

COURSE CATALOG

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Social Studies

Global Studies, Grade 9

This course is designed to give you, the student, the opportunity to explore what has happened in various regions and civilizations at a given time. We will be studying various cultures, peoples, and civilizations from the beginning of time up through the mid-1700's, in order to make connections between these different cultures as well as to current societies. We will study different elements of each culture, and explore how certain groups, individuals, and countries worked to shape our world's history.

This course constitutes Part One of a Two Part course of study intended to prepare students for the required Global History Regents Exam. Preparations for the exam include literacy development, critical essay writing and multiple-choice test-taking strategies. Major Assessments include multiple-modality demonstrations of skills and content knowledge.

Global Studies, Grade 10

This course is designed to give you, the student, the opportunity to explore what has happened in various regions and civilizations from 1759 to the present. As a continuation of Global Studies, Grade 9 we will be studying various cultures, peoples, and civilizations and the connections between these cultures and our current societies. We study different elements of each culture and explore how particular groups, individuals, and countries work to shape our world's history.

This course constitutes Part Two of a Two Part course of study intended to prepare students for the required Global History Regents Exam. Preparations for the exam include literacy development, critical essay writing and multiple-choice test-taking strategies. Major Assessments include multiple-modality demonstrations of skills and content knowledge.

US History and Government

This course undertakes a study of the existing government of the U.S. and events that have influenced its creation. The principles outlined by the Declaration of Independence will be examined and used as a yardstick to measure the development of a government that has been characterized as an "experiment in democracy." Students will acquire a solid knowledge of the U.S. government and how it operates, along with the circumstances surrounding its development. The Constitution of the U.S. government will be a major topic of study. Thirteen key enduring issues that Americans have debated continually from the beginning of the Republic to the present will be utilized to examine the Constitution. Opportunities to demonstrate knowledge are project-based and performance-based, preparing students for agency as active participants in this continued "experiment of democracy."

Participation in Government

The title of this course explains exactly what we will do; it is a required extension of the US History & Government Course. Seniors about to embark into the "real world," will be exposed to the practical matters of participation and the operational structures of government in order to function as full and capable citizens of democracy. This course arms students with an understanding of basic civil rights granted to every citizen and person by the US Constitution and an understanding of how representative governments are funded through tax dollars. Major topics will include: Purposes and Principles of Government; Politics and the Law; Rights, Duties and Responsibilities of Citizenship; Elections and Voting Behavior; and Public Policy. Major assessments will include a Current Issues Analysis, a Debate/Mock Trial, and the Civic Action Project.

Economics

This course examines global and domestic economics and prepares students with a basic understanding of the complex nature of modern economic systems and their influence on contemporary life and culture. Topics include scarcity, comparative economics, free enterprise systems, income distribution, and the role of the consumer in our economy. Students will be asked to recognize and critically examine their own participation in the fluency of Global exchange, consumption, and distribution. The course provides students with the opportunity to develop responsibility and viability that challenges and illuminates their theoretical understanding of economics. This course prepares students to be active participants in their own futures by synthesizing evidence of achievement that inspires confident management of personal and financial growth grounded in their understanding of the correlations between Global Economic and Government Systems.

Introduction to Law Principles

This course will focus on the theoretical principles of both criminal and civil law. Areas of study will include the executive, legislative and judicial branches of the federal government; an introduction to law and the legal system; organization and functions of state, county and city governments; individual rights and liberties; and consumer laws. For this course students will read court cases (such as Regina v. Dudley), excerpts from “Lord of the Flies,” “Utopia” and the “Republic.” From these readings we will elicit and answer questions about the social concepts of “rights” and “morality,” the systems of laws within a democratic government, and the codes of ethics guiding us in a democracy. Students will use their critical thinking and intellectual skills to demonstrate their understanding of the necessity for establishing laws and the role of legislative and judicial bodies in creating and interpreting those laws.

Global History Regents Preparation

This Global History Regents course is designed to add support for students experiencing difficulty with preparation for the Global History Regents exam. Students will focus on reviewing the various areas of global history included in the exam: belief systems, change and turning points, conflict, golden ages, diversity, economic systems, human and physical geography, human rights, imperialism, interdependence, justice and law, movement of people and goods, nationalism and nation-states, political systems and citizen power, and science and technology. Stress is placed on test-taking skills such as vocabulary, document-based questions, and thematic essays. The development of reading comprehension skills is emphasized to ensure that students understand prompts before answering questions.

U.S. History through Journalism and Media

Do you have the courage to speak up to power? Do you have the strength to speak for those without a voice? Are you tenacious enough to uncover the truth? Well then, journalism is for you! In this class, students study various media and writing formats, the role of media/journalism in society, and history through the lens of a journalist. This course will serve to broaden students' scope, providing understandings and multiple perspectives about history and the world. Students read, analyze and compare primary source documents, newspapers, magazines, blogs, documentaries and films. They travel to museums and college campuses. They create and maintain their own personal blog. The final project consists of a conventional and engaging piece of journalism about a historical event or a biographical obituary on a historical figure.

Documentary Writing

In this twelve-week course you will study the modern Documentary Movement as well as the modern American Civil Right Movement. We will begin with a short introduction to the Civil Rights Movement by

looking at some of the popular leaders and organizations and from there delve deeply into film and digital media contributing to the roots of revolution.

A large part of this course includes examining different ways of presenting and studying History. One of the questions you will be asked to answer is whether or not telling History through images is an effective way of teaching, learning, and understanding History. How do the narratives that support Documentaries influence the veracity of the story? In contemplation of this question, we will watch the Spike Lee Film “X” as well as the Ben Kingsley version of “Gandhi.” For close examinations you will have studied both Malcolm X and Gandhi through print, digital resources, and video clips to be able to evaluate the effectiveness, accuracy and significance of the films. We will also watch a number of actual video clips of Malcolm X and Gandhi to give you a better understanding of these historical figures.

Finally, this course aims at improving your critical analysis skills. In order to improve these skills, we will focus on both your writing and reading abilities. Our goals will be to improve and increase your enjoyment of both reading and writing as activities that invite you to tell your own story. We will practice analyzing textual and personal evidence on a daily basis in the act of synthesizing your critical thoughts about your role and rights as a Global Citizen.

US Geography

This US Geography course will explore the ways in which diverse groups of people interact with the natural environment to produce the contemporary cultures and regional differentiation of the United States. We will pay special attention to the division of ethnic groups and the development of Native American lands. Emphasis will be placed on patterns of human settlement, economic activity, land use, and physical geography. Case studies will be used to demonstrate broad themes on a more personal scale. At the end of this course, students will be able to identify locations of physical and human systems outside the classroom, understand the relationship of environmental factors to the contemporary landscape, recognize basic landform development processes, appreciate the relationship of human factors to the contemporary landscape, and discern the influence of the environment on human activity and of human activity on the environment.

World Geography

This World Geography course will allow students to examine the relationships among people, places, and environments and how those relationships affect patterns on the Earth’s surface. We will study the use of maps and other technologies to access geographic knowledge, the study of various cultures and the characteristics, distribution, and movement of people. Students will use the tools and methods of geography to study the principal regions in the world – the Americas, Europe and Eurasia, North Africa and the Middle East, Sub-Saharan Africa and South, East, and Southeast Asia. This course will include a survey of World and Human Geography, current events, and the development of social studies skills. Students will describe the influence of geography on events of the past and present and analyze how location affects economic activities in different economic systems throughout the world. Various assessment strategies will be used, including testing, homework, group and individual projects, and written and oral assignments. Multiple learning styles will be addressed through individual and group activities.

Global History Regents

This Global History Regents course is designed to add support for students experiencing difficulty with preparation for the Global History Regents exam. Students will focus on reviewing the various areas of global history included in the exam: belief systems, change and turning points, conflict, golden ages, diversity, economic systems, human and physical geography, human rights, imperialism, interdependence, justice and law, movement of people and goods, nationalism and nation-states, political systems and citizen power, and science and technology. Stress is placed on test taking skills such as vocabulary, document-based questions, and practice essays. The development of reading comprehension skills is emphasized to ensure that students understand prompts before answering questions.

Asian Studies

This Asian Studies course will explore a brief history of Asia. We will examine Buddhism, Confucianism, and Hinduism, as well as religious and philosophical traditions that have been seen as unifying Asia. We will consider how those traditions have been used to address contemporary problems like human rights, economic development, and security. We will also explore such topics as arts, language, literature, science, communication and everyday life. This course is intended to provide a foundation in Asian Studies and to generate broad interest in Asia to encourage students to pursue further general study of Asian cultures.

Global Research Seminar

This course is intended to stimulate and enrich your curiosity about Global Topics, both historical and contemporary. You will have the opportunity to research a variety of topics through multiple media text and attempt to solve the major social dilemmas of our time. You will consistently activate and test your prior knowledge of Global History in order to examine your biases and the significance of land and language boundaries. We will study the causes and continuing impact of Global Conflict as well as examine the efficacy of economic systems through contrast and comparison.

You will write daily response papers, two 3-5 page drafts of your final paper and final research paper of 8-12 pages in length.

Urban Sociology

This course will cover basic urban sociological concepts and different approaches to community, urban form and process. Topics will include the development of cities, the emergence of suburbs, and the residential segregation of ethnic minorities. We will examine the city as a social artifact and examine the impact of urbanization on the physical and social structure of communities. As a class, we will consider trends in the US and abroad.

US History and Government Regents

This US History and Government Regents course is designed to add support for students experiencing difficulty with preparation for the US History and Government Regents exam. Students will focus on reviewing the various areas of American history and government included in the exam: change, citizenship and civic value, constitutional principles, cultural and intellectual life, diversity, economic systems and environment, foreign policy, geography, government, human systems and society, immigration and migration, individuals, groups and institutions, interdependence, reform movements, presidential actions and decisions, and science and technology. Stress is placed on test-taking skills such as vocabulary, document-based questions, and practice essays. The development of reading comprehension skills is emphasized to ensure that students understand prompts before answering questions.

Legal Studies

The primary objective of the Legal Studies course is to analyze the philosophical nature of government and the legal system as it relates to the foundations of social morals, fundamental liberty rights and the larger society. We will activate our prior knowledge of the Enlightenment philosophers, underlining nature of man and the general purpose of governments. Using inquiry based approaches, students will read court cases (Regina v. Dudley), excerpts from “Lord of the Flies,” “Utopia” and the “Republic”. From these readings we will elicit and answer questions about the foundations and systems of laws within a democratic government, the social concepts of “rights” and “morality,” and the invisible and obvious codes of ethics guiding us all.

