

PLEASANTVILLE HIGH SCHOOL

Pleasantville, New York



COURSE DIRECTORY

2008-2009



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PLEASANTVILLE HIGH SCHOOL

PLEASANTVILLE, NY 10570-3158

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PRINCIPAL
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February 1, 2008

Dear Parents and Students:

The high school academic program is the foundation of all future planning. It is of great importance that the courses be carefully selected and programs well planned. This Course Directory will assist you in understanding the graduation/testing requirements while providing you with the course descriptions that comprise our instructional program for 2008-2009.

To meet the diverse needs of our students, we offer a variety of courses. Students will also have the opportunity to take off-site courses under the auspices of the Mount Pleasant Consortium, a joint effort of the Pleasantville, Briarcliff, Mount Pleasant and Valhalla school districts.

In an effort to encourage students to take advantage of our educational program, Pleasantville Board of Education policy requires a minimum course load for all students which includes 6 credits per year for students in grades 9, 10, 11 and 5 1/2 credits for students in grade 12.

We take pride in the fact that Pleasantville High School is a recognized Blue Ribbon School. In addition to reflecting our strong instructional and extra-curricular programs, this distinction exemplifies the commitment to excellence shared by the faculty, staff, parents, students and community. This Course Directory will provide the information necessary to carefully plan an academic program which is vital in our continued pursuit of excellence.

If the guidance counselors or I can be of assistance in interpreting this information, please do not hesitate to call us.

Sincerely,

Dr. George Cancro
Principal

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Graduation Requirements

LOCAL DIPLOMA

<u>CONTENT AREA</u>	<u>CREDITS</u>
English	4
Social Studies	4
Math	3
Science	3
Foreign Language	1*
Art/Music	1
Health	.5
Physical Education	2
Electives	3.5
TOTAL	22

REGENTS DIPLOMA

<u>CONTENT AREA</u>	<u>CREDITS</u>
English	4
Social Studies	4
Math	3
Science	3
Foreign Language	1*
Art/Music	1
Health	.5
Physical Education	2
Electives	3.5
TOTAL	22

ADV. DES. REGENTS DIPLOMA

<u>CONTENT AREA</u>	<u>CREDITS</u>
English	4
Social Studies	4
Math	3
Science	3***
Foreign Language	3**
Art/Music	1
Health	.5
Physical Education	2
Electives	1.5
TOTAL	22

Note: *Students who complete 2 years of a foreign language in Middle School and pass the proficiency exam at the end of 8th grade can earn 1 unit of credit toward the foreign language requirement.

** Students acquiring 5 units in Art, Music, Business, Technology or Vocational Education may be exempt.

***Of the three credits required in Science, two must be regents level with one being from living environment (Biology) and one from the physical sciences (Earth Science, Chemistry and Physics.)

Required Exams

LOCAL DIPLOMA OPTION: A total of five regents exams must be passed. They include Math A or Integrated Algebra, English Language Arts, Global History and Geography, United States History and one regents exam in science.

For students who enter grade 9 in 2005-2008 the state education department has provided a phase in schedule as follows:

- **For students who enter grade 9 in 2005:** General education students must have at least two scores at 65 or above on the five required Regents exams and all remaining scores at 55 or above.
- **For students who enter grade 9 in 2006:** General education students must have at least three scores at 65 or above on the five required Regents exams and all remaining scores at 55 or above.
- **For students who enter grade 9 in 2007:** General education students must have at least four scores at 65 or above on the five required Regents exams and all remaining scores at 55 or above.
- **For students who enter grade 9 in 2008:** No local diploma option will be available.

REGENTS DIPLOMA: A passing score of 65 or above must be achieved on the following five regents exams: Math A or Integrated Algebra English Language Arts, Global History and Geography, United States History and one regents exam in science.

ADVANCED DESIGNATION REGENTS DIPLOMA:

A passing score of 65 or above must be achieved on the following regents:

For students who enter grade 9 in 2005 and 2006: English, Global History and Geography, US History and Government, a total of two regents exams in science with at least one in life science and at least one in physical science, foreign language, and at least two regents exams in math through one of the following combinations: Math A and Math B or Math A and Alg. 2/Trig.

For students who enter grade 9 in 2007 and 2008: English, Global History and Geography, US History and Government, a total of two regents exams in science with at least one in life science and at least one in physical science, foreign language, and one combination of regents exams in math: For two exam combination: Math A and Math B or Math A and Alg. 2/Trig; for the three exam combination: Math A, Geometry, and Alg.2/Trig; or Int. Alg., Geometry, and Algebra 2/Trig.

Note: The extension of the safety net for students with disabilities applies to students who enter grade 9 through 2009. The safety net allows students who do not pass a required Regents exam to pass the corresponding Regents Competency Test to meet the local diploma requirements.

Department-Approved Alternative Examinations

Acceptable for meeting requirements for a Local or Regents Diploma

The test score(s) indicated below are the minimum acceptable score(s) that can be substituted for a Regents examination score for all students who have successfully completed the course of study for that subject.

Approved Alternative Examination

Minimum Acceptable Score

ENGLISH

Advanced International Certificate of Education (AICE) English Examination	E
The Advanced Placement Language and Composition Examination	3
The Advanced Placement Literature and Composition Examination	3
The International Baccalaureate English A1 Standard Level Examination	4
The International Baccalaureate English A1 Higher Level Examination	3

MATHEMATICS A

Advanced International Certificate of Education (AICE) Mathematics Examination	E
Advance Placement Calculus AB Examination	3
Advance Placement Calculus BC Examination	3
The International Baccalaureate Mathematics Studies Standard Level Examination	4
The International Baccalaureate Mathematics Methods Standard Level Examination	4
The International Baccalaureate Mathematics Higher Level Examination	3
International General Certificate of Secondary Education (IGCSE)	A
SAT II Mathematics Level IC	470
SAT II Mathematics Level IIC	510

MATHEMATICS B

Advance Placement Calculus AB Examination	3
Advance Placement Calculus BC Examination	3
SAT II Mathematics Level IIC	550

*Approved Alternative Examination**Minimum
Acceptable Score***SCIENCE***

Advanced Placement Biology	3
SAT II Biology	520
SAT II Chemistry	540
SAT II Physics	530

GLOBAL STUDIES

Advanced Placement World History	3
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US HISTORY & GOVERNMENT

AP US History	3
SAT II US History**	560

LANGUAGES OTHER THAN ENGLISH

SAT II French Listening <i>and</i> French Reading	500/500
SAT II German Listening <i>and</i> German Reading	470/470
SAT II Modern Hebrew	490
SAT II Italian	450
SAT II Latin	470
SAT II Spanish Listening <i>and</i> Spanish Reading	460/460

*In addition to achieving the established score, students must complete 1,200 minutes of hands-on laboratory work with satisfactory laboratory reports.

**In addition to achieving the established score, students must complete a multi-source, in-depth research project that demonstrates the ability to use primary and secondary sources.

