSSMA Manual of recognized literature. Only those students who earn a NYSSMA grade of 90 or higher will receive the "Honors" designation on their transcript and Level I weighting. During the course selection process, students should select Concert Band. Students eligible for the Honors program will be selected at a later date.

Jazz Band: No Credit

Prerequisite: Enrollment in Concert Band, Wind Ensemble or Orchestra

The Jazz Band will explore a wide variety of musical material using classic stage band instrumentation. Members of the Jazz Band will study a variety of jazz styles, learn basic improvisation techniques, and become familiar with characteristic jazz rhythms, articulations, and forms. Rehearsals occur one evening each week. The day and time is based on student and director availability. School and community performances will take place throughout the year and are integral to the requirements for this course. Only students who are enrolled in a credited instrumental ensemble are eligible to participate in the Jazz Band.

Wind Ensemble - 1 credit

Prerequisite: NYSSMA Solo Proficiency at Level V Difficulty – By Audition Only

The Wind Ensemble will play a wide variety of music drawn from advanced classical and contemporary literature. The music will be studied and performed in a variety of settings including school and community concerts, festivals, competitions and exchanges. Performances take place throughout the year and are integral to the requirements of the course. In addition to daily rehearsals, all students are required to attend one group lesson each week and are responsible for daily home preparation of music. Depending upon instrumental needs, an audition by the director of the Wind Ensemble will be used to determine eligibility. The major objective is to provide knowledge and enjoyment of music through participation.

Wind Ensemble Honors - 1 credit

Prerequisite: Permission of/Audition by the Director

This course allows selected students to accomplish honors level work directly related to the Wind Ensemble curriculum. In addition to regular course requirements, students choosing the honors option must participate in several chamber ensemble performances, study a greater body of literature, researching its composers and historical significance, and prepare and perform before a NYSSMA evaluator a level VI solo or chamber work selected from the NYSSMA Manual of recognized literature. Only those students who earn a NYSSMA grade of 90 or higher will receive the "Honors" designation on their transcript and Level I weighting. During the course selection process, students should select Wind Ensemble. Students eligible for the Honors program will be selected at a later date.

High School Orchestra - 1 credit

Prerequisite: Permission of the Director

The High School Orchestra is for students who play string instruments. It will also provide orchestral experience for the more advanced wind players chosen by audition from the band, in order to explore some of the symphonic literature. The orchestra will perform a wide range of literature taken from the symphonic, string orchestra, and chamber music repertoire. The members are required to participate in a daily one period rehearsal and a weekly one period group lesson. Students are responsible for daily preparation and practice at home. Performances take place throughout the year and are an integral and required part of the course.

High School Orchestra Honors - 1 credit**Prerequisite: Permission of Director**

This course allows students to accomplish honors level work directly related to the Orchestra curriculum. In addition to regular course requirements, students choosing the honors option must perform additional solo pieces, study Chamber Music literature and its history and prepare and perform before a NYSSMA evaluator a level VI solo or chamber work selected from the NYSSMA Manual of recognized literature. Only those students who earn a NYSSMA grade of 90 or higher will receive the "Honors" designation on their transcript and Level I weighting. During the course selection process students should select Orchestra. Students eligible for the Honors program will be selected at a later date.

Music In Our Lives - 1 credit

This course is a general music offering designed to enable students to acquire knowledge and understanding of the place of music in our society. Various types of music popular and classical will be studied. Units of study include what music is, how music has influenced society, and how society has influenced music throughout history. Tests and quizzes are included and a letter grade is given.

Music In Our Lives - 1 semester - ½ credit

This course will follow a similar outline to the full year course. It will include investigation of World Music, Classical Music and popular styles. Tests and quizzes are included and a letter grade is given.

Theater Arts - 1 semester - ½ credit**Open to grades 9-12**

Introduces students to various aspects of the elements of theater, mask making, improvisations, costuming, and set and lighting design while studying theater history and various playwrights. A willingness to perform experimentally in a class setting, a good attendance record, a sense of deadline, using time well, and respect for others are required. It may be used to fulfill the art/music requirement for graduation.

Drama: Theory and Practice - 1 semester - ½ credit**Prerequisite: None**

This course is designed to be mostly performance based with an emphasis on in-class performance of monologues, improvisations, scenes, and one-act plays in order to understand the nature of the stage and acting. There will be great emphasis placed on understanding theories of acting, analyzing and developing characters, and the audition and rehearsal process. The course will culminate in a production that highlights the students' acting skills. A good attendance record and respect for others are required. This course may be used toward the art/music requirement.

Music Theory - Advanced Placement - 1 credit**Prerequisite: Music Theory**

Designed for advanced level study of Music Theory, this course will give the motivated student a comprehensive understanding of music and its structures. Specific topics of study will include: a brief review of fundamentals; investigation and application of compositional techniques; historical perspectives on selected composers and their works; ear training; sight singing; form, structure and analysis. These topics, class study and project assignments, will lead the student toward the acquisition of skills which are integral to the music experience: development of critical thinking; improved musicianship; greater aesthetic awareness; problem solving; and decision making.

Not offered in 2009 – 2010:***Music Theory - 1 credit******Open to grades 10-12******Prerequisite: BASIC MUSIC READING ABILITY!!!***

Music Theory is a course designed to study the structure of music. Units of study will include chord progressions, composition, history, scale/key relationships, score reading, and ear-training. Additional units of study will include computer sessions. Music Theory is required for a five unit sequence in music.

PHYSICAL EDUCATION DEPARTMENT

Physical education in the Yorktown School District is an integral and required part of the total educational experience. Our student-centered program focuses on regular participation in physical activity. Although physical activity is at its core, other unique and worthy objectives are attained through a program which is designed to offer a variety of experiences. Our curriculum is modeled around sport and movement skills, integration of health and wellness, fair play, cooperation and character building. This program is designed to foster the knowledge to live a healthy and active lifestyle for years to come. **ALL students in grades 9 - 12 will be required to obtain credit in each quarter (16 total) in order to qualify for graduation.**

PE 9 - 12 full year – ½ credit

Students will be instructed based on concepts of wellness, programming fitness, adventure education and fundamental skills in a variety of lifetime fitness activities. Adventure education for 9th and 10th graders will include low elements activities. These activities are centered on cooperative learning and team building. Adventure education for 11th and 12th graders involves high elements such as climbing and belaying.

Varsity Privilege

Juniors and seniors who have successfully completed PE 9 and 10 in good standing may have the opportunity to exercise the varsity privilege of “opting out.” This means that the student has earned the right to participate in varsity athletics in place of physical education due to exemplary performance in their past 4 semesters. This privilege will only permit exemption from physical education as long as the athlete is in competition. **It will be at the discretion of the physical education staff to determine whether or not a student is in good standing based on previous grades, attendance and disciplinary issues.**

SCIENCE DEPARTMENT

Earth Science Regents I - 1 credit

This course provides students with experience that will: allow them to acquire skills and course content that are necessary for future Regents science courses; and be generally large group in nature but allow for some individual and small group activities. This course is designed to follow the New York State Earth Science core curriculum. The final examination in the course will be the Physical Setting: Earth Science Regents examination.