The secondary objective of Legal Studies emphasizes analysis of the U.S Constitution, specifically the Bill of Rights, and the role of the Supreme Court in expanding and limiting the rights of individuals. Specifically, the objective will focus on the elements of and the interaction between individual rights and the New York State Criminal Codes and Statutes.

Thorough examination of our own ethics, you will undertake an individualized writing process culminating in a final assessment consisting of a well-supported thesis paper (minimum 10 typed pages) on the role of government, laws and society as it relates to your own experience and observation.

Civil Rights

In this course you will study the modern American Civil Rights Movement as well as the modern Independence Movement in India. We will begin with a short introduction to the Civil Rights Movement by looking at some of the popular leaders and organizations and from there delve deeply into topics that are not often covered in high school curricula. For the first 8 weeks of the course we will study the impact that Malcolm X had on the Civil Rights movement. We will learn about his life as well as his role within the Nation of Islam and his role as a Civil Rights leader. While we are examining the impact of Malcolm X, we will also read *Makes Me Wanna Holler* by Nathan McCall. During the last 4 weeks of the course we will look at the Indian Independence Movement and more specifically, Mohandas K. Gandhi. We will study Gandhi's approach to Civil Rights as well as his influence on Martin Luther King Jr.

A large part of this course includes examining different ways of presenting and studying History. One of the questions you will be asked to answer is whether or not telling History as a story is an effective way of teaching, learning and understanding History. To that end we will watch the Spike Lee Film *X* as well as the Ben Kingsley version of *Gandhi*. In preparation for close reading of these films you will have studied both Malcolm X and Gandhi so as to be able to evaluate the effectiveness, significance and accuracy of the films. We will also watch a number of actual video clips of Malcolm X and Gandhi to provide you a better understanding of these historical figures.

Finally, this course aims at improving your critical analysis skills. In order to improve these skills, we will focus on both your writing and reading abilities. Our goals will be to improve and increase your enjoyment of both reading and writing as activities that support and invite you to tell your own story. We will practice analyzing and synthesizing textual and personal evidence on a daily basis to crystalize your thoughts about your role and rights as a Global Citizen. By the end of this course you should gain an appreciation for the universal struggle for Civil Rights as for specific leaders such as Malcolm X and Gandhi. You should also gain an appreciation for the value of the written word as a means to achieving nation-changing reforms such as Civil Rights .

Sociology

This introductory course discusses the historical evolution of sociological thought. Key topics are power, gender, and race. Key historical philosophers are Marx, Weber, and Durkheim. Students will collaborate to work on two projects: One to compare theories on power in visual, written and oral form and the other to use sociological methods to create community-based oral histories.

English Language Arts

English, 9th Grade

This course is a year-long opportunity for teachers and students to assess levels of student literacy; it seeks to meet all students at the specific levels of their development by emerging readers of various interests and experiences to a variety of genres and text formats. This standards-based course is designed to give students the opportunity to examine and evaluate their places in the world and to discover their aspirations in a rich language-learning environment.

Close reading of multi-media and multi-genre texts and carefully-scaffolded responses to these texts build student's confidence towards cultivating their analytical skills as well as the ability to formulate text-based arguments.

English, 10th Grade

This course is a year-long opportunity for students to practice and polish their verbal expression through critical response to multi-media and multi-genre texts. Students are introduced to the language of literature through this standards-based course and invited to examine the ways in which authors use language and craft.

Close reading that demands rigorous interpretation of text through its formal and figurative devices is the emphasis of this course; a focus on building community through writing and peer feedback provides students of all levels with the opportunity to develop and distill their ideas and arguments.

English, 11th Grade

This course prepares students to study and participate in the evolution of the English Language and to excel on the NY State Regents Examination as a part of the requirement for graduation. This course of preparation develops college-level critical reading skills: recognizing and restating a thesis, pulling out salient ideas in a text, identifying rhetorical modes and identifying tone.

This course is designed to satisfy standard requirements and also provide students with the opportunity to participate in the process of producing writing that helps to build agency in their own lives as communicators. Students will read closely and undergo a rigorous writing process to develop arguments and ideas and express them clearly. Skills to be consolidated include: including summary, quoting, paraphrasing, narrative, and description as well as more experimental forms.

Students read three significant literary works each term. They are introduced to poetic forms and explore themes surrounding identity and the American dream. Students write essays (including critical lens essays), paragraphs, personal responses, creative works, and answer reading comprehension questions. Students identify and analyze literary elements in all works. Students complete a layered curriculum project related to the longer works.

English, 12th Grade

This year-long course is designed for students to explore the culture, life experiences, and identities of people in life and literature. Students will read novels and short stories from a variety of genres in an attempt to identify correlations and explore differences between people and cultures. Many of the assignments will consist of a speech component in which students will orally present the studied material and findings. Collaboration is essential to the success of every student in this course, as there will be group projects and activities. Students will produce character analysis papers, college essays, and a culminating college-level research paper.

CUNY AHC ELA 1 (CUNY At Home English) – Grade 12

This course is designed for students to explore the culture, life experiences, and identities of people in life and literature. Students will read novels and short stories from a variety of genres in an attempt to identify correlations and explore differences between people and cultures. Many of the assignments will consist of a speech component in which students will orally present the studied material and findings. Collaboration is essential to the success of every student in this course, as there will be group projects and activities. Students will produce character analysis papers, college essays, and a culminating college-level research paper.

Honors English Literature, E8

This course is designed to explore literature and life through a philosophical lens. Philosophers seek answers to many fundamental questions about life, truth, reality, knowledge, and morality. In this course we will examine the thoughts and philosophies of several noted philosophers. We will examine each philosophy and its individual premises. Students will keep journal logs with commentary, questions, and thoughts on each philosopher covered. Collaboration is an essential part of this course; students will be asked to work together to examine and compare schools of thought. There will be several collaborative and individual projects; requiring the students to use elements of research. This course will culminate in an activity that requires each student to formulate his or her own answers to the same questions asked by the philosophers, essentially creating their own philosophy.

English Honors

This is an accelerated class that requires students to think deeply and richly about both fiction and non-fiction. Students will read various short stories, non-fiction, poems, essays, and novels or plays. The course offers a blend of classic and contemporary works from authors of diverse backgrounds. Thus, students will be exposed to authors ranging from Shakespeare to Toni Morrison. Literary analysis is emphasized, and students' current knowledge and use of reading strategies are expanded and enhanced. Written work is both creative and expository in nature including stories, poetry, and essays. More advanced forms and genres are also explored. Two research projects reinforce basic research skills and focus on organization and source documentation. Vocabulary study is both contextual and academic, and grammar study includes the parts of speech, parts of the sentence, phrases, clauses, and usage.

Honors Literature

This Honors Literature course will challenge students' reading and writing skills. This course will cover contemporary fiction, poetry, classical literature, World and American Literature, literary criticism, narrative film, informational essays, nonfiction and argumentative/persuasive writing. Students will be introduced to advanced texts and will begin to synthesize the main themes of each literary work and how they are relevant in our society as well as their significance to the society at the time it was written. We will achieve this by reading and discussing informational literature, short stories, essays and poetry in conjunction with a main work of literature and then writing essays and research papers that debate the ideas and concepts discussed in class. Students will be expected to devote time outside of class to

accomplish course work. In addition to the readings and essays, students will submit a final research paper at the end of this course.

Making the Message – Literacy through Film

This course will serve to teach film as literature and help students to understand the role visual texts play in today's world. How does critical thinking extend beyond print? We will use film as a basis for anchoring writing and critical thinking tasks. As a class and individually, we will view films (such as "Schindler's List", "A Bronx Tale", "The Pianist") that connect to students' lives and have critical stories to tell. . Students will learn to listen, think, discuss and write about films. Students will be encouraged to view films on their own that are of interest to them, t have a coherent and intelligent story to relay, visual elements that contribute to that story and a story arc that takes characters on a journey. Students must be able to justify their film choices in writing or during class discussions. We will use tools such as double-entry journals while viewing films to encourage critical thinking and analysis. Students will learn to compare and contrast techniques in films with techniques used in literature. At the end of the course, students will view films as another modality for relaying a story and will have learned to view films through a critical lens.

Journalism

This course is designed for the study and practice of the basic elements of journalism with major emphasis in the gathering, writing, layout, and dissemination of news through mass media. Students will engage in research and discussion regarding freedom of the press and how it is protected by the First Amendment to the Constitution. This course will also explore the importance of diversity awareness including appreciation of diverse cultures and their valuable contributions to society. The appropriate use of technology and digital media are integral parts of this course.

Students will learn elements of:

- Newspaper headlines
- Headline analysis
- News leads
- News articles
- Inverted triangle
- Newspaper leads
- Sports writing
- Special features
- Effective writing techniques
- Effective editorials
- Effective word choice
- Online writing

Students are required to participate in the production of a newspaper.

Speech and Debate

This course will teach students the elements of logical reasoning and argumentation as well as the basics of good communication. Students will research and present arguments on current issues, learn case construction, refutation, and cross-examination techniques. They will also learn how to make and use visual aides, how to write an effective speech, and develop interpretation skills.

This course will explore a wide variety and range of public speaking skills, including:

- Extemporaneous Speaking
- Declamation
- Interpretation
- Original Oratory
- Oral Interpretation (prose and poetry)
- Storytelling at the novice level
- Team debate

Students are also introduced to basic researching, argumentation, questioning, and rebuttal skills through a variety and range of debate disciplines, including: Congressional Debate, Public Forum Debate and the basics of philosophy for the Lincoln-Douglas Debates. Skill focus includes the development of techniques

in diction, articulation, enunciation and projection. Students begin to analyze pieces of literature, create and deliver orations, write arguments, and evaluate performances.

Additional benefits students will receive through this course include:

- Increased public communication skills
- Advanced critical thinking and reasoning
- Time management and organizational skills
- Exposure to societal issues
- Improved research skills

World Literature

This year-long course is a study of literary pieces across countries and cultures; it conducts in-depth studies by continent Africa, Asia, South America, Asia, and Europe. This course places emphasis on the study of literature through a critical lens. One of the main goals of this course is to deepen students' reading comprehension and writing fluency. Reading and writing across cultures during this year-long course challenges students to exit their comfort zones.

Students will be asked to evaluate the significance and influence of culture in Western and Non-Western traditions. Rigorous discussion and debate will focus on specific pieces of literature that exemplify diverse approaches to common themes. Students will be expected to consider, evaluate and understand cultural norms as well as historical contexts in order to identify enduring human values that are present throughout cultures and international canon of classical texts.