SAT II Test Preparation and Registration

As many of you know, the College Board has rescinded the score choice policy. This means that if a student opts to take an SAT achievement test in a subject area his or her score will be reported regardless of the result. Given this change in policy, we are advising students to cautiously select only those SAT II tests which will positively reflect their ability.

A few tips to help students and parents decide what tests should be taken:

1. Students involved in either honors or advanced placement classes should definitely consider taking those SAT II tests available in that area.
2. Students who have a natural aptitude, ability and interest in a particular subject area should consider taking an SAT II test in that area.
3. In order to ensure that a student understand the type of preparation required to be successful on such an exam, a review booklet should be obtained to familiarize the student with the content, format and level of difficulty that will be found in the exam.
4. The College Board has created more than twenty SAT II exams. Students should be aware that not every college seeks SAT II scores as part of the admissions requirements. Some colleges require three exams, while others ask for special exams for specific programs of study. A review of possible college/program choices should be discussed with the student's guidance counselor to ensure appropriate tests are taken.
5. The Guidance Department places no emphasis on the number of SAT II exams each student should take. This is a personal decision based upon college choice and student ability.
6. Please note the ACT exam, which some students opt to take in place of the SAT reasoning test, can also serve in lieu of the individual SAT II exams.

Honors Self-Nomination Process

Over the years each department has established criteria for admissions into its honors courses. Because these criteria have been good predictors of student success, the chairpersons and faculty have determined that the stated criteria should remain in place.

While some students do not meet the criteria, they exhibit the motivation, persistence and responsibility to meet the demands of these courses. In order to give these students an opportunity to participate in these challenging classes, an application/evaluation process has been established.

At the time of registration (February-March) if a non-recommended student would like to apply for placement in an honors course, he/she is to ask his/her guidance counselor for an application. Students must have an 85 average or better in that subject area and receive a passing grade on the final exam to self-nominate. The student must follow the procedures for filing his/her self-nomination form and return the completed document to the curriculum coordinator. After careful review of the application, the curriculum coordinator will contact the student about the pending application.

Since course offerings and class sizes are determined by June, no application will be accepted after April 18th. Final decisions regarding the application will be made by the last week in June, and the student and his/her parents will be notified. **No consideration for placement beyond this date will be given.** Please note that submission of a self-nominating application does not guarantee admission to an honors course.

Valedictorian and Salutatorian

Upon conclusion of the first semester of senior year, the averages of seniors are calculated for the purpose of determining Valedictorian and Salutatorian. The averages are determined using a weighted average. The weight is applied as follows:

- All full year courses that are not honors level or Advanced Placement level carry a weight of **1.0**
- All half year courses (with the exception of Physical Education) carry a weight of **.50**
- All full year honors courses carry a weight of **1.05**
- All full year Advanced Placement courses carry a weight of **1.1**

Transfer Students and GPA

Any student transferring from another district, state or country will have their courses added to the Pleasantville High School transcript with a “T” tag designating it is a transfer credit; this includes summer school courses. The school where the course was completed will be noted on the transcript for the year in which the credits were earned from that institution. On the bottom of the transcript two Grade Point Averages will appear. One will be marked Pleasantville GPA that includes only courses taken at Pleasantville High School. A second GPA is listed as “Including Transfers” which includes all courses taken at Pleasantville and any other high school institution.

Advanced Placement Courses

As of the school year 2006-2007 the district moved to an Open Enrollment policy for Advanced Placement courses. As such, students who are eager to challenge themselves and enroll in courses that will be intellectually stimulating and rigorous in demand, have the option of taking courses at this level. It is important to note however, that these courses are taught on the college level; and therefore, have greater expectations than Regents or honors level courses. Students should discuss the demands with their counselor before enrolling and carefully consider the number of Advanced Placement courses they choose to enroll in. Also, please note that any student enrolled in an Advanced Placement course must register for and take the College Board AP exam. If this requirement is not met, the AP designation will be removed from the student’s transcript.

Honors Selection Process in English

The honors program in English commences in grade 9. The criteria used for the initial selection in grade 8 are as follows:

- English 8 Mid-Year/Final Grade
- ELA State Assessment
- Writing Assessment Based on Eighth Grade Assignments
- Class Participation
- Originality of Expression in Writing and Speech
- Eighth Grade Teacher Recommendation*
- Student must achieve an overall average of 93 for the year.

In order to continue in the honors program after grade 9, students must have a final English average of **88%** or higher and/or the recommendation of their English teacher.

Students in Regents-level classes who want to enter the honors program must have a final English average of **95%** or higher and/or the recommendation of their English teacher. If not recommended, students with an average of **85** or higher can self-nominate.

Tentative placement in honors classes is based upon mid-year grades and recommendations. **Placement becomes definite in June when a reevaluation of all criteria occurs.**

*** Teacher Recommendation**

The teacher's recommendation for honors placement is based on observable student behaviors which show that ability is consonant with performance. An honors student is expected to have:

- self-motivation demonstrated by a willingness to devote extensive time and energy into the learning process
- an interest in language and literature demonstrated by consistent reading of both assigned and unassigned work
- an inquiring mind and the ability to articulate ideas and opinions demonstrated by frequent contributions to class discussions
- strong written communication skills demonstrated through writing which is unified, coherent and specific and which has originality, flair and style
- critical thinking skills such as analysis, synthesis, and interpretation demonstrated in both written and oral expression

English

All Pleasantville students are required to take English each year they are in attendance, with a minimum of four years of English required for graduation. All students must pass the Comprehensive English Regents Examination given in January of the junior year.

The English Department seeks to develop in students an understanding and appreciation of literature, a mature and complete vocabulary, and a full range of written and verbal communication skills. To achieve these goals, all English classes provide students with opportunities to read, write, speak, and listen critically. An honors section on each grade level provides an opportunity for exceptional students to study more challenging material while writing workshop provides instructional support for those students who need more assistance in developing their reading and writing skills. Curriculum, of course, varies at each level and reading assignments are adapted to students' needs.

English 9

1 Year - 1 Credit

English 9 focuses on the study of the major genres in literature through an exploration of classical and modern world literature. It grounds students in an understanding of the literature of the ancient world and exposes them to a variety of modern texts. Students read *The Odyssey*, *Of Mice and Men*, *The Chocolate War*, *Romeo and Juliet*, and *Safe at Second*. In addition, honors students read *The Grapes of Wrath* and *To Kill a Mockingbird*. They are encouraged to do independent reading throughout the year. Nonfiction sources are also used in class throughout the year in accordance with the New York State Standards and the Comprehensive English Regents Examination. Students model the forms of writing that they read throughout the year and focus on the skills necessary for outlining and writing the five-paragraph essay. Also included is a study of vocabulary and grammatical usage.