Earth Science Regents II - 1 credit

This course is designed for students whose reading comprehension, mathematics, and/or critical thinking skills are not at grade level. This course provides students with experience that will: allow them to acquire skills and course content that are necessary for future Regents science courses; and be generally large group in nature but allow for some individual and small group activities. This course is designed to follow the New York State Earth Science core curriculum. The final examination in the course will be the Physical Setting: Earth Science Regents examination (the same exam as Earth Science Regents I).

Honors Earth Science - Full year -1 credit

This course provides instruction in the same areas of science that is taught in Regents Earth Science; plus several extended areas. Additionally, students will be required to participate in several activities beyond the regular course of study that are intended to enrich the student's background. Opportunities will be provided for students to design and pursue activities of individual interest. Students who successfully complete the Honors Earth Science course will be recommended for participation in future honors/advanced science courses. The final examination will be the New York State Physical Setting Earth Science Regents examination.

Biology Regents - 1 credit

Recommended prerequisites: Earth Science Regents and Math 1

This program is organized and designed to emphasize the sharing of ideas, laboratory activities, and other experiences as well as class demonstrations and discussions. This course presents a laboratory oriented approach to the understanding of living things. Emphasis is on the chemical nature of living activities, the structures involved, and the evolution of these structures. Inter-relationships of life forms on earth are emphasized; the principles involved in these relationships are stressed. Projects may be included.

Honors Biology - 1 credit**Prerequisite: A or better in Regents Earth Science or B or better in Honors Earth Science and recommendation of the Earth Science teacher**

This course covers the material of the Regents course in Biology. In addition, it emphasizes the biochemical nature of life, particularly with regard to the relationship of chemistry and physics to respiration cell structure, genetics and evolution. This course also includes in-depth reading material from college text sources. Lab work and projects are of a more experimental nature than in the Regents course, with more opportunity for students to pursue individual interests. Reports and individual projects will be required.

General Chemistry - 1 credit**Prerequisite: Completion of Math 2/Geometry or its equivalent**

This laboratory course is designed to give students a basic knowledge of all of the chemistry concepts in the NY State Regents curriculum. Though there is no requirement for the students to take the Regents exam at the end of the year, this course provides them with the opportunity to experience all of the traditional chemistry areas such as atomic structure, bonding, mole concept, the periodic chart, nuclear, organic and inorganic chemistry. Since this course follows the Regents chemistry curriculum on a very basic level, there are plenty of opportunities to explore the relationship between the concepts in chemistry and environmental, political and economic issues.

Chemistry Regents – 1 credit**Prerequisite: Math 2 or its equivalent (may be taken as a co-requisite)**

This course is designed to meet the curriculum requirements of an introductory course in chemistry. The course covers basic areas and theories of chemistry such as atomic structure, bonding, mole concept, solutions, ionization, acids, bases, salts, equilibrium, and a brief introduction to organic chemistry and nuclear chemistry.

Honors Chemistry - 1 credit**Prerequisite: Acceleration in Mathematics or recommendation of teacher**

This course covers the Regents syllabus in Chemistry. In addition, topics in qualitative analysis and biochemistry will be covered. Students will be encouraged to design experiments and to observe and collect data on selected topics. Individual research projects will be required.

Physics – The three courses listed below cover the major topics of physics through lecture, demonstration, and experimentation. Among those topics are: the study of the forces nature, light, electricity, energy and nuclear science. They are open to interested juniors and seniors.

Physics Honors – 1 credit**Prerequisites: Acceleration in mathematics or Math 4 and the recommendation of the chemistry teacher.**

Highly recommended for anyone who will be required to take physics in college, including those who plan to major in science, engineering, pre-med, architecture, etc. It is also recommended for those students who have had a high degree of success in high school math and science and those applying to highly competitive colleges. In addition to covering the New York State Regents syllabus, this course emphasizes the lab and mathematical skills fundamental to success in college science. The Physics Regents will be the final examination in the course.

Physics Regents – 1 credit**Prerequisites: Successful completion of Math 3 including passing of the Regents examination**

This course follows the New York State Regents syllabus closely. It is intended for those students who will enter fields of liberal arts in four year colleges, students who need some physics background (nurses, physical therapists), students who want to complete a full Regents program at Yorktown and those who are undecided about their future. The mathematical level is below that of the Honors course. The Physics Regents will be the final examination in the course.

AP Physics – 1 credit**Open to Grade 12****Prerequisite: Honors Physics****Co-requisite: Calculus**

AP Physics C is a full year course devoted to mechanics. This course is designed to follow Honors Physics, and is designed for students planning to specialize in a physical science or in engineering. Calculus is used in problem solving and in derivations.

Science Electives

Astronomy I – 1 semester - ½ credit

Open to grades 10-12

This is a one semester course which covers historical and observational astronomy. Topics will include history and philosophy of astronomy, astrology and special emphasis on observation and the structure of the universe. Students will learn to locate and recognize constellations and planets. Mathematics will be introduced as appropriate to the topic and student (Offered intermittently upon enrollment).

Forensic Science – 1 semester - ½ credit

Open to grades 10-12

In this course students will learn about science as it pertains to crime investigation, and the legal justice system. This course will cover a wide range of scientific principles including properties of glass and soil. Chemical and biological analysis of drugs, poisons, hair, blood, and DNA will also be performed. Detection and analysis of fingerprints, footprints, bombs, arson, firearms, and documents will be covered as well. The course will emphasize laboratory work, student research, and deductive reasoning.

AP Environmental Science – 1 credit

Prerequisite: A grade of 85% on the Earth Science and Biology Regents is strongly advised.

This course is intended to be a first-year college level class that will provide an advanced study of environmental science. The AP Environmental Science course provides a means by which students identify and analyze environmental relationships, problems, and alternative solutions for resolving and/or preventing them. Activities will be drawn from Earth Science, Biology, and Chemistry. Laboratory exercises will be conducted. In the fall and spring labs will be conducted outdoors on the high school/middle school campus. In May, the students will take the Advanced Placement examination in Environmental Science and, based upon their score, may receive college credit, advanced placement, or both.

Advanced Placement Biology – 1 credit

Prerequisite: Successful completion of Regents Biology and Regents Chemistry with an A average in each or Honors Biology, Honors Chemistry with a B average or permission of instructor.

This course provides students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Major topics will be molecules, cells, heredity, evolution, organisms, and populations. In May, students will take the AP exam in biology and, based upon their scores, may receive college credit, advanced placement, or both. ***(Lab conflicts with other subjects not recommended)***

Syracuse University Project Advance Chemistry

1 high school credit/8 college credits

Prerequisite: Successful completion of Regents Chemistry

This is the Freshman Chemistry course offered at Syracuse University under the direction of the Syracuse University Chemistry Department. Upon successful completion, students will receive 8 college credits from Syracuse University which most colleges will accept. Students pay for their tuition, books and lab manuals.

Science Discovery – ½ credit

Open to Grade 9

This course is a semester long introductory course of scientific exploration. Students will be researching real world scientific advancements through various scientific publications and Internet websites. Hands-on experimentation will be conducted by the student. Students will be constructing, testing, and analyzing their own experiments. ***This course is recommended for any student who is considering applying for the Science Research program in the following year.***

Introduction to Science Research – 1 credit

Open to Grade 10

Prerequisite: Recommendation of freshman science teacher

Students are given the opportunity to research and learn about anything that interests them, from any area of science or technology, and then begin designing and conducting an experiment within that area under the

guidance of one of the top scientists in that field. In this first year of a 3-year course, students learn on-line researching skills that can be utilized to find information regarding background information and current research being conducted in an area of science or technology. Students are also asked to present their newly acquired knowledge, on a regular basis, to the class via PowerPoint presentations.