The pedagogy of this course hones in on critical thinking and writing with specific reference to cultural diversity, as well as comparative and interdisciplinary analyses. Written essays will follow and be evaluated on Common Core rubrics.

Literacy Support

The purpose of Literacy Support is to provide students with an opportunity to read with understanding, learn effective reading and writing strategies, and apply those strategies in the content areas. Students will have the chance to:

- Apply reading strategies to short texts - context clues for unknown vocabulary, inference, main ideas/details, author's purpose
- Practice writing strategies in cooperative learning groups
- Acquire cross-curriculum academic vocabulary
- Search online for topics of interest
- Practice fluency
- Do silent reading

As students read a variety of texts, they develop intrinsic motivation towards becoming life-long readers.

ESL Level 1(Beginner)

This course focuses on mastering listening, speaking (including pronunciation), reading, and writing both vocabulary and sentence forms at the Beginning and Early Intermediate levels of the LAB-R assessment. This course emphasizes guided language practice and gradual release of responsibility based on language functions. We will highlight basic communication and conversation skills used in everyday situations to make students more successful in these interactions.

ESL Level 2 (Intermediate)

This course focuses on mastering listening, speaking (including pronunciation), reading, and writing both vocabulary and sentence forms at the Early Intermediate and Intermediate levels of the LAB-R assessment. This course emphasizes guided language practice and gradual release of responsibility based on language functions (varied purposes of communication). We will work to help students have more comfortable and comprehensible interactions in English. Students will learn phrases and vocabulary used in specific situations. They will practice listening, speaking, and pronunciation and learn how to improve these skills for better communication.

RCT Reading

RCT Reading is a course which is designed to differentiate instruction based on student needs. This course will focus on strategies to assist students in taking and passing the RCT Reading exam. Students will learn to look for word clues to help them complete sentences, examine multiple choices to narrow down choices and justify the choices they make. A number of reading and writing strategies are provided to students including direct instruction on phonics, word strategy lessons, academic vocabulary, and the use of graphic organizers. Also included in the course are additional standardized testing strategies to prepare students for Reading RCT. Smaller class size will help to provide the needed remediation.

RCT Writing

RCT Writing is a course which is designed to differentiate instruction based on student needs. This course will focus on the three areas of the RCT Writing exam: writing a business letter, writing a report, and writing a composition. Students will learn the important differences between expository, descriptive, narrative, and persuasive pieces. Students will examine different types of writing and will learn to pay particular attention to how authors change their writing style when they want to explain, describe, narrate, or persuade. A number of reading and writing strategies are provided to students including direct instruction on phonics, word strategy lessons, academic vocabulary, and the use of graphic organizers. There is a focus on the entire writing process which includes an emphasis on sentence structure and grammar. Also included in the course are standardized testing strategies and focused instruction to prepare students for Writing RCT. Smaller class size will help to provide the needed remediation.

Nonfiction Reading

This course will focus on exposing students to a variety of nonfiction texts. Students will read and examine various works including essay, memoir, and immersion journalism from leaders (past and present) in this genre. We will take time to discuss the importance of factual, informational reading and its impact on their future learning (college and beyond). In addition to assigned texts, students will be given the opportunity to choose nonfiction titles that are of interest to them. In addition to readings, students will be given the opportunity to write nonfiction with in-class and homework assignments including journal writing, and news reporting. Through this course, students will gain a better understanding of and appreciation for nonfiction.

English Literature

This is a writing course designed to introduce students to literature and writing about literature. Students are expected to have mastered basic writing skills. Students will explore various texts and engage in class discussions regarding how authors relay information to their readers and how the use of imagery, language and tone are used to communicate their ideas. Students write a minimum of six literary analysis papers—some out of class and at least two in class. Students will read and respond to works of fiction, poetry and drama.

English Writing

This is multi-genre creative writing process course, where you will have the chance to write everything to wanted to but were afraid! Using creative prompts and stimulating multi-media text, we will read and write across genres to produce portfolios that demonstrate your sound voice and your ability to use figurative language and device in order to create a sensually and emotionally powerful pieces of writing.

Your final portfolio will contain samples of poems, fiction, non-fiction essay, and persuasive essay that you may choose to deliver to the class to advance the outcome of verbal mastery.

American Literature

This is a literature-based course that will explore American literature from the Colonial period to Post-Modernism. We will pay particular attention to the literary history of various periods as well as the influences of race, class, and gender on literature. Composition, research, public speaking, test preparation, and the use of current technology will be integrated into our study. Students will improve their grammar and usage skills through various analytical and persuasive essay assignments. This course will study history through literature. Texts will include the novel, drama, non-fiction, poetry, and short story. Students will develop their critical and analytical thinking skills through classroom discussion and compositions.

English Advanced Research

This course is intended to let you ask and answer your burning questions about how things do or don't work. Have you ever wondered why African American Males ages 18-25 are incarcerated at a 6% higher rate than their Caucasian counterparts? Or have you ever wondered why some countries never go to war? Have you ever wondered why people ever thought the world was flat? Do you believe in Evolution?

This Course will help you to hone your research and writing skills by giving you the opportunity to choose your topics and get to work. Projects will be outlined to suit diverse writers; this is a course for self-starters who want to know!

You will write daily response papers, two 3-5 page drafts of your final paper and a final research paper of 8-12 pages in length.

English Writing Honors

This course is designed to explore literature and life through a philosophical lens. Philosophers seek answers to many fundamental questions about life, truth, reality, knowledge, and morality. In this course we will examine the thoughts and philosophies of several noted philosophers. We will examine each philosophy and its individual premises. Students will keep journal logs with commentary, questions, and thoughts on each philosopher covered. Collaboration is an essential part of this course; students will be asked to work together to examine and compare schools of thoughts and philosophers. There will be several collaborative, and individual projects; requiring the students to use elements of research. This course will culminate in an activity that requires each student to formulate his or her own answers to the same questions asked by the philosophers, essentially creating their own philosophy

Mathematics

Integrated Algebra

This year-long Integrated Algebra course which prepares students for the Integrated Algebra Regents will incorporate crucial areas of mathematics (algebra, geometry, trigonometry, probability and statistics.) We will focus on using algebra as a means for developing tools that are essential for solving problems. Students will learn to apply algebra to a variety of disciplines such as business, fine arts, science, social sciences and technology. This course will assist students in developing skills and processes to apply to successfully solve problems in a variety of settings. Students will acquire and demonstrate mathematical reasoning abilities and mathematical language when solving problems.

In addition, students will spend time reviewing the various areas of mathematics included in the Integrated Algebra Regents exam: number theory, operations, variables and expressions, equations and inequalities, patterns, functions and relations, coordinate geometry, shapes, area and volume, measurement and error, working with data, trigonometric functions, and probability. Some emphasis will be placed on test-taking skills such as reading for comprehension, drawing diagrams to aid in solving problems, answering two-step problems, answering open-ended questions, and justifying answers. Students will be able to articulate their reasoning process in appropriate mathematical language to explain the problem-solving process they choose.

Geometry

This is a year-long course designed to prepare students for the Integrated Geometry Regents and guide students towards discovery by building problem-solving skills. Students will study geometric relations through an integrated approach including synthetic, transformational and coordinate geometry. They will use reasoning and problem-solving skills to make conjectures about geometric relationships and prove using formal and informal proofs. Students will study the properties of triangles, quadrilaterals, and circles in depth and be able to apply this knowledge to demonstrate their learning on standard measures of assessment.

Students will undertake rigorous practice of standardized test-taking as well as be provided with opportunities and challenges to demonstrate numeracy and literacy skills through multiple-modality assessment and project-based application. Geometry is the study of points, lines, two-dimensional, and three-dimensional figures and how they all interact with each other. It is the study of the space around us. In addition to preparing for success on the Regents, our main approach to geometry will be to explore these relationships using logical reasoning to write formal proofs

Advanced Algebra Trigonometry

This is a year-long course designed to prepare students for the NYS Integrated Algebra/Trigonometry Regents Exam and to develop a synthesized understanding of mathematics activated by prior knowledge and as extension of Algebra and Geometry. Students will study imagery and complex numbers and examine families of functions including: polynomial, radical, absolute value trigonometry, exponential and logarithmic. They will identify the transformation of these functions. Students will measure dispersion, study analysis of regression, mathematical and geometric sequences, binomial experiments, and probability distribution.

Students will use mathematical language and vocabulary in explaining their mathematical reasoning.

Besides undertaking rigorous practice of standard demonstration, a large part of this course will be devoted to expanding right triangle trigonometry to include circular functions. Assessment opportunities will include project and performance-based demonstration of knowledge, understanding, and skills.

Algebra / Trigonometry

This is a year-long course designed to prepare students for the NYS Integrated Algebra/Trigonometry Regents Exam and to develop a synthesized understanding of mathematics activated by prior knowledge and as extension of Algebra and Geometry. Students will study imagery and complex numbers and examine families of functions including: polynomial, radical, absolute value trigonometry, exponential and logarithmic. They will identify the transformation of these functions. Students will measure dispersion, study analysis of regression, mathematical and geometric sequences, binomial experiments, and probability distribution.

Students will use mathematical language and vocabulary in explaining their mathematical reasoning.

Besides undertaking rigorous practice of standard demonstration, a large part of this course will be devoted to expanding right triangle trigonometry to include circular functions. Assessment opportunities will include project and performance-based demonstration of knowledge, understanding, and skills.

Algebra 2 / Trigonometry

This is a year-long course designed to prepare students for the NYS Integrated Algebra/Trigonometry Regents Exam and to develop a synthesized understanding of mathematics activated by prior knowledge and as extension of Algebra and Geometry. Students will study imagery and complex numbers and examine families of functions including: polynomial, radical, absolute value trigonometry, exponential and logarithmic. They will identify the transformation of these functions. Students will measure dispersion, study analysis of regression, mathematical and geometric sequences, binomial experiments, and probability distribution.

Students will use mathematical language and vocabulary in explaining their mathematical reasoning.

Besides undertaking rigorous practice of standard demonstration, a large part of this course will be devoted to expanding right triangle trigonometry to include circular functions. Assessment opportunities will include project and performance-based demonstration of knowledge, understanding, and skills.

Pre-Calculus

This course is intended to provide the students with the necessary background needed for calculus. The concepts that are vital in calculus, particularly functions, are explored from algebraic, graphical, and numerical approaches. The students are expected to participate actively in the development of these concepts by using the graphing calculator. Modeling is applied to a variety of real-world situations. This course will be an in-depth analysis of relations, functions, and their graphs. This course is one of two classes in a one year course.