English 10

1 Year - 1 Credit

English 10 explores the themes of the adolescent in search of identity, the problems of authority and the rights of the individual in society through a selection of major literary works including *Things Fall Apart*, *The Curious Incident of the Dog in the Night-time*, *A Streetcar Named Desire*, *To Kill A Mockingbird*, *A Separate Peace*, *Catcher In The Rye*, *The House on Mango Street*, *Lord of the Flies* and *I Know Why The Caged Bird Sings*. The study of Shakespeare continues with *Julius Caesar*, *The Merchant of Venice* or *Much Ado About Nothing*. Students analyze the elements of poetry, plays, novels and short stories as they develop critical thinking and close-reading skills. Students write creative pieces, but emphasis is on improving students' analytical, formal essay writing. All sophomores are introduced to the writing of a major research paper. Through the writing process, the more sophisticated elements of style and sentence structure are stressed. Students also study vocabulary to enhance their writing. Class participation is an important component of English 10. The course prepares students for the Regents, the PSAT and the SAT.

English 11

1 Year - 1 Credit

English 11 emphasizes American literature and such works as *The Scarlet Letter*, *Ethan Frome*, *The Crucible*, *Inherit The Wind*, *Black Boy*, *The Joy Luck Club*, *Gentle Hands*, *Fahrenheit 451* and *The Great Gatsby*. The study of Shakespeare continues with *Macbeth* or *The Tempest* or *Othello*. Written work emphasizes the expository, persuasive, comparison and contrast essays and creative responses. Vocabulary, spelling and grammar usage are stressed as students prepare for the SAT. All students take the Comprehensive English Regents Examination in January. In addition, students in the Advanced Placement English Language and Composition course take the AP exam in May.

Advanced Placement English Language and Composition

1 Year - 1 Credit

Advanced Placement English Language and Composition is a course for highly motivated and serious students of English. The goal of this course is to fully engage students in becoming skilled critical readers of prose written in a variety of periods and rhetorical contexts. The combination of their reading and writing should make students knowledgeable of the interactions among a writer's purpose, structure and audience. The material ranges from personal experiences to public policies, and from imaginative literature to popular culture. Additionally, students will be reading from a broad range and quality, along with the study of several genres of literature. Written work is specifically designed to enhance the necessary skills students will need for the New York State Regents Exam and the AP Exam. In accordance with the standards of the regents exam, students will read, write, listen and speak for information and understanding, for literary response and expression, for critical analysis and evaluation, and for social interaction. Students will also continue to enhance their vocabulary skills to best prepare for the SAT, and to become articulate adults. All students must take the AP exam in May.

English 12

1 Year - 1 Credit

This is a world literature course intended to expose the students to the contributions of varied cultures to the vast canon of literature. Major literary works include *Beowulf*, *Hamlet*, *The Canterbury Tales*, *Kite Runner*, and *Alice in Wonderland*, as well as works by

Dickens, other nineteenth century authors and contemporary authors. Students will have the opportunity to examine the young adult and children's literature of these cultures. Various short stories and poems will round out each semester and students will learn to "read" films that connect to the major texts they are exploring. Students will be required to complete a literary research paper. Several classes will be devoted to the college essay during the first semester.

Advanced Placement English Literature and Composition

1 Year - 1 Credit

This course offers twelfth grade students the opportunity to complete six credits of college English during their senior year. Readings and discussions focus on the critical analysis of literature with the goal of producing clear, coherent and effective expository essays. Thematic units encompass fiction, poetry, and drama. All students must take the AP English exam in May.

ELECTIVE

SAT Critical Reading/Writing

1/2 Year

The SAT Critical Reading/Writing course will assist the students in preparation for the new SAT. Emphasis will be placed on critical reading strategies and essay writing. Students will work on vocabulary development and sentence completion techniques.

Honors Selection Process in Social Studies

At the end of 8th grade, students are recommended for honors placement in 9th grade in Social Studies. The criteria used for the initial selection in grade 8 are as follows:

- Students must achieve an overall average of 93 for the year
- Interest, motivation, creativity and maturity
- Class Participation
- Work Habits (homework, research, reliability)
- Teacher Recommendation*
- Writing ability

Tentative placement in honors classes is based upon mid-year grades and recommendations. However, placement becomes definite in June when a reevaluation of all criteria occurs.

- Self nomination process - student must have an 85 average to be eligible for process
- Open enrollment for all AP Social Studies courses.

All sophomore students enrolled in AP European History must take the AP exam in May and the Global History and Geography Regents exam in June of sophomore year. Regents exam grade is averaged into final course average.

Any student who is in an Advanced Placement course must take the AP exam. If the exam is not taken, the AP designation will be removed from his/her transcript and/or report card.

Teacher Recommendation:

In Social Studies, the teacher's recommendation for honors placement is based on observable student behaviors which show that ability is consonant with performance. An honors student is expected to have:

- self-motivation demonstrated by a willingness to devote extensive time and energy into the learning process
- an interest in social studies demonstrated by consistent reading of both assigned and unassigned work
- an inquiring mind and the ability to articulate ideas and opinions demonstrated by frequent contributions to class discussions
- strong written communication skills demonstrated through writing which is unified, coherent and specific and which has originality, flair and style
- critical thinking skills such as analysis, synthesis, and interpretation demonstrated in both written and oral expression

Social Studies

All Pleasantville students are required to take social studies each year they are in attendance, with a minimum of four years of social studies required for graduation. The social studies program seeks to develop in students an appreciation of their own cultural heritage and an understanding of the cultures, lives and histories of people throughout the world. Regents, Honors, AP, and Modified courses are offered, with placement determined by student ability and performance.

Global History and Geography 9 Honors

1 Year - 1 Credit

The Global History and Geography 9 Honors course covers the same topics as the Global 9 Regents course. However, the Honors course involves a higher level of work. More in-depth writing assignments will be given; reading will be critically oriented and a greater degree of analysis and synthesis is expected.

Global History and Geography 9R

1 Year - 1 Credit

Global History 9R presents a chronological narrative of global history from the earliest civilizations to the 18th century. The course traces the development of civilizations in different parts of the world. Among the topics explored are political and economic development, the influence of geography on culture, world religions, science and technology and the effect of contact between the cultures and the arts.

Global History and Geography 10R

1 Year - 1 Credit

Global History & Geography 10R is a continuation of Global History & Geography 9R. It traces global history from the 18th century to

the present and covers the same topics as Global History & Geography 9R. All students enrolled in this course are required to take the Global History & Geography Regents exam which is based on the curricula covered in Global History & Geography 9R and 10R.

United States History and Government 11R

1 Year - 1 Credit

United States History and Government 11R, focusing on United States history, from the colonial period to the present, incorporates major social, political, and economic issues and trends that shape today's America. The course continues to chronologically build the students' understanding of the founding of the USA, Westward expansion and the causes of the Civil War. Throughout the course students study the Constitution to monitor the changing political norms of the growing nation. The course continues onward to discuss the growing role that America plays in world events throughout World Wars I and II. Events that take place in the late 19th and 20th centuries are of paramount interest and receive much attention. Students are encouraged to ask themselves how the events they are studying affect their present condition. All students enrolled in this course are required to take the United States History and Government Regents exam.