Once a significant amount of background material is acquired and a strong sense of understanding is gained, the student makes contact with a research scientist within their field of interest. Very often this is one of the authors of the articles they have read. At that time, the students ask the scientist to serve as a mentor, or to help find an appropriate scientist to serve as a mentor, in assisting them in carrying out a research project in their area of interest. The initial stages of the research usually commence during the spring and summer as the student works with their mentor and learns many lab procedures that will be integral to their future research. Students can earn 2 college credits from SUNY Albany for working on their research during the summer months.

Intermediate Science Research – 1 credit

Prerequisite: Recommendation science research teacher

During this year the student will: Continue to research related information on the internet constantly being aware of new research being done in their area. Continue to learn lab procedures and work on their research experiment under the guidance of their mentor. Further design an experiment, and/or phase 2 of an experiment, based on the background information and past research that they have read about and become a “local expert” on. Conduct a guided, statistical analysis and interpretation of the results. Give presentations of their findings to their class, their school district, and at regional and statewide symposia. Their presentations are based on the scientific Protocol listed above and incorporate visual presentation techniques (PowerPoint, Poster boards, etc.) Start writing a scientific research paper. Meet with the class and the teacher regularly. All steps in the student’s progress are carefully and systematically monitored to assure that students engage in each phase of Scientific research and have attained the desired capabilities. Students can earn 4 college credits for their work during the school year and an additional 2 college credits from SUNY Albany for working on their research during the summer months.

Advanced Science Research

1 credit

Prerequisite: Recommendation science research teacher

During this year the student will:

- Finalize their authentic research experiment, under the guidance of their mentor.
- Draw conclusions based on statistical analysis and interpretation of the results.
- Finalize the writing of their scientific research paper.
- Give presentations of their findings to their class, their school district, and at regional and statewide symposia. Their presentations are based on the scientific protocol listed above and incorporate visual presentation techniques (e.g. PowerPoint).
- Enter all available science competitions.
- Meet with the class and the teacher regularly.
- All steps in the students’ progress are carefully and systematically monitored to assure that students engage in each phase of scientific research and have attained the desired capabilities.
- Students can earn 4 college credits for their work during the school year from SUNY Albany.

The Physical Universe – 1 unit

Prerequisites: Successful completion of two years of high school mathematics and two years of high school science

This course is a non-Regents course designed for students who desire a non-mathematical approach to physical science and its application in the real world. The course will focus on “how things work” – with study of how the various types of equipment and appliances that we use in our daily lives work. Students will be required to write reports throughout the course on various science topics and to make in-class presentations. Students will be required to “teach” the content of their reports to the class and examinations will cover course content, current events and trends in science and on the “student-based” presentations.

Marine Biology and Aquatic Science - 1 credit**Open to Grades 11-12****Prerequisite: Successful completion of biology or teacher recommendation**

This course will explore the major factors that affect aquatic and marine life. Special emphasis will be placed on the marine environment. The chemistry, physics, and biology of water and ecosystems will be thoroughly investigated. Laboratory work to illustrate and reinforce these concepts will be carried out in small groups.

SUPA Forensic Science 1 high school credit - 4 college credits**Open to Grades 10-12****Prerequisites: B or better in Regents Biology**

The SUPA Forensic Science course is intended to provide an introduction to understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed upon the techniques used in evaluating physical evidence. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations, among others. Laboratory exercises will include techniques commonly employed in forensic investigations.

Anatomy and Physiology – 1 semester, ½ credit**Prerequisite: Biology (Living Environment)**

This course is for students who are interested in understanding the basic concepts of human anatomy and physiology. It is intended for students of all levels who are motivated to learn more about the parts of the human body and how they function, along with various diseases and the normal wear and tear on the body. Appropriate laboratory activities will be utilized as an integral part of the course. The major areas of study will include: 1. General Biology review including basic life chemistry, 2. human anatomic terms that refer to body and the organs that contain them, 3. the major body cavities and the organs that are contained within them, 4. anatomy and physiology of organs and cells, 5. the major constituents in the blood and the lymph systems and the different roles played by each. ***This course will run pending approval by the Board of Education.***

Not offered in 2009 – 2010:**HONORS HOU Astronomy – 1 semester - ½ credit****Prerequisites: Grade 9 – acceleration in math**

Grade 10 – enrollment in Math 3 Honors, Math 3 or equivalent

Grade 11 – 12 successful completion of Math 3 or equivalent

This course introduces students to astronomy using a “hands-on” approach. Hands-On Universe (HOU) is a computer-based science education system that gives students and teachers access to professional grade astronomical telescopes, images and tools for studying the universe. Students access and analyze images taken by large telescopes remotely. Topics include the history of astronomy, the solar system, stellar astronomy and cosmology. Students will also learn to locate and recognize stars, constellations and planets using the school’s planetarium.

Science of Man: Man’s Effect on the Environment – 1 credit**Open to Grades: 11-12****Prerequisite: Successful completion of Biology or teacher recommendation**

This course is for students who are interested in understanding the basic concepts of Ecology. It is intended for students at all levels who are motivated to learn more about man and his environment. This course is designed to include the ecology of local communities so that the students may investigate local environmental problems. Field trips will be utilized for this purpose. Appropriate laboratory activities will be utilized as an integral part of this course. The major areas of study will include the following topics: (1) Ecosystems, (2) Habitats and Niches, (3) Population and Communities, (4) Pollution, (5) Biomes, (6) Man’s role in the environment. Particular emphasis will be placed on the practical aspects of the listed topics and their relationships to our community.

Physical Geology – 1 semester - ½ credit**Open to grades 10-12**

This course offers opportunities for students to develop an understanding of the concepts of geology through hands-on application of principles in the field and in the classroom environment. The course is designed to give students a broad knowledge and experience base in Physical Geology. Topics to be covered will include mineralogy, sedimentology, geomorphology, plate tectonics, correlation, geologic time, among others. Fieldwork and individual projects will be included.

Meteorology – 1 semester - ½ credit

Prerequisite: Successful completion of General Science or Earth Science

Meteorology I is a lab-based course that will engage students in hand-on activities designed to formulate weather forecasts. Students will study various atmospheric phenomena and engage in the collection and analysis of weather variables. Students will use the high school's weather station and the Internet to generate a local weather forecast which will be made available for the school community on a daily basis.

SOCIAL STUDIES DEPARTMENT

Global History I – (SS 9) 1 credit

This course provides an opportunity for students to learn about key areas of the developing world. A cross-cultural approach is used which stresses a comparative study of social structures and societal values. Students will examine the impact of religion, tradition and family on the individual and the group in various societies. Current economic and political problems confronting key areas will be investigated in depth and the interest of the United States in these areas will be assessed. Sub-Saharan Africa, China, Southeast Asia, Japan and the Middle East will be studied.