This Pre-Calculus course is designed for students interested in pursuing math-related curriculum in college. Topics will include functions, series, sequences, matrices, complex numbers, conic sections, polar and parametric equations, linear regression, vectors, applications of trigonometry, and an introduction to Calculus. Since this course is designed to prepare students for Calculus, the focus will be on problem solving using mathematical models to represent real world situations. Technology will be incorporated throughout the curriculum. Theory of equations, sequences, series and limits, logarithmic and exponential functions, conic sections, and the complex number system are covered.

Calculus

This year-long course starts with topics that prepare students for more advanced math work. These topics include graphs, fitting models, and functions. Then a preview of calculus begins with limits and their properties. This topic and all topics following throughout the year are examined by using three different methods that complement each other: graphically, numerically, and analytically.

The main thrust of the calculus course falls under two major categories: differentiation and integration. Topics under differentiation include the basic rules of differentiation, the chain rule, implicit differentiation, and higher-order derivatives. Applications of differentiation comprise of extrema, concavity, curve sketching, optimization, differentials, and related rates. Topics under integration include antiderivatives, indefinite integration, Riemann Sum, definite integrals, integration by parts, and numerical integration. Applications of integration cover area between two curves, volume calculation (disk method and shell method), surfaces of revolution, work, and centers of mass.

In addition, differentiation and integration techniques are applied to trigonometric, logarithmic, and exponential functions.

Students are given the opportunity to perform problem-solving activities on diverse situations that have applications in business and economics, life sciences, physical sciences, and social sciences. Extra topics may include infinite series, conics, parametric equations, and polar coordinates.

Trigonometry Exploration

This Trigonometry Exploration course will help students to understand trigonometric principles and apply them to the various fields of mathematics. Students will study trigonometric definitions, applications, graphing, and solving trigonometric equations and inequalities. Emphasis will be placed on using connections between right triangle ratios, trigonometric functions, and circular functions. At the end of this course, students will possess the skills necessary to understand trigonometric principles, and apply trigonometric concepts in Precalculus and Calculus.

Scientific calculators and/or graphing calculators are integrated throughout the course

RCT Math

Mathematics teaches patience, discipline, and step-by-step problem solving skills. For those with a substantial background in mathematics, an unlimited number of career opportunities are available.

This is a Regents Course that will culminate with an RCT Mathematics Exam in June. The primary focus of this course is to guide students towards success on the RCT exam. The secondary focus is to reinforce algebra concepts and to provide students the opportunity to demonstrate their learning through multiple-modality assessment.

Units of study include: Numbers, Operations and Properties; Ratio, Proportion, and Percent; Probability and Statistics; Measurement of Geometric Figures; Graphing: points, linear equations and inequalities; and Solving equations and inequalities.

Statistical Review

Statistical Review is a course that extends students' understanding of statistics beyond the Integrated Algebra Standards. Students will work with probability, data collection, descriptive and inferential statistics, probability, and technological tools to analyze statistics.

Students will discover and manipulate statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial and normal distributions, hypothesis testing, and confidence intervals. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs.

Units of study include: Exploring Data and Measures of Central Tendency; Methods of Data Collection; Methods of Determining Probability; Normal Distribution; Hypothesis Testing; Confidence Intervals

Math Research

Math Research involves studying the practical uses of mathematics and provides students the opportunity to design and develop personal interactions with the world of math as focused on communication and collaborative, scenario-based problem-solving.

Units of study include: Identifying an Issue and Constructing an Argument; Creating an Experiment or Research Project, Analyzing Data, Statistical Analysis, Creating a Thesis, and a Math Research project.

Math Exploration

This course will help students solve real-world problems with the use of mathematical reasoning. Students will explore counting techniques and probability, graph theory, logic/set theory, mathematical modeling, mathematics of finance, game theory, linear programming, and statistics. Emphasis will be placed on the utility of mathematics, including symmetry, voting strategies, connections with music, art, architecture, and nature. Students who successfully complete this course will improve their critical reasoning and creative thinking skills, be able to assess evidence from conclusions, and use skills in abstract and quantitative thinking.

Elective Algebra

Elective Algebra will be a study of the fundamental laws and operatives with numbers as applied to equations. Since mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of mathematics, students will be encouraged to correctly use the concepts, skills, symbols, and vocabulary identified throughout this curriculum. Topics such as positive and negative numbers, graphing of linear equations and inequalities, factoring, fractions and equations with fractions, ratios and proportions, roots and radicals, and quadratic equations will be covered.

This course will help students to:

- become mathematical problem solvers
- communicate mathematically both orally and in writing
- reason mathematically
- make mathematical connections
- represent ideas mathematically

Probability and Statistics

This course will prepare students to understand the practical applications of probability and statistics. While most students are already familiar with many of the practices of statistics, such as taking surveys, collecting data, and describing populations, students in this course will learn the arduous process of collecting, organizing, and analyzing accurate data. As students progress through the class they will discover how to use statistics in their everyday life and in their future career. Students will explore

descriptive statistics, probability, and discrete probability distributions. When learning statistics, the material students learn each day will build on material previously learned.

Elective Geometry

Elective Geometry is a study in logical thinking. This course will emphasize an abstract, formal approach to the study of geometry, including topics such as properties of plane and solid figures, deductive methods of reasoning and use of logic, geometry as an axiomatic system including the study of postulates, theorems and formal proofs, rules of congruence, similarity, parallelism, and perpendicularity; and rules of angle measurement in triangles, including trigonometry, coordinate geometry, and transformational geometry. Throughout this course, reasoning skills will be developed starting with conjectures, then progressing to logical arguments and proofs.

Geometry Exploration

Geometry Exploration will guide students as they prepare to explore practical and abstract mathematics through geometry. Students will make connections between geometry concepts and their algebra skills. Students will improve their higher order thinking skills since geometry requires logical reasoning, comparing and contrasting, effective use of language, algebraic and spatial visualization. Students will begin to develop an understanding of how to find perimeter, area and volume of all types of geometric shapes, perform geometric constructions using compass and straightedge, apply properties of angles and segment lengths in circles, apply properties of parallel and perpendicular lines, apply properties of congruence and similarity, perform and apply properties of transformations, develop the language of formal logic and write proofs, and apply properties of special right triangles and trigonometry.

Financial Literacy

This Financial Literacy course will provide students with a basic understanding of financial literacy and banking. We will cover topics including: financial responsibility and decision-making, income and careers, credit and debt, importance of spending plans, money management, savings and investing, consumer protection, taxes and tax planning, health and life insurance, estate planning, and keeping money in perspective. Students will become informed and prepared to manage their financial resources, begin establishing career goals that will provide adequate financial and personal fulfillment, demonstrate an understanding of personal financial planning and money management skills, and begin to accept responsibility for personal consequences of financial decisions. Classroom activities will include lectures, quizzes and exams, homework assignments, and a course project where students will demonstrate the skills they have learned in this course.

Finance

Through this Finance course, students will learn basic principles of economics and best practices for managing their own finances. Students will learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses. They will gain an understanding about the connection between managing personal finances and future financial success. Students will learn how their choices can influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. Students will gain a deeper understanding of capitalism and other systems so they can better appreciate their potential role in the economy.

Math Support

This Math Support course will serve to provide additional support to students in their effort to meet the standards of more rigorous and relevant mathematics courses. This course will allow extra time and utilize a variety of strategies to help students build a stronger foundation for success in their current and

future mathematics courses. This course will focus on differentiating instruction to meet the needs of struggling students. Opportunities will be provided for students to review content with a focus on standards not previously mastered. Students will also have the chance to preview math concepts to be addressed in their regular math class, including prerequisite skills necessary for those concepts, vocabulary and definitions. Proven strategies for success in mathematics will be utilized on a daily basis. Students will be engaged in doing mathematics, explaining their thinking, and justifying their work. Multiple representations of concepts (tables, charts, graphs, verbal descriptions) will be used often.

Algebra Exploration

This Algebra Exploration course will guide students as they review foundational arithmetic and pre-algebra skills. Students will work on solving linear equations and inequalities, graph and interpret linear, square root, exponential, and absolute value functions, explore geometric translations and congruency, and simplify polynomial and rational expressions. Students will develop their mathematical reading and writing skills, and use critical thinking to understand questions and solve problems

SAT Math

This class is designed to prepare students for the Math section of the SAT. We will review topics from pre-algebra, algebra, and geometry including basic arithmetic topics, ratio and proportions, polynomials, averages, equations, word problems, lines and angles, triangles, quadrilaterals and polygons, coordinate geometry, and functions and graphs. Students will become familiar with the format of the test and learn strategies for effective test-taking. This course will also include a discussion of the effective use of a graphing calculator. Much time will be devoted to practice problems similar to those on the SAT.

Elective Algebra

This Elective Algebra will be a study of the fundamental laws and operatives with numbers as applied to equations. Since mathematics has its own language, and the acquisition of specialized vocabulary and language patterns is crucial to a student's understanding and appreciation of mathematics, students will learn to acquire and use the concepts, skills, symbols, and vocabulary identified throughout this curriculum. Topics such as positive and negative numbers, graphing of linear equations and inequalities, factoring, fractions and equations with fractions, ratios and proportions, roots and radicals, and quadratic equations will be covered.

This course will help students to:

- become mathematical problem solvers
- communicate mathematically both orally and in writing
- reason mathematically
- make mathematical connections
- represent ideas mathematically

RCT Math Seminar

RCT Math Seminar is a course which is designed to differentiate instruction based on student needs. This course will focus on strategies to assist students in taking and passing the RCT Math exam. Students will receive instruction and many opportunities for practice on areas included on the test such as: number theory and properties, percents, ratios, proportions, exponents, order of operations, positive and negative signed numbers, algebraic representations, equations, substitutions, linear equations, and Pythagorean theorem. Also included in the course are standardized testing strategies and instruction to prepare students for RCT Math exam. Smaller class size will help to provide the needed remediation through a smaller student/teacher ratio.

SAT Math

This class is designed to prepare students for the Math section of the SAT. We will review topics from pre-algebra, algebra, and geometry including basic arithmetic topics, ratio and proportions, polynomials, averages, equations, word problems, lines and angles, triangles, quadrilaterals and polygons, coordinate geometry, and functions and graphs. Students will become familiar with the format of the test and learn strategies for effective test-taking skills. This course will also include a discussion of the effective use of a graphing calculator. Much time will be devoted to practice problems similar to those on the SAT.