Advanced Placement United States History

1 Year - 1 Credit

Advanced Placement United States History provides outstanding eleventh grade social studies students with an opportunity to gain college credit. The aim of this course is to broaden students' knowledge of the principle themes and issues in U.S. history from colonial times to the present day. The course follows a similar chronological format described in Social Studies 11. However, extensive reading, outlining, note taking and special projects are required of every student. Students must

become proficient in analyzing primary resources and challenging the validity of secondary sources. Oral presentations and essay assignments are required throughout the year. It is hoped that throughout the class the students' deeper understanding of social, political and economic trends in U.S. History will allow the students to more fully comprehend historical issues and trends that affect their lives. All students must take the Advanced Placement United States History exam in May as well as the United States History and Government Regents Exam in June.

Economics

1/2 Year - 1/2 Credit

This course introduces students to the basic economic concepts which all persons need to function effectively and intelligently as citizens and participants in the economy of the United States and of the world. Some of the major concepts to be studied are: scarcity, productivity, inflation, profit, interdependence, capital, competition, the world market and entrepreneurship. Emphasized is a rational decision-making process which should be applied to all economic decisions.

Participation in Government

1/2 Year - 1/2 Credit

This course emphasizes the interaction between citizens and government at all levels: local, state and federal. Key civic values and analytical concepts are developed and reinforced so that all students are prepared for effective participation in the democratic process. The course offers students a chance to participate in government at the Federal, regional, state and local level through simulation exercises. Students are given an opportunity to examine and use an actual voting booth. The Westchester County Board of Elections sends representatives to register those students who wish to do so.

Economics/AP US Government and Politics

1 Year - 1 Credit

This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with various institutions, groups, beliefs and ideas that constitute U.S. politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. The following topics are covered: constitutional underpinnings of United States Government, Political Beliefs and Behaviors, Political Parties and Mass Media, Institution of National Government, Public Policy, and Civil Rights and Civil Liberties. The Economics portion of the course will be woven into the curriculum at the appropriate times. After the required AP Exam in May, the remaining weeks will be devoted to the study of Economics.

ELECTIVES: AP Psychology

1 Year - 1 Credit

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about methods psychologists use in their science and practice. All students enrolled in this course must take the AP Psychology exam in May.

Advanced Placement European History

1 Year - 1 Credit

The aim of the course is to build on the students' knowledge of the principal themes of modern European history and to create an expanded awareness of the consequences of European contacts with other areas of the world. Chronologically, the course begins with the Renaissance. It demands a great deal of reading of both primary and secondary source materials for students with the ability to work independently. All students must take the A.P. European History Exam in May.

Psychology

1 Semester - 1/2 Credit

Designed to develop in students a better understanding of human behavior, this course examines classical, as well as modern psychological theories, and the works of people from Freud to Skinner. Human development, learning, sensation and perception, motivation, personality, abnormal psychology and social psychology are the primary areas of focus. This course requires substantial reading and the ability to deal with interesting but complex topics. This course is recommended for juniors and seniors.

Sociology

1 Semester- 1/2 Credit

This course, which views man as a member of society, emphasizes such topics as social process, social structure, socialization, primary and secondary groups, class and caste, satisfaction and social mobility. Considerable reading is required of the student. This course is recommended for juniors and seniors.

Justice in Society-Criminal Law

1 Semester- 1/2 Credit

The objective of the course is to have students achieve a basic understanding of how our criminal justice system works. The course explores the law as it affects the following people: victim, defendant, police officer, juror, prosecutor, defense counsel and judge. Additionally, applications of laws as they affect the individual are included in the course of study. Activities include mock trials, case studies, guest speakers, and field trips to courthouses and correctional facilities. Recommended for sophomores, juniors and seniors.

Cinema Through Time:

A Look at the World of Film

1 Semester- 1/2 Credit

The one-half year course offers a decade by decade look at the twentieth century medium of film. The course deals primarily with American films however, some foreign films will be highlighted. The focus will be on images of the societies depicted in the films, and the accuracy or inaccuracy of the historical period represented. Film theory and technique will be discussed where relevant, as will appropriate vocabulary. Recommended for sophomores, juniors and seniors.

Honors Selection Process in Mathematics

Students will enter the honors program in mathematics in grade 9 based on the criteria that have been established at the Middle School.

In order to continue in the honors program after grade 9, students must have a final math average of at least **88%**, a final exam/Regents exam grade of at least **90%**, and/or the recommendation of their Math teacher.

Students in Regents-level classes who want to enter the honors program must have a final math average of at least **95%**, a final exam/Regents exam grade of at least **90%**, and the recommendation of their Math teacher.

Teacher Recommendation

In Mathematics, the teacher's recommendation for honors placement is based on observable student behaviors which show that ability is consonant with performance. An honors student is expected to have:

- self-motivation demonstrated by a willingness to devote extensive time and energy into the learning process, including the timely completion of homework assignments
- an interest in mathematics demonstrated by consistent attempts to work on extended class/extra-credit tasks
- an inquiring mind and the ability to articulate ideas and opinions demonstrated by frequent contributions to class discussions
- critical thinking skills such as analysis, synthesis, and interpretation demonstrated in both written and oral expression

Mathematics

The Mathematics Department offers a full range of courses to challenge students at all levels of ability. Students planning to attend college are urged to take at least four years of mathematics. Those who plan to pursue a science or engineering program should take four or five years of mathematics. All incoming freshmen are required to take three years of mathematics. It is strongly recommended that a student have at least a 75% average in a Regents course, and a grade of at least 75 on either the final exam or the Regents Exam, prior to enrolling in the next level of Regents mathematics. A grade of at least 65 on the Regents Exam is required in order to earn a Regents credit. **A graphing calculator will be used in all math classes.**

Integrated Algebra I

1 Year - 1 Credit

This course will provide students with a variety of ways to acquire and develop mathematical reasoning ability for problem solving. Topics will include: the real number system, algebraic expressions, equations and inequalities, operations with polynomials, factoring and quadratics, rational expressions and equations, coordinate plane and graphical analysis, systems of equations and inequalities, exponential equations and their graphs, right triangle trigonometry, area and volume, probability and statistics. It culminates in the Integrated Algebra I Regents Exam.

Integrated Algebra IA

1 Year - 1 Credit

This course will provide students with a variety of ways to acquire and develop mathematical reasoning ability for problem solving. Topics will include: the real number system, algebraic expressions, equations and inequalities, operations with polynomials, factoring and quadratics, rational expressions and equations, coordinate plane and graphical analysis. It culminates in a local exam. Upon successful completion of this course, students will take Integrated Algebra IB. Students will take the Integrated Algebra I Regents Exam at the conclusion of Integrated Algebra IB.