American Law- 1 semester - ½ credit - Open to grades 10-12

The objective of this course is to have students achieve a basic understanding of how our legal system works, especially the criminal justice system. The course will concentrate on the acquisition of a legal vocabulary and a working knowledge of trial procedure. An examination of significant constitutional issues, both historical and contemporary, will be made. A substantial part of the course will be taught through the use of trial simulations. This course may be taken as part of a 5 unit sequence in social studies. **With the permission of the instructor, this course may be taken under the Explorer Option with a pass/fail grading system.**

Global History II – (SS10) 1 credit

This course involves an examination of the systems and values of European Society, the former Soviet Union and Latin America. Major areas of study include: social, political and economic systems, cultural development, geographic influences on development and international relations. Each of these themes is considered in the context of history with emphasis on the relationships between them as well as comparison, where appropriate, with developments in the United States. Historical topics include: Greece and Rome, Medieval Europe, the Renaissance, The Rise of Nation-States, The Industrial Revolution, Imperialism, the World Wars, theme of Totalitarianism and the Modern World and its problems.

US History & Government (SS11) - 1 credit

This course has as its goals the traditional ones of an appreciation of American institutions and heritage as well as good citizenship, but greater emphasis is placed on understanding and analysis rather than rote memorization. Significant themes or developments in the formation and continuing evolution of American society are explored. Some themes include: the rise of urban industrial America, our Pluralistic Society, American government and politics and American foreign policy. A multidisciplinary view of each theme, including geographic, economic, social, and political aspects is developed. A high level of student involvement is achieved through participation in a major simulation of the U.S. House of Representatives, which emphasizes research skills, problem solving and public speaking. Issues facing society today are explored in a legislative framework with attention to their historical roots and their significance for the future.

Advanced Placement American History - 11th grade - 1 credit

Prerequisite: Completion of 9th & 10th grade Social Studies, application, and teacher recommendation

Advanced Placement American History is a survey course of American history which provides chronological coverage of the creation and development of the American nation, stressing not only political-constitutional and diplomatic history, but economic and social history as well. A series of historic problems or topics, highlighting the interpretive controversies which American historians have addressed, will be studied by students. Thus the course deals with the colonial period, the American Revolution, the Jacksonian period, the Civil War and Reconstruction, Populism and Progressivism, the New Deal, and international affairs and domestic change in the post-1945 period. During the course selection process, students should select Social Studies 11. Students eligible for this course will be notified at a later date. Students will take the Advanced Placement examination in American History in May and the Regents examination in United States History and Government in June. Based on their scores on the Advanced Placement examination, students may receive college credit, advanced placement, or both.

Social Studies 12 - 1 credit

There are two semesters of study: 1) Economics: Preparation for Tomorrow's Challenges; 2) Participation in Government: Senior Senate.

Economics: Preparation For Tomorrow's Challenges - 1 semester - ½ credit

The economics course is designed to provide students with needed and useful knowledge and skills which will better prepare students in their transition toward becoming active, responsible and knowledgeable adults. The course will focus on three major areas: COMPARATIVE ECONOMIC SYSTEMS, THE UNITED STATES ECONOMY, and the CONSUMER IN THE AMERICAN MARKETPLACE. Major emphasis will be placed on the American economy including buying and selling, consumer economics, the role of the government, taxation, income and occupations, banking and savings, family financial management, corporate activities, investments, insurance, and world trade.

Senior Senate - 2 quarters - ½ credit

This course follows a pattern which mirrors the sequence of effective problem solving skills used in the legislative process. Students will be asked to identify and confront many societal issues which can be addressed by formulating and implementing specific public policies. Students will engage in activities which strengthen and extend citizenship skills. They include skills which enable students to define social problems, identify policy alternatives, evaluate consequences of enacting a specific policy, and apply a legislative program to real life conditions.

Advanced Placement American History, Grade 12 – 1 credit

Prerequisite: Successful completion of Social Studies 9, 10, 11 and teacher recommendation.

Advanced Placement American History is a survey course of American history which provides chronological coverage of the creation and development of the American nation, stressing not only political-constitutional and diplomatic history but economic and social history as well. A series of historic problems or topics, highlighting the interpretive controversies which American historians have addressed, will be studied by students. Thus the course deals with the colonial period, the American Revolution, the Jacksonian period, the Civil War and Reconstruction, Populism and Progressivism, the New Deal, and international affairs and domestic change in the post-1945 period. In May, the students will take the Advanced Placement examination and, based on their scores, may receive college credit, advanced placement, or both.

Advanced Placement United States Government and Politics – 1 credit

Open to Grade 12

Prerequisite: Completion of Social Studies 9, 10, 11 and teacher recommendation.

Advanced Placement United States Government and Politics is a survey course of American Government. The course will be organized to work with and participate in the Senior Senate. The course will be a balance between theories concerning government, practical workings of the government, and analyses of political data. The Constitution, public opinion, interest groups, political parties, campaigns, Congress, the Presidency, and the judicial system will be explored. Much of the class will be involved with debates, case studies, and mock trials. For a period of time, students will participate in the SS12 legislative activities and debates. In May, the students will take the Advanced Placement examination and, based on their scores, may receive college credit, advanced placement, or both.

Advanced Placement European History - 1 credit

Open to grade 12

Prerequisite: Completion of Social Studies 9, 10, 11 and Teacher Recommendation

The advanced placement European history course provides a survey of basic chronology and of major events and trends from approximately 1450 to 2000, that is, from the high Renaissance to the present. Political, social, economic and intellectual developments will be investigated by evaluating relevant primary and secondary sources. Writing assignments specifically test students' ability to work with evidence. In May, the students will take the Advanced Placement examination and based on their scores, may receive college credit, advanced placement, or both.

Social Studies Skills

Open to grades 9, 10 and 11

Social Studies Skills classes are designed to provide students with remediation in selected skills. Attention will be focused on basic skills: reading and writing in the social studies content area, as well as skills

specific to social studies such as map, chart and graph reading, library skills and research techniques, and critical thinking. Deficiencies will be identified, and work designed to improve understanding and performance will be prescribed on an individual basis.

Civic Internship - 1 semester - ½ credit or full year, 1 credit

Prerequisite: Eleventh grade social studies and permission of the instructor

A twenty or forty week course designed to promote responsible citizenship through direct and active participation in community agencies and organizations. Student experiences encompass involvement in out-of-class activities and biweekly seminars at the high school. This course satisfies Senior Senate requirements. During the course selection process, students should select Social Studies 12. Students eligible for this course will be notified at a later date.

Civic Internship Economics - 1 semester - ½ credit

Prerequisite: Eleventh grade social studies and permission of the instructor

Designed to combine community involvement with the study of economics. Students are expected to participate in out-of-classroom activities and attend class twice a week. Intensive study and academic rigor are required. During the course selection process, students should select Economics. Students eligible for this course will be notified at a later date.

Human Rights – 1 semester - ½ credit

Open to Grades 10-12

This one semester elective examines human rights violations and what is being done to address these problems. Special attention will be given to issues like the use of child soldiers, the death penalty and torture as well as a wide range of abuses of women and of children. We will also look at groups and individuals working to promote respect for human rights. Role-playing, simulations, projects, debates, movies and presentations will be the core activities of this course.