Regent Math Seminar

This course prepares students to excel on the Algebra Regents. Students will review concepts including: number theory, operations, variables and expressions, equations and inequalities, patterns, functions and relations, coordinate geometry, shapes, area and volume, measurement and error, working with data, trigonometric functions, and probability. Some emphasis will be placed on test-taking skills such as reading for comprehension, drawing diagrams to aid in solving problems, answering two-step problems, answering open-ended questions, and justifying answers. Students will be able to articulate their reasoning process in appropriate mathematical language to explain the problem-solving process they choose.

Research Math Seminar

This course prepares students to excel on the Algebra Regents. Students will review concepts including: number theory, operations, variables and expressions, equations and inequalities, patterns, functions and relations, coordinate geometry, shapes, area and volume, measurement and error, working with data, trigonometric functions, and probability. Some emphasis will be placed on test-taking skills such as reading for comprehension, drawing diagrams to aid in solving problems, answering two-step problems, answering open-ended questions, and justifying answers. Students will be able to articulate their reasoning process in appropriate mathematical language to explain the problem-solving process they choose.

Students will work independently on their area of need based on initial assessment and Mock Regents.

Math Exploration

This course will help students solve real-world problems with the use of mathematical reasoning. Students will explore counting techniques and probability, graph theory, logic/set theory, mathematical modeling, mathematics of finance, game theory, linear programming, and statistics. Emphasis will be placed on the utility of mathematics, including symmetry, voting strategies and connections with music, art, architecture, and nature. Students will improve their critical reasoning and creative thinking skills, be able to assess evidence from conclusions, and hone their skills in abstract and quantitative thinking.

Students will work independently on their area of need based on initial assessment and Mock Regents.

Social Justice Math

This course will teach students to recognize how math relates to social and economic issues. Students will begin and end this course by asking themselves: "What are the problems my community is facing, and how can I use math to understand and address them?" As a class we will examine social issues through the lens of mathematical concepts: exponents by studying population growth, fractions by looking at war budgets versus other social issues, geometry by examining the density of toxic waste facilities in ethnically varied communities, logarithms by looking at growth rates in prison populations, statistics through school/community surveys and more.

We will practice our critical thinking skills to create solutions for these problems. In the end, students will have learned that math can help to alleviate/solve many social and political issues and that they have power to make changes in the systems of which they are a part.

Bridge to Geometry

Bridge to Geometry is a course to help students close the gap in their skills so that they can progress from Algebra to Geometry. Students will review and reinforce the skills they learned in Algebra, including basic arithmetic, solving equations, factoring, fractions, linear and quadratic equations, functions, inequalities, word problems, and rational and irrational numbers. Emphasis will be placed on helping students to strengthen their problem-solving skills and application principles. This Bridge to Geometry course will help students prepare for study in areas such as angles, parallel lines, congruent and similar triangles, rectilinear figures, polygons, circles and arc, the Pythagorean Theorem, and more. Taking will course will help students ensure that they can be successful in a Geometry course and beyond.

Math Lab

Math Lab is a course designed to strengthen the concepts and skills students need to be successful in their Math classes. Students will explore a variety of Math topics in order to reinforce material they have previously learned. Special emphasis will be placed on decimals, fractions, algebra, integer and percent operations. This class will be taught in conjunction with a student's regular Math class and will cover material to provide additional support for their primary Math class.

Math and Finance

The purpose of this course is to teach students how to use mathematics effectively in their day-to-day lives. The emphasis of this course is on topics that students encounter in everyday living such as personal banking, income (gross pay, net pay), checking and savings accounts, cash purchases, earning potential, credit cards, loans, budgets (housing, transportation, food), investments and insurance, financial aid for college, and record keeping. After successfully completing this course, students will be familiar with and understand basic terminology relating to personal and business math applications. Students will also be able to apply basic math skills in order to solve real-life problems and use common math formulas to solve financial math problems. This class will employ varied teaching methods including modeling, technology, and projects as well as classroom lectures, cooperative learning, discussions, homework, quizzes and exams.

CUNY AHC MA 1(CUNY At Home Math)

This year-long mathematics course values student talk, alternative solution methods, inductive and other active-learning approaches to topics, and activities that build students' conceptual understanding beyond procedural knowledge. The course teaches each topic in greater depth. The course is intentionally aligned to the CUNY Assessment Test (which includes the COMPASS in math) so that students will place into and succeed .

Science

Earth Science

This is a year-long course designed to prepare students for the NYS Earth Science Regents Exam by developing their understanding of the process of Scientific Inquiry through discovery approaches to learning the following topics: earth dimensions, minerals and rocks, dynamic crust, surfaced processes / landscapes, earth history, atmospheric behavior / weather, water cycle, and climates, astronomy and environmental awareness. Optional topics for extended study and enrichment include oceanography, glacial geology and earthquake behavior. Emphasis will be placed on enhancing a student's observational skills to describe assorted atmospheric, aquatic, and geologic events.

Assessments will include opportunities to demonstrate learning through multiple-modalities with an emphasis on literacy skills necessary to understand the language of science and its influence and application to other disciplines.

Living Environment

This is a year-long course designed to prepare students for the NYS Living Environment Regents Exam as outlined by the NYS LE Syllabus: "Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science." Areas of concentration will include: Scientific Inquiry, graphing and analysis, laboratory skills and equipment care, biochemistry, cells, genetics, evolution, ecology, human anatomy and physiology. The course provides students with discovery learning opportunities for assessment and instruction by satisfying the mandatory NYS Lab requirements and transcending them.

Living Environment Regents course is built on the knowledge, understanding, and ability to do science that students have acquired in earlier grades. Instruction is focused on understanding important relationships, processes, mechanisms, and applications of concepts with less emphasis on the memorization of specialized terminology and technical details. Assessments measure students' ability to explain, analyze, and interpret biological processes and phenomena more than their ability to recall specific facts. This course prepares students to explain the most important ideas about our living environment. It is accomplished through lectures, large and small group discussions, text readings and lab activities. Laboratory experiences provide the opportunity for students to develop the scientific inquiry techniques, the use of information systems, the interconnectedness of content and skills and problem-solving approaches (The Living Environment. Core Curriculum. <http://www.nysed.gov>)

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Conceptual Physics

Conceptual Physics is an overview of the important topics in Physics. Physics is the study of matter and energy and how they interact with each other. In this course, students will use the Scientific Method to describe the relationship between matter and energy. Using skills of observation and analysis, students will demonstrate their knowledge of basic physics and their understanding of its complex concepts to predict future events and solve real world problems. Units include: Review of the Scientific Method, Tools of the Scientist, 1-Dimensional Kinematics, Vectors, and Forces.

Forensics

This year-long forensics course will present students with the scientific principles, laboratory, and field methods forensic scientists use to solve problems. Major themes of study in this course will include: pathology, anthropology, ballistics, fingerprints, trace evidence, biological fluids, DNA, toxicology, impression evidence, entomology, evidence law, and forensic psychology. Students will examine the scientific underpinning of forensics and how contemporary analytic chemical methods make possible the identification and classification of crime scene evidence. Students will use the scientific method to gather evidence and problem solve.

Students will study scientific foundation The science of forensics will Students will take on the various roles of crime scene investigator, scientists, and medical examiner in order to collect and evaluate evidence in a problem-solving environment. Application of state and federal law regarding evidence handling and use in trial will offer dynamic opportunities for research. Students will also have the opportunity to research and explore the various career opportunities in the field of Forensics.

Chemistry

This year-long Regents course explores the importance of chemistry in our everyday lives. Students will be exposed to the basic principles of chemistry and will examine the importance and relevance of scientific thought through discussion and careful analysis of texts. Students participate in laboratory setting. Students learn about laboratory safety and best practices in the environment. Students complete rigorous problem sets, laboratory experiments and contribute to mindful discussion about the nature of science. Students are introduced to the scientific community and science ethics. Topics to be covered include The Nature of Matter, Atomic Concepts, Nuclear Chemistry, Chemical Bonding, Chemical Reactions, Stoichiometry, Periodic Trends, Acids and Bases, Oxidation Reduction, Chemical Equilibrium and Kinetics, and Organic Chemistry. Students will be expected to complete 2 major research papers (5 pages) accompanied with presentations (5-7 minutes)

Modern Chemistry

This Modern Chemistry course will introduce students to the fundamentals of chemistry. Students will receive a presentation of chemically interesting applications and sophisticated problems as a basis for introducing various facets of the course that deal with the relationship between the structure of molecules and their chemical properties and behavior. Topics taught throughout this course will stand out as essential themes of current research, illustrate the methods of science, lend themselves to historical development, and highlight the role of chemistry as the central science. Subjects will include principles of anatomic structure, chemical bonding, and molecular structures of organic and inorganic compounds. This course will help students develop their problem-solving and critical thinking skills. Students interested in pursuing a chemistry-related course of study in college are strongly encouraged to take this course.

Anatomy and Physiology

This Anatomy and Physiology class will deal with the structure and function of the human body and mechanisms for maintaining homeostasis within it. Students will carefully examine how human anatomy parallels the characteristics of other animals. Topics will include the study of cells, tissues, and the integumentary, skeletal, muscular and nervous systems. Students will focus on anatomical terminology, anatomical identification, and physiological process of the human body. Emphasis will be placed on the integration of systems as they relate to normal health. Laboratory exercises provide first-hand experience

with the structures and processes discussed in lecture. Students should expect that success in this class will be closely tied to their commitment and dedication to the work.

Biology

Biology is the study of the living world, including microscopic organisms, fungi, plants, and animals. It is central to this Biology course that students work to understand life and life processes. This biology course is aimed at introducing principles and concepts that apply to life at all levels of organization, no matter how simple or complex they may be. Our study begins by examining those general characteristics that are shared by all living things. These include similarities in chemical makeup, energy usage, ability to reproduce and community involvement. Students will explore biological science as a process, cell structure and function, genetics and heredity, evolution and classification, diversity of living organisms and their ecological roles, and an introduction to animal structure and function. Students will examine the relatedness among living things and their adaptation for survival. Students will also have opportunities to develop scientific process skills, laboratory techniques, and an understanding of the fundamental principles of living organisms.

Physics

In this year-long physics course that prepares students for the Physics Regents exam, students study the physical world by exploring the nature of matter and energy and how they are related. In the first term major topics covered include motion, forces, transformation of energy, conservation laws, and wave phenomena. During their investigations, students use mathematical equations, graphs, concept mapping, demonstrations, observations, and experimentations. This class is designed to prepare students for college science classes and is part of the pre-college curriculum.