Integrated Algebra IB

1 Year - 1 Credit

This course is a continuation of Integrated Algebra IA and it completes the Integrated Algebra I curriculum. Topics include quadratic functions, systems of equations and inequalities, exponential and absolute value equations and their graphs, statistics, solid geometry, logic, constructions and loci. This course culminates in the Integrated Algebra I Regents examination.

Prerequisite: Successful completion of Integrated Algebra IA.

Regents Geometry

1 Year - 1 Credit

This course, as a successor to Integrated Algebra I, is the second of three Regents level math courses. Students will identify, justify and explore geometric relationships formally and informally. Topics will include two and three dimensional geometric relationships and properties as well as logic, constructions, locus, transformational geometry, and coordinate geometry. There will be an emphasis on proof, reasoning and critical thinking skills. This course culminates in the Geometry Regents examination.

Prerequisite: Successful completion of Integrated Algebra I or Integrated Algebra IB

Geometry

1 Year - 1 Credit

This course is a successor to Integrated Algebra I or IB. Students will identify, justify and explore geometric relationships. Topics will include two and three dimensional geometric relationships and properties as well as logic, constructions, locus, transformational geometry, and coordinate geometry. There will be an emphasis on reasoning and critical thinking skills. This course culminates in a local final examination.

Prerequisite: Successful completion of Integrated Algebra I or Integrated Algebra IB

Sequential Math III

1 Year - 1 Credit

This is the third course in our integrated sequence of mathematical study and covers topics in algebra, geometry (including transformations), trigonometry, functions, probability, statistics, circles, logarithms, complex numbers, Law of Sines, Law of Cosines, and binomial expansion. This course culminates in the Math B Regents examination.

Prerequisite: Successful completion of Sequential Math II and the Math A Regents exam.

Sequential Math B1

1 Year - 1 Credit

This course, which culminates in a school final examination, covers rational expressions, quadratic equations, exponential functions, logarithms, topics from geometry and trigonometry, with special attention to problem-solving skills and concepts. Upon successful completion of this course, students may take Sequential Math B2, and they may take the Math B Regents at the conclusion of Sequential Math B2.

Prerequisite: Successful completion of Math A2

Sequential Math B2

1 Year - 1 Credit

This course is a continuation of Sequential Math B1 and it completes the Math B curriculum. Students may take the Math B Regents at the conclusion of this course, as well as a required local final exam.

Prerequisite: Successful completion of Math B1

Math 12

1 Year - 1 Credit

This course introduces students to many of the topics studied in a traditional Precalculus course. Topics will include functions and their graphs (polynomial, rational, exponential, logarithmic, and e) as well as trigonometry and its applications, polar coordinates, conics, matrices, inequalities, sequences (arithmetic and geometric) and some topics from statistics such as the normal distribution and regression.

Topics in Math

1 Year - 1 Credit

This course is designed for students who desire a fourth year of high school mathematics but do not want to prepare for the Math B Regents Exam. Topics will include, but are not limited to, the following: Properties of Real Numbers, Functions (including Exponential and Logarithmic), Trigonometry, Probability, Solid Geometry, Circles, Rates, Mathematical Systems, Sequences and Statistics. This course culminates in a local final exam. This course does not prepare students to take the Math B Regents Examination.

Prerequisite: Successful completion of Math B1

Pre-Calculus

1 Year - 1 Credit

This is a rigorous course covering many topics in mathematics, some of which are necessary for successful completion of AP Calculus. Topics include functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, e , trigonometry, sequences and series, polar coordinates, conics, intro. to limits and derivatives. Students must have a final average of 90% or greater in course III and 90% or greater on Math B Regents.

Prerequisite: Successful completion of Math III with a grade of at least 75 for both the course and the Regents exam.

Advanced Placement Calculus

1 Year - 1 Credit

This is a college-level course in calculus. Topics include functions and graphs, limits and continuity, derivatives and their applications, integrals and their applications. The graphics calculator will be used throughout the course, and it is required for the AP exam. Students may be granted advanced placement by their college as a result of their performance on the AP exam. Because of its rigorous nature and level of difficulty, this course is intended for only the strongest math students.

Although enrollment to AP courses is open it is strongly recommended that you have the following:

- A final average of at least 88% in Pre-Calculus.
- A final exam grade of at least 85% in Pre-Calculus.
- Teacher Recommendation

Advanced Placement Statistics

1 Year - 1 Credit

This course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Four broad themes are stressed:

1. Exploring data: observing data and departures in a pattern.
2. Planning a study: deciding what to measure and how to measure it.
3. Anticipating patterns: producing models using probability and simulations.
4. Statistical inference: confirming data models.

The TI 83 Graphing Calculator will be used throughout the course and is required on the AP exam. Students are expected to be able to express their ideas in writing. Students may be granted advanced placement by their college as a result of their performance on the AP exam.

Although enrollment to AP courses is open it is strongly recommended that you have the following:

- A final average of at least 80% in Pre-Calculus
- 90% or greater on Math B Regents and 90% or greater in Course III.
- Teacher recommendation

Introduction to Computer Programming I:

1 Semester - 1/2 Credit

This course will provide students with an opportunity to explore the field of computer programming using ALICE. ALICE is a software tool designed to teach introductory programming concepts in an innovative 3-D environment using animation. Students will have fun using this software while learning the basic programming constructs without the need to master the syntax of a traditional programming language.

Prerequisite: Successful completion of 8th grade mathematics.

Introduction to Computer Programming II:

1 Semester - 1/2 Credit

This course will provide students with an opportunity to explore problem solving using C++. Students will learn to design solutions, develop algorithms, implement code and test and debug their programs. The focus of this course is to introduce students to the techniques of good programming style and sound program construction.

Prerequisite: Successful completion of 8th grade mathematics.

Advanced Placement Computer Science:

1 Year - 1 Credit

The goals of this course are comparable to those of a first year course offered by college or university computer science departments. An extensive coverage of all major aspects of an object oriented programming language will be offered. Topics include iteration, program flow, functions, recursion, arrays, structs, files, advanced algorithms, and data structures. In addition, students will be instructed in the use of AP specific requirements such as the Case Study. This course is recommended for strong mathematics students currently enrolled in Regents Geometry, Course II, Pre Calculus, AP Calculus or AP Statistics, as well as any student interested in the field of Computer Science. No prior computer programming experience is needed.

SAT Math

1/2 Year

The SAT Math course will assist the students in preparation for the SAT. Emphasis will be placed on test strategies and content area review. Students will be assigned practice problems which will be reviewed in class.

Honors Selection Process in Science

The honors program in Science commences in grade 9. The criteria used for the initial selection in grade 8 are as follows:

- Earth Science mid-year/final exam (Regents) of **90%** or better
- Earth Science test average of **88%** or better
- Grade 8 State Assessment Exam
- Laboratory skills
- Critical thinking skills

Tentative placement in Honors Biology is based upon mid-year grades and recommendations. Placement becomes definite in June when a reevaluation of all criteria occurs. If not recommended, students with an overall average of 85 or better can self-nominate.