The Holocaust and Twentieth Century Genocide – 1 semester - ½ credit

Open to Grades 10, 11, 12 (or permission of the instructor)

This one semester elective examines instances of genocide around the world in the 20th century. We will begin with an in-depth examination of the Holocaust, and using its lessons, will move on to other genocides of the 20th century, including the Armenian Genocide, Ethnic Cleansing in the Balkans, the genocide in Rwanda, and the crisis in Sudan. Students will examine personal testimony, films, short stories, poetry, and art to better understand the devastating effects of genocide over the past one hundred years.

From Flappers to Fanny Packs: A Study of American Popular Culture in the 20th Century

1 semester - ½ credit

Prerequisite: Open to all students in Grades 11 and 12 (or permission of the teacher)

This one semester elective examines a variety of modern issues, events and people that have shaped the cultural history of America. Students will travel through each decade looking at various aspects of the everyday life of Americans. They will answer essential questions that run throughout the overall course and each unit.

SPECIAL EDUCATION DEPARTMENT

Special Education classes are designed for those students classified as educationally handicapped by the Committee on Special Education as defined by the Regulation of the Commissioner of Education. The goal is to provide an individual educational program based on the needs of each student.

To earn a high school diploma these students are required to pass the New York State tests required for all students and earn the required number of credits for graduation. Students may be assigned to Resource Room which is designed to provide specialized supplementary instruction in a small group setting. Emphasis is on developing learning strategies and study skills which provide support for regular class placement.

Special education classes provide instruction in English, Social Studies, Science, and Mathematics. Content is comparable with that of mainstream classes. Instructional materials are provided which are compatible with student achievement and ability levels. The goal of these classes is to enable students to meet graduation requirements including state testing requirements.

Collaborative classes are offered in English, Mathematics, Earth Science and Biology. Global History and Geography (SS 9R, 10R) and US History and Government (SS11R) offers Social Studies skills classes to assist students who are in need of extra support with the concepts and writing skills required for successful completion of social studies Regents classes and examinations. Content of collaboration classes is the same with that of Regents classes.

Special Education Math 11: Consumer/Personal Math: - 1 credit

Open to grades 11 & 12

Prerequisite: SE Math 1 and SE Math 2

This course will present “real world” math and economic concepts students will use on a daily basis. Topics include: Banking; Investments; Taxes; Managing Households; Wages; Budgeting Money; Buying and Maintaining a Car; Career Preparation. (This course will run pending enrollment).

Special Education Intermediate Writing - credit based on meetings up to one credit (grade 12 only)

Open to grades 9-12

In this course students will fine tune skills to write business letters, reports, narrative, expository, persuasive compositions, essays and speeches. Students will also further develop skills in grammar, punctuation, usage and vocabulary. As much as possible, course work will focus on writing requirements in school subjects.

TECH CENTER COURSES – BOCES

OCCUPATIONAL EDUCATION

The Tech Center offers occupational training which prepares students for entry-level positions and post-secondary institutions. Training and skill development including computer literacy for each occupational area is accomplished on the latest equipment. Students go to the Tech Center for part of the school day and take required courses at Yorktown High School. Tech Center students are also able to participate in extra-curricular activities, including the sports program at the high school.

Listed below are the Tech Center courses open to high school students, designed primarily for grades 11 and 12. Each is a two-year program for three units of credit each year unless otherwise indicated.

Auto Body, Auto Mechanics, Small Engine, Building Maintenance, Carpentry, Masonry, Heat/Vent Air Cond., Plumbing, Construction. Electricity, Computer Assisted Drafting, Fashion, Micro Computer Technology, Practical Nursing, Child Development, Urban/Forestry, Retail Services, Landscaping, Floriculture, Welding, Information Systems, Cosmetology, Law Enforcement, Computer Graphics, Culinary Art/Food Svc, Nurse’s Aide, Health Careers, Manicuring/Nail Sculpt., TV Production, Photography, Co-op Work Study (1), Commercial Art, Greenhouse Maintenance, and Landscaping Maintenance.

Information is available through your guidance counselor, or you may call the Student Services Office at the Tech Center at 245-2700. Visits to the Tech Center are required prior to attendance. These visits are arranged by your child’s school counselor.

ACADEMIC POLICY

AUDITING

Auditing will be approved at the discretion of the teacher. The teacher's decision will be based on availability of space in the course, the potential for benefit to the student requesting the audit and the best interests of the class. In general, students are encouraged to enroll in all course work for credit; however, in special situations auditing may be appropriate. Students with full schedules seeking additional academic enrichment, students preparing to retake a Regents or AP exam, students preparing for an SAT II, and students with similar *bona fide* educational aims may be allowed to audit. There will be no notation on the student transcript of an audit.

Students seeking to audit a course should discuss the audit with the prospective teacher and complete a request form before the course begins. Admission to the course, continued attendance, and specific academic expectations are all at the discretion of the teacher.

Changing from credit to audit status is a drop and all rules related to dropping a course will apply. Changing from audit to credit status is an add and all rules relating to adds will apply.

Attendance rules which apply to students enrolled for credit will also apply to students who are auditing.

ALTERNATIVE PROGRAMS

College Courses - Several local colleges have made provisions for qualified students to take college level courses for a reduced fee. See your school counselor if you are interested in exploring these programs. Recommendation for approval of high school credit will be made to the Principal by the Credentials Committee

Credits by Examination:

According to the Regents Action Plan, a student may earn a maximum of 6½ units of credit for either a Regents or local diploma without actually attending a course if:

- It is determined that a student will benefit academically from such an alternative;
- The student achieves a score of at least 85% on a State-developed or State-approved examination;
- The student passes an oral examination or successfully completes a special project to demonstrate proficiency in a subject area.
- If you would like further information about this option, please see your school counselor. Requests for credits by examination must be approved by the Principal.

Independent Study - Through independent study a student can earn credit for academic work that has been accomplished independently. This option is available only if a course is **not** available at YHS. This option will not fulfill a course requirement. Applications should be obtained in the Guidance Center **prior to starting the academic work**. An application must be submitted to the Credentials Committee. Recommendation for approval of such a program will be made to the Principal by the Credentials Committee.

Off-Campus Credit - Students earn a limited number of credits for legitimate learning experiences that occur outside the school environment. Applications should be obtained in the Guidance Center **prior to starting the experience**. An application must be submitted to the Credentials Committee. Recommendations for approval will be made to the Principal by the Credentials Committee.

Home Teaching

The school district provides students with home teachers if the doctor anticipates absence from school and approval by the Assistant Superintendent is necessary, for a period of time longer than two weeks. It will be necessary for the student's doctor to verify the illness in writing. The home teacher is responsible for keeping students at the pace of the class so that the return to school is made easier.

Cooperative Work Study Experience

The Yorktown High School Work-Study program is available for juniors and seniors who are interested in working in a local business. The student is paid by the employer and also receives high school credit.

The Work Study program affords the student the opportunity to be placed in the field for which he/she is being trained, and gives valuable experience under the direction and assignment of a local established employer. Progress and attendance reports from the employer are received and evaluated by the Work-Study Coordinator.

CLASS RANK- DETERMINED IN THE FALL OF GRADE 12

In the spring of 1990, the Board of Education approved a weighting plan to be used in computing class rank starting with the class of 1995. Under this weighting system, the student's actual grade will not change on the report card or transcript. In the senior year, when class rank is determined, the grade in each course will be weighted according to the system indicated below:

- All high school courses shall be assigned to one of two levels (except P.E. and courses not taken at YHS or an approved NYS summer school).