In this second term of physics, students are exposed to many applications of physics in everyday life and in technology. Topics include light, optics, electricity and magnetism, modern physics, and nuclear physics. Students continue to develop their problem-solving skills. Demonstrations and observations reinforce student understanding. Although the materials on modern physics and nuclear physics are covered in a more descriptive manner, important ideas are introduced by using simple examples. The class is presented in a way that is accessible and interesting to students, thus building self-confidence in their ability to solve problems.

Students have extensive study opportunities to prepare for the physics regents, scientific language and grammar, vocabulary and thinking skills are emphasized.

Science Methods

Biology is the study of living things. In this course students will dig into all matters of living things and their processes. Students learn about scientific inquiry, cells, body systems, genetics, reproduction, evolution, and ecology. Various experiments are formed to ensure students master safe laboratory techniques, practicing, analyzing and interpreting data.

Physical Science

This course is designed to expose students to various physical phenomena of our world and universe. The student will acquire a basic understanding of the forces and energy that affect matter. Topics include measurement and concepts in physics, the laws of motion, work and the various forms of energy, and wave motion.

Foreign Language

French

This course is designed to develop the skills of basic to proficient communication as well as an understanding of language structure and the cultural significance of the French Language. Students will learn basic vocabulary and grammar necessary to travel and acquaint themselves with French speaking people world-wide to understand the significance of French to their experience as Global Citizens.

The successful student will develop a novice-low to novice-mid proficiency in the language by engaging in a variety of communicative activities that develop and enrich reading, writing, speaking, and listening skills in French. In addition, the successful student will develop cultural awareness and become prepared to encounter real-life situations outside of the classroom through discussions of cultural customs and behavior. The course meets the State standards including: Standard 1 (Students will be able to use a language other than English for communication) and Standard 2 (Students will develop cross-cultural skills and understandings).

Spanish

This course is designed to develop the skills of basic to proficient communication as well as an understanding of language structure and the cultural significance of Spanish. Students will learn basic vocabulary and grammar necessary to travel and acquaint themselves with Spanish speaking people. Students will learn to express time through study of verb tense and they will gain understanding of how other parts of speech work together to form convention and conversation.

The successful student will develop a novice-low to novice-mid proficiency in the language by engaging in a variety of communicative activities that develop and enrich reading, writing, speaking, and listening skills in Spanish. In addition, the successful student will develop cultural awareness and become prepared to encounter real life situations outside of the classroom through discussions of cultural customs and behavior. The course meets the State standards including: Standard 1 (Students will be able to use a language other than English for communication) and Standard 2 (Students will develop cross-cultural skills and understandings.)

Spanish Around The World

This course is designed to develop the skills of basic communication but primarily values an investigation of the cultural significance of Spanish. Students will learn basic vocabulary and grammar necessary to hold a brief conversation in Spanish as well as decipher what they hear or read. Students will learn present tense and other basic grammar points, but students will primarily explore various cultural topics in order to understand the history and relevance of Spanish to their experience as Global Citizens. Students will research and create projects about geography and culture in order to demonstrate their basic facility and nuanced understanding of the places where Spanish is spoken. The course meets the State standards including: Standard 1 (Students will be able to use a language other than English for communication) and Standard 2 (Students will develop cross-cultural skills and understandings).

French 1

This course serves to introduce students to the world of French and provide them with a basic foundation of speaking, reading, listening, and writing. This will be done by focusing on individual thematic units as well as learning about French life and culture through exposure to a wide variety of French realia.

French 2

This course serves to further develop the speaking, reading, listening, and writing skills that students learned in French I. This will be done by continuing to focus on individual thematic units, more content specified than in French I to increase fluency, as well as by introducing different grammatical structures which will expand student ability to make cross connections between units. Students will begin to utilize these skills in different tenses, expanding their abilities in the language and their learning about French life and culture through French-related realia.

French 3

This course serves to further develop the speaking, reading, listening, and writing skills that students have learned in French I and II. In this course, student learning will focus less on individual thematic units and more on advanced skills such as comparing and contrasting, description, expression, and analysis. Students will also learn more advanced grammatical structures and vocabulary which will allow them to demonstrate and refine the aforementioned skills, further expanding their abilities in the language. As in the other French courses, students will continue to learn about French life and culture through French-related realia, heavily utilizing the realia as the basis of the course.

French 4

This French 4 course will continue to emphasize meaningful communication and language as it is used in real-world situations. As much as possible, this course will be conducted in French and English will only be used for comparison or for explaining especially sophisticated concepts. Students will continue to describe and elaborate on ideas, ask and answer questions, narrate and describe in sentences and groups of related sentences, and understand short oral and written passages. Students will communicate in longer discourse relating to art, literature and the study of culture. Students will respond to problems encountered in a given situation and resolve problems in the foreign language. They will continue to extend their language skills, become more accurate in the language they produce, comprehend a greater variety of texts and generate responses and initiate interactions in the language in more complete ways. Students will further recognize the interrelatedness of cultural products, practices, and perspectives. Students will further use their language to expand knowledge of other content areas and gain awareness of multiple viewpoints.

French Immersion

This course serves to develop the speaking, reading, listening, and writing skills of students through utilizing French only. By only using the foreign language, students will learn using a top-down approach, first learning the language for communication and comprehension, then the grammatical structures necessary to be proficient in all aspects.

Electives

A Cleaner, Greener Community

What is does it mean to be green-collar? What makes it different from blue-collar or white-collar? What is the value of living in places with clean air and drinking water? What are the costs? Who benefits? Who profits? This course will explore the Environmental Movement as a Revolution through the political, economic, and social causes for its rapid and profitable expansion. Students will explore the practical benefits of cleaning up our community and gain the skills necessary to effect major social, economic, and political change through increased awareness of Environmental protection through well-organized action.

As part of the discovery learning process, we will visit environmentally friendly organizations and our on-going assessment project will be to create and publish a school newsletter and Environmental Action Committee in order to promote and protect a healthy, safe, and pleasing environment in and beyond our school community.

Poetic Justice: The History of Hip-Hop Through Film Studies

A moving image is worth a thousand times a thousand words. Do you dig Hip-Hop? Do you ever wonder why it gets a bad rap in the mainstream? Are you passionate about pursuing a career in Hip-Hop or interested in communicating its artful and soulful message about the texture of urban life?

This course will explore Hip-Hop's influence and its future as an art form and the power of film to communicate its significance. Students will read and write extensively in response to a variety of texts. As part of close reading and film study, students will be provided with opportunities to research the technical aspects of film-making and digital forms of communication as well document and produce their own media. Students in this course will also undertake a rigorous examination of their current status as High School students as they prepare to embark on the journey towards college & career. Individualized attention will be given to each student and self-assessment and evaluation of talent, interest, and skill level is a required element of course curricula.

R.E.A.L. College Prep (Realistically Evaluating your Academic Life)

Using informative self-assessment techniques including learning style and skill inventories, you will plan your work of choosing a college/university or a course of career that is suited to your interests and levels of readiness. In this intensive we will cover your must-haves, receive college mentors, visit local institutions and gain exposure to college style lectures in order to uncover the values and aspirations that will govern the next phase of your lives. Be prepared to read/write daily and to collaborate with others to set and achieve the goals you will be supported in setting for yourself. Final Presentations will include a 'map' of your senior year and first semester beyond BGS.

Sports Management: Be the (Wo)Man Behind the (Wo)Man!

Ever wonder who's behind the multi-million dollar deals for high profile professionals like Peyton Manning, LeBron James, or Venus and Serena Williams to international sports stars like David Beckham? Ever wonder who's behind negotiating deals with Nike, Sprite and Gatorade? The multi-billion sports industry offers employment opportunities for management at all levels of competition. Students enrolled in this Intensive will follow the stats, personal life and public image of an NBA veteran and a rising star in the NFL. Students will start their own sports management firm, based on research statistics and textual and multi-media evidence of successful coaching and management models to solve problems and promote client recognition. Our two clients will be looking for new contracts this season; our final project will be a presentation to potential teams as to their viability and profitability.

Rx for Success: Dare to be a Doctor

What does it mean to be a healer? Who has access to healing? Who has the power to heal? Students in this course will explore careers in the health professions through engagement in a multidisciplinary study of Public Health as an issue and an industry. Students will investigate public health issues such as obesity, vaccinations, infectious diseases, alcoholism, teen pregnancies, and smoking. College visits and visits to public health organizations will provide opportunities for students to discover their own intuitive powers to heal and be healed.

Instruction of this course is immersive; all assessments are designed to build incentive and intrinsic motivation based on producing quantitative measures of increased awareness and public service.

The Social Network

Think about who's in your life; your friends? Family? Teachers? Neighbors? Bosses? Associates? We all have complicated social circles and they all affect us in different ways. In this course, we will examine the influences and impacts of social circles and the systems of communication that govern them. Our course of study will include close reading of fiction and non-fiction in order to compare and contrast the effects of social networking on community and consciousness. We will undertake a critical examination of our own social circles to monitor the influences and impacts of our thoughts and actions on others. How do people in our lives help us? How do they harm us? How does technology alter the way we interact with friends and the larger world? Through this course, students will learn to: articulate a character's social network, create an argumentative essay, demonstrate how characters interact with one another and influence one another's development and demonstrate how setting influences a character's development.

Computer Intensive

This Computer Intensive course will provide students with multiple opportunities to use technology to deepen their understanding of course content. Students will go beyond word processing, email and the Internet. Students will have the chance to learn how to use various software programs and expand their understanding of the discipline so that they might become more active participants in their own learning.

Technology Networking

This course will introduce students to networking media and computer networking technologies. Emphasis will be placed on physical and logical topologies, standards and popular networking protocols. Students will learn about OSI and TCP/IP models and related IP addressing schemes, and network media specifications and functions. This course will include selected topics in network implementation, support, and LAN/WAN connectivity. A brief historical development of major networking technologies and industry standards along with a basic awareness of software and hardware components in networking environments will be explored.

Theater 1

Theater 1 is a foundational class intended for students with little or no theater experience. Students will focus on the exploration of theater literature, performance, historical and culture connections, and technical requirements. Students will examine and study the role that acting, directing, sound, lights, set, costumes, make-up and publicity play in the creation of a production. We will use improvisation, creative dynamics, and beginning scene work as a means of introducing students to acting and character development. Students will have the opportunity to develop critical listening and thinking skills. Students will be able to develop their stage presence, aesthetic awareness and practice ensemble which will culminate in classroom performances. Students explore the ways in which other art forms (music, dance, visual art) can enhance theater performances.