Teacher Recommendation

In Science, the teacher's recommendation for honors placement is based on observable student behaviors which show that ability is consonant with performance. An honors student is expected to have:

- self-motivation demonstrated by a willingness to devote extensive time and energy into the learning process, including the timely completion of homework assignments.
- an interest in science demonstrated by consistent attempts to work on extended class/extra-credit tasks.
- an inquiring mind and the ability to articulate ideas and opinions demonstrated by frequent contributions to class discussions.
- critical thinking skills such as analysis, synthesis, and interpretation demonstrated in both written and oral expression.
- laboratory skills.

Science

The Science Department in Pleasantville High School seeks to provide students with a solid background in a variety of scientific domains. Laboratory work is considered an integral part of all courses in the science program. A minimum of 1200 minutes of laboratory experiences, accompanied by satisfactory written reports, is required for all students enrolled in science courses which terminate with a Regents examination.

Earth Science

1 Year - 1 Credit

This science course focuses on all aspects of the earth: the geophysical sciences including earth materials, the processes that shape the earth including the study of meteorology, geologic history, and astronomy. Development of these topics is through student investigation as well as the collection and interpretation of data. Emphasis is placed on analysis, interpretation and application of the concepts learned. The course culminates in a Regents exam.

Recommended Co-requisite: Math A or Math AI.

Honors Biology

1 Year - 1 Credit

The study of life in both human and non-human organisms. Biology focuses on a variety of areas, including the cell, biochemistry, animal and plant physiology, modern genetics and evolution, and ecology. The laboratory experience is an integral part of the course where students are given an opportunity to do microscope work, chromatography, nutrition tests, genetic experiments, osmosis and diffusion, and dissections. The course culminates with the Regents exam in June. Additionally, students are being prepared for and encouraged to take the SAT II Exam in Biology.

Recommended successful completion of Earth Science, a 90% or higher on the Regents and meet the honors criteria as outlined.

Biology

1 Year - 1 Credit

Biology will concentrate on biological concepts, outlined by New York State, in the Living Environment Regents curriculum and emphasis is on reinforcing skills. The laboratory experience is an integral part of this course where students are given an opportunity to do microscope work, chromatography, nutrition tests, genetic experiments, osmosis and diffusion, and dissections. This course culminates with the Living Environment Regents in June.

Recommended Co-requisite: Math A

Chemistry

1 Year - 1 Credit

The study of chemistry is concerned with the structure and composition of the materials in the universe and with the changes and energy relationships occurring in these materials. Principles and theories of chemistry are emphasized, and laboratory work is a vital component of the chemistry program. This course culminates in a Regents examination.

Recommended successful completion of Sequential Math I and II .

Recommended Co-requisite: Math III

Honors Chemistry

1 Year - 1 Credit

Chemistry is the study of matter, its structure, properties, and composition, and the changes that matter undergoes. The laboratory experience, in chemistry, is an integral part of the course where students are given an opportunity to use the scientific method for hands-on experimentation to reinforce and illustrate the concepts discussed in class. This course culminates with a Regents exam in June. Additionally, students are being prepared for and encouraged to take the SAT II Exam in Chemistry.

Recommended successful completion of Earth Science and Biology, a 90% or higher on the Regents and meet the honors criteria as outlined.

Physics

1 Year - 1 Credit

Physics is the study of matter and energy and their relationships. It is basic to all other sciences. In this course, principles and theories of physics are emphasized as well as laboratory work, which is a vital component of the physics program. The general topics covered are Newtonian Mechanics, work and energy, electricity and magnetism, waves and optics, modern physics, and nuclear physics. This course is based upon the *Physical Setting/Physics Core Curriculum*, which was developed by the New York State Education Department to meet the *Learning Standards for Mathematics, Science and Technology*.

Recommended Co-requisite: *Math IIR*

Science Electives:

Topics in Chemistry

1 Year - 1 Credit

A non-Regents course that takes a less mathematical approach to topics such as atomic structure, chemical bonding, chemical reactions, kinetics, nuclear chemistry and organic chemistry. Laboratory experiments, which are an integral part of this course and serve to explain these concepts, are scheduled during class periods. This course culminates in a school final examination.

Recommended successful completion of two 1-credit science courses and one 1-credit mathematics course.

Conceptual Physics

1 Year - 1 Credit

A non-regents class that will give the student a broad base in all the major topics in physics. Experiments and class activities are an integral part of this course. Students are called upon to participate in science and experience science as an activity - not as spectators. The focus is on doing physics, discussing and demonstrating your understanding physics. This is done without a structured application of formulas to describe phenomena. Major topics covered include: Motion, Work and Energy, Electricity and Magnetism, Sound, Light and Optics, and Nuclear Physics.

Recommended successful completion of three previous 1-credit science courses or two 1-credit science courses and two 1-credit math courses.

Virus & Diseases

1 Semester - 1/2 Credit

Designed to introduce students to disease causing pathogens especially viruses. Areas to be covered include general introduction to bacteria and viruses, immunology, disease in general, specific DNA & RNA viral diseases in humans. The causes, pathogenesis, prevention will be discussed in detail.

Recommended: Successful completion of two science courses, one of which is Biology.

Criminalistics

1 Semester - 1/2 Credit

Criminalistics is the study of the biological, chemical, geological, and physical techniques that are used to evaluate physical evidence collected from a crime scene. In this one semester elective, the applications of scientific principles used by forensic scientists in order to reconstruct the events involved in a crime will be explored.

Recommended successful completion of two previous 1-credit science courses, one of which is Biology.

Nutrition & Fitness

1 Semester - 1/2 Credit

This course is designed to teach students about nutrition and its impacts on the body. The students will also learn the anatomy of the muscular and skeletal systems and apply their knowledge to weight training and wellness. Students will be taught how to make nutritional choices based on the nutrition standards and guidelines. Topics include anatomy and physiology (related to wellness), introduction to nutrition, food choices, nutrient standards, energy balance and weight control, and how the body responds to nutrients and physical activity. There is a physical component to the course that will take place in the weight room.

Recommended: Successful completion of two science courses, one of which is Biology.

Science Research

1 Year - 1 Credit

The Science Research course enables students to practice original scientific research in an independent manner. This three year program affords student the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. This course encourages students to work in conjunction with research scientists and professionals within their field of research. Students may do independent research in mathematics, life sciences, physical sciences, psychology or the social sciences. Students are required to use online research and maintain a portfolio of the research. Assessment is accomplished by alternate means. All students are encouraged to enter local, regional, national and international scientific competitions. This program allows students to obtain as many as 12 college credits and three Regents credits. This course cannot be taken as an independent study at any time during the three-year sequence.

Advanced Placement Sciences:

Advanced Placement Chemistry

1 Year - 1 Credit

This course is the equivalent of a college introductory course in chemistry. Topics covered are extensions of concepts in basic chemistry: Thermochemistry, Gas Laws, Electronic Structure of Atoms, Covalent and Ionic Bonding, Liquids and Solids, Solutions, Kinetics, Equilibrium, Acids and Bases, Redox Reactions, and Chemical Reaction Writing. The laboratory component of this course requires thorough explanations and analysis of reactions in a scientific report format. Spectrophotometers, pH meters and other advanced instrumentation will be used.