- When class rank is computed, a factor of 0.5 will be added to the grade point value of all successfully completed courses in Level I.

Yorktown High School Weighting Model – Level

English

English 12 - Advanced Placement
 English 12 - Syracuse U. Project Adv.
 English 9, 10, 11 Honors

Science

Earth Science Honors
 Biology Honors
 Chemistry Honors
 Physics Honors
 Advanced Biology
 Chemistry- Syracuse U Project Adv. AP
 Forensic Science – Syracuse U Project Adv.
 Biology - Advanced Placement
 Environmental Science - Advanced Placement
 Physics - Advanced Placement

Mathematics

Math 9, 10, 11, 12 Honors
 Calculus-Advanced Placement
 A/B and B/C
 Statistics - Advanced Placement

Computer Science

Computer Science - Advanced Placement A and A/B

Social Studies

American History - Advanced Placement
 European History - Advanced Placement
 U.S. Politics and Government – Advanced Placement

Business

College Accounting
 Economics - Advanced Placement Micro and Macro
 Marketing (*pending Board of Education approval*)

Foreign Language

College French Level 200 & 201
 French Language - Advanced Placement (I & II)
 College Italian Level 200 & 201
 College Latin Level 200 & 201
 College Spanish Level 103 & 104
 Spanish Language - Advanced Placement (I & II)
 Classical Roots
 Italian – Advanced Placement

Performing Arts

Music Theory - Advanced Placement
 Chamber Choir Honors
 Wind Ensemble Honors
 High School Orchestra Honors

Art

Art 4 Honors
 Studio Art - Advanced Placement

Level II - All courses not assigned to Level I

| Grade | Level I | Level II |
|-------|---------|----------|
| A+ | 4.8 | 4.3 |
| A | 4.5 | 4.0 |
| A - | 4.2 | 3.7 |
| B+ | 3.8 | 3.3 |
| B | 3.5 | 3.0 |
| B- | 3.2 | 2.7 |
| C+ | 2.8 | 2.3 |
| C | 2.5 | 2.0 |
| C- | 2.2 | 1.7 |
| D | 1.5 | 1.0 |
| F | 0.0 | 0.0 |

Students weighted class rank by *decile* will be recorded on the official transcript.

The following criteria will also be used:

Students must have been enrolled for their junior year in Yorktown to be included in the ranking process. Grade-point averages will be computed to the thousandths decimal place. The student with the highest GPA will be named as valedictorian; the student with the second highest GPA will be named salutatorian. Should there be a tie in either of these places, co-valedictorians and/or co-salutatorians will be named.

EARLY DISMISSAL REQUESTS (YEAR OR SEMESTER)

An 11th or 12th grader who completes his/her schedule in the morning or early afternoon may, with written parental permission, leave the campus for work or to meet other responsibilities. Students should complete a schedule change request for early dismissal. Any student leaving campus must do so with approved transportation or through previously arranged personal transportation approved by the principal. Application forms are available in the Guidance Center. Proof of early dismissal (green card) is available in Attendance Office.

EARLY GRADUATION REQUIREMENTS

Most students are graduated at the completion of four years of senior high school studies. A small percentage of students are graduated at some time earlier than the rest of their class. Although there are conflicting opinions regarding the advisability of early graduation, the Board of Education has approved guidelines which the principal and counselors consider carefully whenever helping parents and students with the important decision.

Parents interested in initiating a plan for their youngster's early graduation should send a written request to the guidance counselor. These requests must be received by the counselor no ***later than April 1 of the school year prior to the requested graduation date.***

If a decision for early graduation is reached, a statement to this effect will be prepared and signed by parents and student and the necessary forms completed for submission to the Board of Education. A decision to graduate early may be advisable for one student or one member of a family and inadvisable for another. Early graduation should be based on what is best for each individual youngster.

The building principal has the responsibility of making a decision about early graduation. Each request is forwarded to the Board of Education for final approval. After a decision is made, applicants will be informed at home by letter.

Physical Education requirements for early graduates - Students graduating at the end of their junior year must attend the Physical Education classes normally scheduled for 11th grade. It will not be necessary for them to earn 1 full unit of credit of Physical Education but they must meet the requirement of the full 21 credits. The option of doubling in Physical Education to receive an additional 1/4 unit of credit is open to these students. Students graduating at the end of three and one half years will be awarded 1/4 credit for the successful completion of Physical Education in the first semester of their senior year.

GRADING

Progress Reports

Progress reports are mailed to parents in the middle of each marking period to indicate improvement or poor performance in a subject class.

Report Cards and Grading

- Report cards are mailed home every ten weeks. If courses or grades are missing from the report card, you should notify the subject teachers.
- Incompletes - A two-week period after the end of the marking period may be provided for make-up work. Requests for a grade of incomplete should be made through the teacher. At the end of the two-week period a grade is given and recorded, unless, for extenuating circumstances prior administrative approval has been granted for a longer period. If the necessary work is not completed within the period agreed upon, a grade of F will be recorded.
- Grade calculation - Quarter courses require both a marking period (quarter) grade and a final average. Semester course final average is determined by adding together 2/5 of the grade for each quarter and 1/5 of the final exam grade. Year course final average is obtained by adding 1/5 of the grade of each quarter and 1/5 of the final (or Regents) exam grade. This applies to 8th grade students taking high school courses as well.

Examinations

- Final examinations and/or Regents examinations are administered in all courses except as approved by the principal.
- All students enrolled in a course in which a Regents examination is given will be required to take that examination. The Regents or final examination mark will represent 1/5 of the student's grade.
- If a student does not appear for a final or Regents examination, and the failure to appear is not due to a *verified* illness or other *legal reasons approved by the Principal*, or if the absence is due to failure to meet the lab requirements in a Regents Science, a zero will be averaged as 1/5 of the student's course grade. The taking of the final examination is an academic responsibility of the student.
- On non-Regents exams, papers which are graded 62, 63, or 64 will be circled and recorded as a 65%.

Explorer Option Program

The Explorer Option Program is intended to encourage students to try courses in which they have an interest but in which they might prefer to be graded on a pass-fail basis instead of in the usual manner. Only approved courses may be taken under the Explorer Option. Each October the various departments of the high school may apply in writing to the principal to make certain courses eligible for Explorer Option beginning the following year. The department's recommendation will identify specific educational benefits and practical advantages associated with offering a given course on a pass-fail basis. Once a course is approved it will retain its Explorer Option status year after year. Similarly, Explorer Option status may be withdrawn upon the recommendation of the department and approval of the principal.

A course taken under the Explorer Option will be graded Satisfactory or Unsatisfactory and **will not** be included in the student's GPA. *Core courses (constants) required for graduation will not be approved for Explorer Option.* These courses include English 9-12, Social Studies 9-12, Math (3 units), Science (3 units), Art/Music (1 unit), Health, Foreign Language (1-3 units), Computer Technology (1 unit). Students taking courses under the Explorer Option are expected to attend all classes, take all tests and quizzes, do all assignments, and meet any other obligations that the teacher requires of the class.

In semester courses, students must elect the Explorer Option by the mid point of the first quarter of the course; in a full year course, by the end of the first quarter.

All courses taken under the Explorer Option must be in excess of the minimum credits required each year. (Grades 9 and 10 must take 6 credits, Grades 11 and 12 must take 5 credits.)