Geometric Art

This course will guide students through works of art that helped define modern art in the first half of the twentieth century. Through the use of digital images and classroom discussions, major developments of Fauvism, Cubism, Expressionism, abstract art, Dada, and Surrealism will be explored. Students will discuss how these contributions changed the course of art history and continue to resound through contemporary art.

Students will begin with the foundations of Euclidean geometry, including lines, angles, triangles, and other polygons, and examine tessellations and two-dimensional symmetry. Students will use what they learn about points, lines, and planes to investigate the development of perspective in Renaissance art.

Students will also explore non-Euclidean geometry and its links to twentieth-century art, including the drawings of M. C. Escher.

Through lectures, discussions, hands-on modeling, and small group work, students will gain a strong foundation for the further study of geometry, as well as an appreciation of the mathematical aspects of art.

Fashion Illustration and Design

Fashion Illustration & Design is a course designed for students interested in fashion, fashion design and apparel and textile design technology. Content provides opportunities for students to explore histories, costumes, research current fashion styles and trends, analyze fibers and textiles, design clothing and accessories, utilize technology in fashion design, and explore career options in apparel and textile industries. Fashion sketching is one of the primary skills that a fashion design student must comprehend. This introductory fashion class provides instruction in rendering fashion figures and garments through a variety of media and techniques. The course emphasizes drawing and painting fashions on the nine-head croquis, while maintaining accurate representation, proportion, tone and depth.

Painting and Drawing

The objectives for Painting and Drawing highlight the development of abilities to recognize visual arts content, concepts, and skills to create, converse about and understand original works of art. The course uses a thematic approach to visual communication and art production, cultural context and art history, critique and aesthetics through which students acquire an awareness and appreciation for the visual arts. Students maintain a portfolio documenting their achievements, pinpointing their quality, extent of experience, technical skill, application, and development over time.

The visual arts objectives are proposed to support the subsequent goals that enable students to:

- Select and employ art media, subject matter, and symbols for expression and communication.
- Use more advanced vocabulary, technical skills, and creative thought.
- Know and apply the elements of art and the principles of design used in the visual arts.
- Solve visual arts problems with innovation, flexibility, confidence, and imagination.
- Develop an understanding of career pathways open to artists.
- Develop good studio habits, including respect for studio, materials, self, and others.
- Develop painting skills and techniques using various paints.
- Recognize the parallel between the visual arts, history, culture, and other disciplines.
- Use and explore various materials, techniques, information, and technology, following safety guidelines and appropriate classroom safety while working individually and in groups.
- Focus on the common core standard of using literacy and informational text, in line with New York Citywide expectations.
- Distinguish, reflect upon, and evaluate the characteristics, purposes, and qualities of their work and the work of others.
- Critically identify, analyze, and apply standards for constructing visual aesthetic assessments; and
- Develop an aesthetic consciousness and personal philosophy pertaining to nature and significance in the visual arts in their lives.

Students explore the style of many artists throughout history, while developing their own paintings. The subjects considered and studied are: landscapes, still-life, the figure and abstraction.

Required Art

The objectives for Required Art are to highlight the development of abilities to recognize visual arts content, concepts, and skills to create, converse, and understand original works of art. The course is a thematic approach to visual communication and art production, cultural context and art history, critique and aesthetic, through which students acquire an awareness and appreciation for the visual arts. Students maintain a portfolio documenting their achievements, signifying the quality, extent of experience, technical skill, application, and development over time.

Required Art objectives enable students to select and employ art media, subject matter, and symbols for expression and communication. Students will learn and apply the elements of art and the principles of design used in the visual arts to solve visual arts problems with innovation, flexibility, confidence, and imagination. Students will be able to recognize the parallels between the visual arts, history, culture, and other disciplines. They will be able to utilize and explore various materials, techniques, information, and technology, following safety guidelines and appropriate classroom safety while working individually and in groups. Students will distinguish, reflect upon and evaluate the characteristics, purposes, and qualities of their work and the work of others. The course focuses on the ability to critically identify, analyze, articulate and apply standards for constructing visual aesthetic assessments in order to develop an aesthetic consciousness and personal philosophy pertaining to nature and significance in the visual arts.

Studio Art

The objectives for Studio Art highlight the development of abilities to recognize visual arts content, concepts, and skills to create, converse, and understand original works of art. The course uses a thematic approach to visual communication and art production, cultural context and art history, critique and aesthetics, through which students will acquire an awareness and appreciation for the visual arts. Students will maintain a portfolio documenting their achievements, signifying the quality, extent of experience, technical skill, application, and development over time.

The visual arts objectives are proposed to support the subsequent goals that will enable students to:

- Select and employ art media, subject matter, and symbols for expression and communication.
- Know and apply the elements of art and the principles of design used in the visual arts.
- Solve visual arts problems with innovation, flexibility, confidence, and imagination.
- Recognize the parallels between the visual arts, history, culture, and other disciplines.
- Use and explore various materials, techniques, information, and technology, following safety guidelines and appropriate classroom safety while working individually and in groups.
- Distinguish, reflect upon, and evaluate the characteristics, purposes, and qualities of their work and the work of others.
- Critically identify, analyze, and apply standards for constructing visual aesthetic assessments.
- Focus on the Common Core standard of using literacy and informational text, in line with New York Citywide expectations, and
- Develop an aesthetic consciousness and personal philosophy pertaining to nature and significance in the visual arts.

Film 1

Film 1 will introduce students to film as a communication medium. Students will learn to interpret films so that they may better understand and appreciate how movies impact their audiences. Students will also explore how film relates to other forms of communication. Students will explore symbolism in film and other literary and dramatic aspects of film. Students will study cinematography, movement, editing, sound and other important elements of filmmaking. Students will explore and analyze, in and out of class, clips from classic films including silent and black and white movies and several classic movies their entirety.

Students will be required to submit several written response papers and complete a research paper. Students will be required to employ refined written and oral analysis of films and will develop a critical awareness of images and their impact on their viewers.

2D Design

The objectives for 2D Design highlight the development of abilities to recognize visual arts content, concepts, and skills to create, converse and understand original works of art. Design involves decision making about how to use the elements of art in a unifying way. The course uses a thematic approach to visual communication and art production, cultural context and art history, critique and aesthetics through which students acquire an awareness and appreciation for the visual arts. This course will provide groundwork in the fundamentals of pictorial design. In a structure of hands-on exercises and projects, students are introduced to the concept of the picture plane, figure/ground relationships, scale and proportional transformation, patterning, composition, value, color, methods for conveying time and spatial illusion. Utilizing a diversity of traditional and nontraditional materials and methods, students will develop and produce their own designs, maintaining a portfolio documenting those achievements, signifying the quality, extent of experience, technical skill, application and development over time.

Music History

This course will introduce students to an overview of music in ancient times, the development of music as they relate to Jewish musical tradition and heritage, the expansion of Christianity as well as secular vocal and instrumental music. Students will then trace the development of polyphony and the course of musical developments from the middle ages to modern eras. Students will examine the social, political, historical impact of various musical styles and explore their influence on various composers. This course will require students to employ active listening, reading, and thorough research in order to understand the contributions of various composers to music history. Students will explore and present to the class, about genres that interest them.

Visual Arts

The nature of this Visual Arts course is exploratory and conceptual. Students are able to explore a variety of art forms, materials, processes, and techniques. They will also be encouraged to seek out a range of sources of inspiration such as observation, memory and imagination. As a class, we will discover art from different cultures and time periods and will examine how art can be (and is) used to make sense of the world. Students will be encouraged to use art to express their personal experiences. Students will develop their understanding of multiple perspectives and develop their conceptual thinking skills.

Theater Performance

This Theater Performance course will help to provide for the continued growth and development of students' acting and technical skills. Students will read plays and excerpts from longer works and be introduced to rehearsal techniques. We will study and produce a full-length production for public performance. Students will develop their writing skills through the preparation of character analyses and performance critiques. Students will have the opportunity to present original work, improvisations, and acting projects. Play production will allow students to explore their artistic perception and creative expression and will promote understanding of aesthetic valuing, historical and cultural awareness, and the interconnections of the arts and other disciplines.

Required Art I: The Art of Seeing

The objectives for Required Art I are to highlight the development of abilities to recognize visual arts content, concepts, and skills to create, converse, and understand original works of art. The course is a thematic approach to visual communication and art production, cultural context and art history, critique

and aesthetics through which students will acquire an awareness and appreciation for the visual arts. Students will maintain a portfolio documenting their achievements, signifying the quality, extent of experience, technical skill, application, and their artistic development over time. The Required Art I objectives are intended to support the subsequent goals that will enable students to select and employ art media, subject matter, and symbols for expression and communication. Students will learn and apply the elements of art and the principles of design used in the visual arts to solve visual arts problems with innovation, flexibility, confidence, and imagination. Students will be able to recognize the parallels between the visual arts, history, culture, and other disciplines. They will be able to utilize and explore various materials, techniques, information, and technology, following safety guidelines and appropriate classroom safety while working individually and in groups. Students will distinguish, reflect upon, and evaluate the characteristics, purposes, and qualities of their work and the work of others. The course focuses on the ability to critically identify, analyze, articulate and apply standards for constructing visual aesthetic assessments, in order to develop an aesthetic consciousness and personal philosophy pertaining to nature and significance in the visual arts.

Required Art II: The Art of Being

The objectives for Required Art II are to highlight the development of abilities to recognize visual arts content, concepts, and skills to create, converse, and understand original works of art. The course is a thematic approach to visual communication and art production, cultural context and art history, critique and aesthetics, through which students will acquire an awareness and appreciation for the visual arts. Students will maintain a portfolio documenting their achievements, signifying the quality, extent of experience, technical skill, application, and development over time. The Required Art II objectives are intended to support the subsequent goals that will enable students to select and employ art media, subject matter, and symbols for expression and communication. Students will learn and apply the elements of art and the principles of design used in the visual arts to solve visual arts problems with innovation, flexibility, confidence, and imagination. Students will be able recognize the parallel between the visual arts, history, culture, and other disciplines. They will be able to utilize and explore various materials, techniques, information, and technology, following safety guidelines and appropriate classroom safety while working individually and in groups. Students will distinguish, reflect upon, and evaluate the characteristics, purposes, and qualities of their work and the work of others. The course focuses on the ability to critically identify, analyze, articulate and apply standards for constructing visual aesthetic assessments, in order to develop an aesthetic consciousness and personal philosophy pertaining to nature and significance in the visual arts.

Medical / Health

Students enrolled are urged to pursue higher education in order to pursue careers in health care. Students apply reading, writing and listening skills that enable them to be effective communicators, critical thinkers, and lifelong learners. Through visits to hospitals, clinics, research laboratories, and universities students will have the opportunity to meet professionals in the medical professions they may pursue.