Recommended successful completion of Chemistry. Recommended Co-requisite: Physics, Pre-Calculus

Advanced Placement Biology

1 Year - 1 Credit

The goals of the advanced placement Biology course are comparable to those of a first year college or university program. Major topics

include molecular, cellular, organismal and populational biology. Laboratory work is increasingly more sophisticated and involves complex experiments and dissections.

Recommended successful completion of Biology and Chemistry

Advanced Placement Physics B

1 Year - 1 Credit

The AP Physics B course provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. The course seeks to be representative of topics covered in similar college courses. The general topics covered are Newtonian mechanics, kinetic theory and thermodynamics, electricity and magnetism, waves and optics, and modern physics. Knowledge of algebra and trigonometry is required for this course; the basic ideas of calculus may be introduced in connection with physical concepts. The major goals of this course are an understanding of the basic principles involved and the ability to apply these principles in the solution of problems.

Recommended successful completion of Sequential Math III R

Recommended co-requisite: Pre-Calculus

Advanced Placement Environmental Science

1 Year - 1 Credit

AP Environmental Science is interdisciplinary, integrating a variety of themes from Earth Science, Biology and Chemistry as well as sociology and political science. The goal of this course is to provide students with the science principles, concepts and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and man made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Experiences both in the laboratory and field will provide students with the opportunity to explore concepts intro in the classroom.

Prerequisites: 2 years of Regents science (preferably Biology and Chemistry) and 1 year of algebra. Optional is 1 year of Earth Science)

Science Laboratory Policy

Students enrolled in a Regents science course must have all written laboratory reports submitted and up-to-date no less than one week prior to the end of each quarter. This allows time for teachers to review, grade, and return the lab reports before the marks are submitted. A student who does not meet this obligation will receive a quarterly grade of "Incomplete." Incomplete work must be submitted no later than 5 school days after the conclusion of the marking period in which it was due. After that time the student loses the right to make up the labs and his grade for that quarter will be converted to a failure. In addition, students whose laboratory reports are late will receive a reduced grade for those reports which are not submitted when due.

Because it is unreasonable to expect science teachers to reassemble stored apparatus for experiments which are more than two weeks overdue, students who miss a lab due to illness should, upon returning to school, immediately arrange a make-up session with the science instructor. At the end of the first semester, any student seriously deficient in written lab reports shall have his records subject to administrative review and may, after consultation between the teacher and the principal, be removed from the course with an indication of No Credit.

All students must meet the laboratory requirements as stated in the Part 100 Regulation mandated by the NYS Board of Regents. A minimum of 1200 minutes of laboratory experiences, with satisfactorily written evidence of work, is required. Therefore, *all* written lab reports must be up-to-date, neatly assembled, and submitted to the individual science instructor no later than the specified June deadline in order for a student to be eligible to sit for his/her science Regents.

Honors Selection Process in Foreign Language

Students will enter the honors program in Foreign Language in grade 9 based on the criteria that have been established at the Middle School.

In order to continue in the honors program after grade 9, students must have a final Foreign Language average of at least **88% or higher and/or the recommendation of their Foreign Language teacher.**

Students in Regents-level classes who want to enter the honors program must have a final **Foreign Language** average of at least **95% or higher and/or the recommendation of their Foreign Language teacher.** If not recommended, the self-nomination process requires an average of 85 or better to apply.

There is open enrollment for all AP Foreign Language courses. The Advanced Placement Exam is given in May. Every student must take the exam to receive AP credit.

Tentative placement in honors classes is based upon mid-year grades and recommendations. Placement becomes definite in June when a reevaluation of all criteria occurs.

Teacher Recommendation

The teacher's recommendation for honors placement is based on observable student behaviors which show that ability is consonant with performance. An honors student is expected to have:

- self-motivation demonstrated by a willingness to devote extensive time and energy into the learning process.
- an interest in foreign language and culture demonstrated by consistent reading of both assigned and unassigned work.
- an inquiring mind and the ability to articulate ideas and opinions demonstrated by frequent contributions to class discussions
- strong written communication skills demonstrated through writing which is unified, coherent and specific and which has originality, flair and style.
- critical thinking skills such as analysis, synthesis, and interpretation demonstrated in both written and oral expression

Foreign Language

The goal of the Pleasantville High School foreign language program is to enable each student to develop his/her full potential in the four skills associated with foreign language learning: listening, speaking, reading and writing. In addition to developing abilities in the four skills, students will learn to appreciate the history, economics, achievements and customs of the societies in which French or Spanish is the mother tongue.

French I

1 Year - 1 Credit

French I is an entry level course. Students learn basic vocabulary, grammatical structures, and the pronunciation of the French language. They will learn to use the Present and the Past (*passé composé*) tenses. In addition, they learn about French culture and the influence of the French language on the English language. **(Course is offered at the Middle School - 7th & 8th grade).**

French II

1 Year - 1 Credit

French II is a course in which students review the vocabulary and grammatical structures studied in French I, expand their vocabulary and learn the more sophisticated grammatical structures and idiomatic expressions. They learn to use the *passé composé*, the imperfect, and the future tenses, and are introduced to composition writing.

Prerequisite: *Successful completion of French I*

French IIIH

1 Year - 1 Credit

French II honors follows the French II curriculum with an added communicative approach. Students will also be required to read, "Le Comte de Monte Cristo" during the year.

Prerequisite: *Successful completion of French IH*

French III

1 Year - 1 Credit

Students are required to take the Regents Comprehensive examination at the completion of the course. Having successfully laid the foundations of listening, speaking, reading and writing French in levels I and II, French III will bring the student to the comprehensive level of achievement while studying the finer points of grammar and idiomatic expressions, greatly expanding vocabulary, engaging in longer conversations, writing letters and compositions, and reading authentic pieces of French composition.

Prerequisite: *Successful completion of French II*

French IIIH

1 Year - 1 Credit

Students will be required to take the Regents Comprehensive examination in January. Upon successful achievement (85% or higher) students will continue with the French curriculum in order to enhance their language ability. Focus will be on more authentic French Literature.

Prerequisite: *Successful completion of French IIIH and an 88% or higher on the Regents.*

French IV-V

1 Year - 1 Credit

Having successfully completed the Regents Comprehensive Exam in French III, exceptional students are encouraged to go to French IV-V. This course is designed to refine the listening, speaking, reading and writing of French. Students will continue to expand vocabulary, practice more lengthy conversations, write with greater idiomatic correctness in various styles, read authentic French literature and be introduced to the music and art of the French masters. Final project will be assigned for the 4th quarter.