Grading of repeated courses

Students who receive a final average of F in a year course should plan on repeating the course in the following year. Both the original failing grade and the grade earned by repeating the course will be shown on the student's transcript. Both grades will be used in determining a student's grade point average and class rank.

Passing grades in courses repeated for a semester only

The final passing grade will be determined by averaging the student's grade for the two marking periods, plus the final examination grade. Each marking period grade will represent 2/5 of the final grade. The final examination mark will represent 1/5 of the grade.

The 3 F Rule

Three quarterly grades of F in a year course will result in failure for the year. However, teachers have the discretion to waive this rule in specific instances with the principal's approval.

Changing Regents Grades

In the event a student takes a Regents examination more than once, the school policy regarding which grade to record is as follows:

- If a parent or student makes a request in writing, only the highest Regents score is recorded on the transcript.
- In cases where this request is not made, both grades will be recorded.
- Retaking a Regents exam will not affect the course grade final average obtained as a result of the initial grading situation.

Awarding of School/Regents Credit

The successful passing of a Regents examination does not automatically grant a student credit in that subject toward graduation at Yorktown High School. The school considers the Regents examination to be a minimum requirement of the course. It represents 1/5 of the student's final average grade, and 1/5 of what the school expects each student to accomplish.

Class assignments, laboratory experiments, school test results, and student contributions in class activity represent additional course requirements students are expected to meet.

Honor Roll

Eligibility for honor roll standing is determined by calculation of a student's grades during a given marking period. The grade point average for honor roll is calculated using unweighted grades. In addition, the student must be enrolled in at least three credit-bearing subjects.

| Grade Point Equivalent | |
|-------------------------------|------------|
| A+ | 4.3 |
| A | 4.0 |
| A- | 3.7 |
| B+ | 3.3 |
| B | 3.0 |
| B- | 2.7 |
| C+ | 2.3 |
| C | 2.0 |
| C- | 1.7 |
| D | 1.0 |
| F | 0.0 |

Principal's List (GPA 3.90-4.30), **High Honor Roll** (GPA 3.50-3.89), **Honor Roll** (GPA 3.20 - 3.49)

Repeating Failed Courses

Students may repeat failed courses in two ways:

1. In an approved N.Y.S. Summer School.
2. At Yorktown High School.

In cases where the student's academic preparation in a failed course is especially poor, the school may require a full-year repeat. If a full-year repeat is required, the student may take the course in a N.Y.S. approved summer school *only if the course is offered for "advanced" credit*, or by repeating the entire course at Yorktown High School.

For half-year repeats made up in Yorktown High School, the school may specify the semester which must be repeated.

The students who repeat a course because of failure and who receive a final passing grade at the end of a semester receive credit for the course.

Exceptions to this policy will be considered only for students whose class has graduated and only in special circumstances.

Scheduling

Adding Courses

Year courses may be added until the fifteenth day of the school year. In unusual circumstances, requests for additions will be considered until the fifth week. Semester courses may be added until the tenth day of the semester.

Dropping Courses

- Full year courses may be dropped before the end of the first quarter without notation on the student's transcript.
- Semester courses may be dropped until the mid-point of the 1st or 3rd marking period without notation on the student's transcript.
- A "Withdraw" will be noted on a student's transcript if a full year course is dropped after the 10th school day of the 2nd semester, or if a semester course is dropped the 5th school day after the semester mid-point. If the student is passing at the withdrawal time, a Withdraw-Pass will be noted.
- Students may not withdraw from a full year course after the beginning of the 4th quarter or from a semester course after the mid-point of the 2nd or 4th marking period, without special permission from the Principal.
- Students who are removed from a course for disciplinary reasons will receive a grade of "Drop." These students are not eligible for a semester repeat of the course.
- Attendance is required in a course being dropped until the student receives official notification of the change.

Changing Course Level

Requests for a change in level of a course will be considered only if made by the midpoint of the third marking period.

Program Changes

The student desiring a program change should see his/her counselor to discuss the change and obtain the appropriate forms, which must be signed by his/her parent, teacher, and returned for signature to the counselor. Attendance is required in the course being dropped until the student receives *official notification* of the change. If a student begins to cut an old class before being officially assigned to the new one, he/she will be subject to the cut policy and may be dropped from his/her course, assigned to internal suspension for that period, and denied admission to the new class.

Program Scheduling

Counselors help students select courses for the following year. Information about the scheduling is mailed home to parents while this process is in operation. All 9th and 10th graders are to develop a schedule with a minimum of 6 classes plus physical education. 11th and 12th graders need to schedule a minimum of 5 classes plus physical education.

COLLEGE PLANNING

Who Gets Into College – And Why

A college admission is a very human process, and therein lays the strength of the system as well as its weakness. It is reassuring that admissions officers try to view you as a total person, and not just as a set of marks and test scores. They are interested in your personal qualities, talents, motivation, and special interests. But you must also remember that because of this, college admissions can be somewhat unpredictable: you may be accepted at some schools and not others of the same quality. Admissions officers are human; they are making “educated guesses” about who will do well at their college.

Many colleges are very competitive, receiving thousands of applications for a limited number of places. Since the majority of their applicants are well qualified, they must make minor distinctions among them that may determine who is accepted or rejected. Remember that if you are rejected by such a college, it does not imply that you were not a good candidate: it may have been a question of **numbers** and who seemed **most** qualified.

Grades

All admissions officers agree that consistent good achievement in a basically academic high school curriculum is the **best single predictor** of success in college. Your school record is the **most** important factor in getting into college. Course **levels** are considered as well as your **grades** and the **balance in your program**. Colleges want to know that you are a serious student, willing to work hard and make use of resources.

Teacher Recommendations

It is important to choose teachers who know you well and can write a supportive and specific recommendation. This is a crucial part of the application because a recommendation helps to make you an individual, a total person – and not just another number. It can help you “come alive” and be remembered by those who read it. Colleges are looking for certain academic qualities: motivation, curiosity and flexibility. They want to know how much you will gain from and contribute to their community. Your teachers are in an ideal position to judge this. A pertinent, specific and enthusiastic recommendation will improve your admission prospects. Teachers will tell you whether or not they feel comfortable in writing a recommendation for you.

Other Recommendations

You should not submit more recommendations than are requested, unless you feel that someone else who knows you well can offer a **new** and **different** perspective. College admissions officers have thousands of application folders to read, and they resent being flooded with letters. They are wary of students who seek recommendations from too many people. Admissions officers have an old saying you should be aware of: “The thicker the folder, the thicker the candidate!”

Test Scores

The **SAT Is** gives colleges an indication of your verbal and mathematical aptitude. The **SAT IIs** attempt to measure how much you have gained from particular courses and help colleges interpret the value of your grades. Since the quality of high school courses and the make-up of classes vary, the **SAT IIs** are a standardized way of evaluating your level of achievement. They are used for placement once a student gets to college.

The **ACT** (American College Test) is similar to the SAT. It measures aptitude in English, Math, Reading and Science. Many factors may influence how well you do on these tests: your cultural background, your anxiety level, your health on the day of the exam. Some people are just not test-takers. Colleges realize this, and they do **not** use these tests to eliminate students arbitrarily. These tests are one factor among several used to evaluate your application.