Health

This Health course will emphasize the importance of knowledge, attitudes, and practices relating to personal health and wellness. We will focus on positive health practices and emphasize wellness for optimal health. Students will be exposed to a broad range of issues and information relating to the various aspects of personal health including the physical, social, emotional, intellectual, spiritual and environmental aspects. Throughout the course, we will help students gain an understanding of the functioning of their body and the importance of making informed decisions to protect their health and well-being. Topics of exploration include, but are not limited to: nutrition, physical fitness, schools against

violence in education, sexually transmitted diseases, child abuse and neglect recognition and reporting, stress, weight management.

Technology

This Technology course will help students achieve a basic understanding of computer technology for an educational setting. Students will be introduced to the fundamentals of computer concepts including keyboarding skills, word processing, multimedia presentations, spreadsheets and Internet applications. We will place a special emphasis on file-management and the use of technology in a network setting as well as legal issues, copyright law, and safety online. Students will problem solve and create word processing documents and spreadsheets, and become familiar with digital media. Application of technology in the workplace will be explored.

College and Career Intensive

During this month-long intensive, students read, write, do research and work on a presentation related to a professional pathway they may pursue in college and beyond. They meet professionals in the field and visit workplaces. They learn about these specific people's career paths, but also more generally what it takes to be prepared, hired and successful within the industry. Students gain specific college knowledge related to the pathways professionals in their field choose, whether that includes 2-year, 4-year and/or graduate school expectations. The College and Career Intensives align with the NY State and Common Core Standards related to college and career readiness.

What's in a Picture?

In this introduction to media, students learn some key concepts of media education: that media is constructed, it is owned, and that each form has its own conventions. Students apply critical analysis to various media and representations. Students create media, demonstrating their understanding of the conventions, to elucidate, illustrate and/or persuade.

Medical Health

This course is designed to help students explore various options within the health professions and related sciences. Topics include medical and dental terminology, communications, anatomy and physiology, diseases/disorders, treatment, and the health professions. Other topics will include CPR and first aid, an introduction to anatomy and physiology and career exploration. Skills in science, math, English, social studies, the arts, and health are reinforced in this course. Throughout this course we will emphasize communication, interpersonal, and problem solving skills. Students will also be encouraged to explore education and employment skills needed for career preparation in a select group of careers they are interested in. Projects, teamwork, demonstrations and active participation in health related activities will serve as instructional strategies to reinforce the curriculum content.

Art

The objectives for Studio Art highlight the development of abilities to recognize visual arts content, concepts, and skills to create, converse, and understand original works of art. The course uses a thematic approach to visual communication and art production, cultural context and art history, critique and aesthetics, through which students will acquire an awareness and appreciation for the visual arts. Students will maintain a portfolio documenting their achievements, signifying the quality, extent of experience, technical skill, application, and development over time.

The visual arts objectives are proposed to support the subsequent goals that will enable students to:

- Select and employ art media, subject matter, and symbols for expression and communication.
- Know and apply the elements of art and the principles of design used in the visual arts.
- Solve visual arts problems with innovation, flexibility, confidence, and imagination.

- Recognize the parallel between the visual arts, history, culture, and other disciplines;
- Use and explore various materials, techniques, information, and technology, following safety guidelines and appropriate classroom safety while working individually and in groups.
- Distinguish, reflect upon, and evaluate the characteristics, purposes, and qualities of their work and the work of others.
- Critically identify, analyze, and apply standards for constructing visual aesthetic assessments.
- Focus on the common core standard of using literacy and informational text, in line with New York Citywide expectations.
- Develop an aesthetic consciousness and personal philosophy pertaining to nature and significance in the visual arts in their lives.

Art Leadership

In this course we will explore the role of the arts in leadership. When defining leadership, scholars' definition usually consists of three elements: motivation, change, and morality. Leaders motivate people to work towards a new common goal and they create a vision of what that goal should be. Built into the concept of a leader is the idea that the leader will influence people, not use brute force or manipulate them, and bring about change that is morally good. Similarly, one might characterize art as having three aspects, emotion, creativity, and morality. Artists move people (in the emotional sense) by creating something new. Leaders move people (in the motivational sense) to create something new. Students will learn some basic concepts about the nature of leadership, art and music. Students will also examine how the work of the artist and the leader often intertwine. Sometimes artists are leaders in that they and/or their work bring about a change in people and society. Sometimes leaders use the arts to help motivate people, communicate their messages, animate change, or inspire followers to be better people and/or commit their energy to some greater good. We will examine the ways art motivates people to bring about change in society. The arts influence the public's image of leaders and leadership by portraying leaders as they are or as they should be. Leaders use art to create their public image. Students will consider the use of images and music in the biographical videos and campaign ads used in political campaigns and how those subtle or overt additions impact how a message is received. Leaders also employ the arts to convey their ideas for change or a vision of a better future. The class will consist of lecture and discussion. It will also include discussion about various artists and at least one visit to a museum. Students will also design a work that is intended to motivate, morally elevate and/or bring about change in their school community.

Theater Performance

This course examines the dramatic structure, audience needs, directing, and acting techniques that are employed in the production of theatre. Students use movement, vocal exercises, improvisation, script writing, scripted material, and puppet and shadow theatre to increase knowledge of the elements of theatre. Students will perform a short children's theatre piece for a young audience as part of their final.

Theater 1

This course is an introduction to the basic fundamentals of voice and movement for the actor. Students will concentrate on breathing and relaxation exercises, neutral mask and other approaches to increase self-awareness and potential for self-expression. The work in this class is intended as preparatory for a wide range of acting/movement/vocal techniques.

Film 2

Film 2 will build on the foundation established in Film 1. Students will further explore film as a communication medium and examine the history and stylistic elements of cinema as a mass medium and an art form. Students will analyze visual language and film style, cinematic codes, and the ways that the

motion picture films can embody or criticize popular ideas and attitudes. Emphasis will be placed on film analysis, film in relation to the other arts and mass media, films as artifacts, and understanding the ways that films are put together and how they function expressively. Topics will include the history of documentary, fiction, and experimental film. Students will also explore the historical context, structure, mythology, style, themes and critical theory of various film genres such as the musical, horror, and melodrama, comedy, thriller and film noir.

Required Art

The objectives for Studio Art highlight the development of abilities to recognize visual arts content, concepts, and skills to create, converse, and understand original works of art. The course uses a thematic approach to visual communication and art production, cultural context and art history, critique and aesthetics, through which students will acquire an awareness and appreciation for the visual arts. Students will maintain a portfolio documenting their achievements, signifying the quality, extent of experience, technical skill, application, and development over time.

The visual arts objectives are proposed to support the subsequent goals that will enable students to:

- Select and employ art media, subject matter, and symbols for expression and communication.
- Know and apply the elements of art and the principles of design used in the visual arts.
- Solve visual arts problems with innovation, flexibility, confidence, and imagination.
- Recognize the parallel between the visual arts, history, culture, and other disciplines.
- Distinguish, reflect upon, and evaluate the characteristics, purposes, and qualities of their work and the work of others.
- Critically identify, analyze, and apply standards for constructing visual aesthetic assessments.
- Focus on the common core standard of using literacy and informational text, in line with New York Citywide expectations.
- Develop an aesthetic consciousness and personal philosophy pertaining to nature and significance in the visual arts in their lives.

Physical Education

Students develop healthy and lifelong habits – to ensure they maintain their activity, weight and health. They learn basic skills of many activities and sports which may include physical fitness (weight training and activities such as yoga), individual sports (running, tennis) and team sports (basketball, baseball/softball).

Advisory

The Advisory course is a vertically aligned and rigorous approach to personal and academic preparation for success. Students in grades 9-12 will develop successful habits of mind and build skills appropriate to their levels towards the expression and application of their essential knowledge and understanding. The cumulative course is designed to increase levels of intervention and acceleration in areas of academic and personal growth in order to support growing success in high school and beyond. Through the three major strands of our Advisory program – Academic Advisement, Personal and Social Growth, and Community-Building – students will develop a level of self-awareness that allows them to be informed consumers, producers, and contributors to community. Each advisory session engages students in a guided lesson, group activity or discussion, designed to help students to gather information, share opinions, and answer essential questions about themes related to their academic careers, their personal development as adolescents, social dynamics, and current issues in their communities. Scaffolding of projects and papers along with developmentally-appropriate lessons arm students with the skills, understanding, and knowledge to interpret high school requirements, assess their progress towards graduation, advocate for their learning needs, practice effective study skills, assess their strengths and limitations, identify their social patterns and community trends and develop social responsibility.

College Access

In this course, students will explore the opportunities that are available for them after high school graduation. Emphasis will be placed on college and continuing education. Students will create a plan for achieving post-secondary goals. Students will identify their skills, aptitudes and preferences and explore career options as well as education and training required for their career choice or choices. Students will learn essential skills for applying for college, financial aid, scholarships, resume and cover letter writing, and interviewing for a job. This class will include college visits to expose students to examples of different types of schools (private and public) and give them the opportunity to meet with admissions officers and gain some insight into the college entrance process.

Sports Management

This course will focus on basic management principles as they relate to the sports industry. Students will explore the history, development, and governance of the athletics field and will discuss current trends and prevailing issues in sports management. Students will examine the impact of Title IX on the sports industry. Students will be introduced to various topics important in the industry, including but not limited to: marketing, law, supervision, media, ethics, and recreational sports management. Students will also receive an overview of career opportunities in this field. This course will emphasize the development and improvement of communication skills.

Sports Education

Students learn how to market sports effectively and how to plan events, while diving into the areas of sports publicity, coaching, and administration. Sports management is a broad field and includes elements of economics, account, marketing, psychology, law, and communications. Those who choose to pursue a sports management degree in college will gain knowledge and skills in this intensive that will later help you as an agent, manager, or publicist, just to name a few related jobs

Course Goals & Learning Outcomes:

1. Explore career choices in the sports management field.
2. Identify current trends and issues in sports management
3. Analyze case studies of strategic events in sport to determine if the correct decision were made as related to management.
4. Research of specific areas of sport to determine student interest and/or aptitude.
5. Be able to define sports marketing, and its various aspects: marketing plans, marketing niches, marketing needs, and advertising.
6. Look beyond issues of physical performance and scores to see sports as social constructions that influence how people feel, think, and live their lives.
7. Learn things about sports that you can use to make informed choices about your own sports participation *and the place of sports in the communities and societies in which you live.*