Extracurricular Activities

Colleges are not looking for a long list of activities. They prefer in-depth participation and leadership in a few interests. They want to know that you have some initiative, curiosity, and motivation beyond your studies, that you are an interesting and involved person. They are looking for students who will contribute to the college community whether it is through football, the band, the radio station, or the drama club.

The Application Essay

Many colleges require personal essays on their applications. This gives the student a chance to describe himself or herself more fully. The essays reflect writing ability and seriousness of purpose. They should be prepared with care and forethought. It is wise to consult with your school counselor and an English teacher.

Interviews

Some colleges suggest personal interviews and others prefer to have students take campus tours with groups. The literature from a college indicates the requirements. If a school or college is too far away for a visit, telephone or write the admissions office to set up an interview with an alumnus or an area interviewer. Interviews offer one more way for the college to see the applicant as a total person rather than as a set of statistics. The applicant has a chance to ask questions, clarify statements on the application, and demonstrate a sincere interest in the college. Sometimes a student makes such a good impression that weaknesses on the application are offset.

The interview is a mutually-beneficial process. You can learn more about the college and whether it suits your needs. The admissions officer has a chance to evaluate your poise, maturity, self-confidence, and ability to express yourself. The most important rule to follow is to be **yourself**. Relax and treat it as an interesting and informative conversation. Some of the things you may be asked about are: scholastic facts about yourself – marks, scores, etc.; your courses – why you selected them, what was covered, which ones you liked or disliked and why, how you benefited from them; your extracurricular activities; your values and ideals – what things are important to you and what you do about them; what person(s) you admire and want to be like; why you are applying to that college. On the other hand, you may discuss politics, music, or the last book you enjoyed. The admissions officer just wants to get to know you better. Be honest in your answers. Read the catalogue the night before so you know what interests you about the college and what questions you still have.

Naviance and College Web Sites

The YHS Counseling office uses a web based college search and application manager program called Naviance. This program is for students, parents, and counselors. Naviance can be accessed from the Yorktown School District website. The student/parent must register with a password that has been assigned by the counseling office. Please call for your individual assigned password in order to activate your registration. This program provides links to most colleges and universities. Naviance has a career component, called *Do What You Are* – a program to assist students with the development of post-secondary plans. This process helps students understand their interests, abilities, and job values. Please be certain to begin using it as early as ninth grade.

COLLEGE ADMISSIONS IS A COMPLEX AND SUBJECTIVE PROCESS. YOU SHOULD CHOOSE SEVERAL COLLEGES RATHER THAN SETTING YOUR HEART ON JUST ONE. THESE COLLEGES SHOULD REFLECT VARYING LEVELS OF COMPETITION. IF YOU CHOOSE WISELY, YOU ARE CERTAIN TO BE ACCEPTED AT MORE THAN ONE COLLEGE.

Suggested Timetable for College Decision Making

October – Junior Year

PSAT/NMSQT

Spring – Junior Year

Preliminary discussion of college selection with student, parents, counselor
Sign up for SATs and ACTs
Write for college catalogues
Access college information electronically
Visit college campuses
Consider applying for early decision
Attend College Conference in May

Early Fall – Senior Year

Attend the College Fair for Seniors, October
Discuss college choices with your counselor
Decide on colleges to which you will apply
File applications
Have interviews
Retake SATs and ACTs
Listen to daily announcements and watch guidance newsletter, scholarship news, daily student bulletin, and guidance bulletin board for college representatives visiting the high school, etc.
Attend “Financial Aid Night” at the high school

Late Fall – Senior Year

College applications are due in the counseling office **three** weeks prior to the application deadline.

December 1 is the deadline for college applications due at the colleges by January 1 – January 15.

January – February – Senior Year

File FAFSA for financial aid –

Make sure that all applications have been submitted in time to meet deadlines

Spring – Senior Year

Final student decision-making time

Review acceptances

Weigh financial aid awards

Discuss options

Select the college of your choice - Contact schools

Process additional applications if needed

FREQUENTLY ASKED QUESTIONS

- 1). **What subjects are required?**
English, mathematics, social studies (Global 9), science, physical education, second language.
- 2). **Does the student have room for an elective?**
Yes, unless the student is scheduled for collaborative classes with extra skills classes. The student with extra skills classes may have room for the elective if the student decides not to have a scheduled lunch period. Ninth graders will have room for only one elective in most cases.
- 3). **What elective should I choose?**
In order to graduate a student must have one full year of Art and/or Music and a full year of computer courses (two semesters). It is suggested to take these courses early in the high school career - preferably beginning in the ninth grade if possible.
- 4). **When will I receive my schedule?**
Schedules will be mailed home approximately the third week of August.
- 5). **What if my schedule is not correct?**
Counselors will be available the week before school begins to help with schedule corrections. Schedule changes will be made only if an academic class is missing. **There will be no teacher/counselor changes.**
- 6). **What if my schedule does not include a lunch period?**
Many students do not have a scheduled lunch. Most teachers will allow students to bring a lunch to class as long as it is not messy, the student cleans their area, and the student can focus on the work. The exception is students cannot eat in a computer lab or a science room. The cafeteria is open from 7:30 am until 1:45 pm.

- 7) If my child is sick, how do I request homework?**
If your child is absent for one or two days, you can check homework assignments with a classmate or with the individual teachers who have their own websites through www.yorktown.org or email the teacher. If your child is absent for **three or more days**, parents can contact the Guidance Department by **8:00 a.m. on the third day** to receive assignments and worksheets, etc. for your child. Please call 914-243-8060 and speak to one of the secretaries. Do not leave a message on a counselors' voice mail. Assignments requested by parents, and submitted by teachers are normally available in the Guidance Office after 2:30 p.m. on the day they are requested. This does not guarantee that the teacher will receive the homework request and be able to submit homework for the day that it is requested. Many teachers retrieve their mail early in the morning. While we will try to fill all requests for assignments within this time period, this is sometimes impossible.
- 8). When will I know my counselor's name?**
The counselor's name will be on your schedule which will be mailed home in August (see above).
- 9). When can I meet with the counselor? Can I meet with a counselor before school ends?**
Counselors will be in the office the week before school begins in September. This time is for schedule conflicts and/or corrections. You can schedule a meeting with the counselor after school begins for other types of discussions. Call the Guidance office for an appointment with the student's counselor. It is not possible to meet before school ends in June as the counselors are involved with final exams, graduation requirements for seniors and summer school registration for the high school students.
- 10). What if I have a question regarding a grade?**
You will call or email the teacher.
- 11). If I have a problem with a teacher who do I call?**
The parent should call the teacher. If need be the parent would then call the teacher coordinator of the department.
- 12). How can I receive extra help?**
Teachers are in the building on Monday through Thursday from 1:35 until 2:20 for extra help. The student should ask the teacher if extra help is available for that day.
- 13). How do I make an appointment with my child's teacher?**
You can call or email any teacher and make an appointment directly with the teacher.
- 14). If my student is classified who should I contact regarding his/her performance and/or accommodations?**
All classified students are assigned a resource or contact teacher. This would be the person to contact.
- 15). Who should I contact about a locker problem?**
The student will come to the Assistant Principal's office and speak with Mr. Maher, Mrs. Aversano, or Ms. Blau. *(Next door to the Guidance Center)*