Prerequisite: *Successful completion of French III, French IIIH and teacher recommendation.*

French -Advanced Placement

1 Year - 1 Credit

Students prepare for the Advanced Placement exam in French Language. Students will sharpen their conversational and writing skills through intensive review and practice as well as quarterly projects. Students will watch and listen to media presented entirely in French and class will be conducted in French.

Prerequisite: 90% or better on the Regents and Final Average in French IV /V and teacher recommendation.

Spanish I

1 Year - 1 Credit

Spanish I is an introduction to the vocabulary and grammatical structure of the language. The students learn the Present Tense, the Present Progressive Tense and the Past Tense. By the end of the year the students will be able to discuss: personal identification, clothing, parts of the body, their daily schedules, colors, time, dates and members of the family. Also included is an introduction of the countries where Spanish is spoken and the many facets of life in these countries.

Spanish II

1 Year - 1 Credit

Vocabulary is constantly reinforced and expanded. Students learn the Preterit and Imperfect tenses, reflexive verbs and direct and indirect object pronouns. Students are given the opportunity to speak in the target language and are required to give oral presentations.

Prerequisite: Successful completion of Spanish I

Spanish III

1 Year - 1 Credit

Spanish II honors follows the Spanish II curriculum with an added communicative approach. Students will also be required to read fables and a contemporary short story.

Prerequisite: Successful completion of Spanish IH.

Spanish III

1 Year - 1 Credit

At the completion of the third year, the students take the Regents Comprehensive exam. The Regents tests the students skills in speaking, listening comprehension, reading and writing. There is a review of the tenses and vocabulary learned in Spanish I and II, plus the Future, Conditional, all the Perfect Tenses are taught. The basic elements of the subjunctive may be introduced. The students are required to give presentations in the form of skits and commercials. Other methods used to reinforce the structures and vocabulary learned are by reading short stories and writing paragraphs.

Prerequisite: Successful completion of Spanish II.

Spanish IIIH

1 Year - 1 Credit

Students will be required to take the Regents Comprehensive examination in January. Upon successful achievement (85% or higher) students will continue with Spanish IV curriculum in order to enhance their language ability. Throughout the school year students will focus on authentic literature.

Prerequisite: Successful completion of Spanish IIIH and an 88% or higher on the Regents.

Spanish IV

1 Year - 1 Credit

Spanish IV further enhances the students' ability to communicate in Spanish as well as appreciate the culture of countries where Spanish is spoken. Many tenses previously learned are reviewed and students acquire a wider range of vocabulary. Students read Spanish newspapers and literature by contemporary authors. Students are required to write reports, essays and do projects. A week-long cooperative learning unit is done with literature at the end of every chapter.

Prerequisite: Successful completion of Spanish III and teacher's recommendation.

Spanish V

1 Year - 1 Credit

Spanish V is a continuation of Spanish IV. In this course the same curriculum is followed as in the AP Spanish class. However the material is given at a slower pace and difficulty level is not the same. A final project is assigned in the 4th quarter. There are several projects assigned during the year.

Prerequisite: *Successful completion of Spanish III Honors or Spanish IV.*

Spanish-Advanced Placement

1 Year - 1 Credit

AP Spanish is offered to students who have completed the fourth year course. The program offers students the opportunity to complete studies in Spanish comparable in difficulty and content to a level 3 College Spanish Course. Once the class has begun, the students must express themselves in Spanish only. All previously learned tenses are reviewed and there is a much more in depth study of the Present and Imperfect Subjunctive Tenses. A great deal of reading is done in and out of the class. There are several projects assigned during the year. An in depth analysis is done on a contemporary novel in and out of class.

ELECTIVE

Intro to Italian I

1 Year - 1 Credit

Students learn basic vocabulary, grammatical structures, and the pronunciation of the Italian language. They will learn to use the present and the past tenses. In addition, they will learn about Italian culture and the influence on the English language. **This course is only recommended for seniors.**

Italian II

1 Year - 1 Credit

Students will begin an in depth study of vocabulary, present tense and past tense (passato prossimo). Students are required to speak in the target language and give oral presentations.

Prerequisite: *Successful completion of Italian I.*

Italian III

1 Year - 1 Credit

Students are required to take the Regents Comprehensive examination at the completion of the course. The exam tests the students' skills in listening, speaking, reading and writing. An extensive review of Italian I and Italian II will be done before bringing the student to the comprehensive level of achievement, while studying Future, Imperfect vs. Past tense, and Reflexive verbs. Methods used reinforce the structures and vocabulary by reading short stories and writing paragraphs.

Prerequisite: *Successful completion of Italian II.*

English as a Second Language

Individual and small group instruction is offered to all students who exhibit limited proficiency in the English language. The length of instructional time and the number of weekly sessions vary, based on the students' ability to absorb and utilize the language and demonstrate increased competence and facility in English.

Art

Studio Art I

1 Semester - 1 /2 Credit

Studio Art is the foundation course in which students are taught the fundamentals and techniques of different art forms. From drawing through the graphic arts, students experiment with the line, mass and compositional elements such as balance and the handling of positive and negative space. Expanding students' art history knowledge is essential and included whenever possible.

Studio Art II

1 Semester - 1 /2 Credit

The course offers students the chance to develop skills further by giving them experience in painting, collage, sculpture, assemblage and printmaking.

Prerequisite: Studio I

Drawing - 1 Semester - 1 /2 Credit

Painting - 1 Semester - 1 /2 Credit

Drawing is offered in the first semester and Painting in the second semester. Developing drawing skills with a sense of volume and space in composition in a variety of media including pencil, pen, charcoal, pastel, sumi, wash and watercolor is the primary aim of the first semester. Students draw and paint from life on canvas in acrylic and oils in the second half of the year, study color theory and the major trends in the art of the 19th and 20th centuries.

Prerequisite: Studio I.

Advanced Studio I

1 Semester - 1 /2 Credit

Advanced Studio II

1 Semester - 1 /2 Credit

During the first semester, students pursue advanced levels in a variety of studio experiences that result in art works suitable for college interviews and admissions processes. The second semester is devoted to a concentration, a body of related work, designed by the student in an area that enhances skills, techniques, and growth of ideas in units of areas such as drawing, painting, ceramics, sculpture, printmaking, photography, and computer art. It is recommended for the following students:

- Students preparing to take AP Studio Art
- Students seeking a three year sequence in art
- Students who want to create an art portfolio for college.

Prerequisite: Studio I

Ceramics/Sculpture I

1 Semester - 1 /2 Credit

Students experiment with clay in hand-building, throwing on the wheel and sculpture. The whole studio experience includes reprocessing and recycling of clay, wedging, firing, glazing and oxide techniques.

Pre/Co-requisite: Studio I.

Advanced Ceramics

1 Semester - 1 /2 Credit

Having completed Ceramics I, the student may wish to build large sculptural forms or throw more advanced wheel pieces. Pottery is an ancient art and one may deepen one's skill by taking additional advanced studies. Creative applications are stressed.

Prerequisite: Ceramics/Sculpture I

Computer Graphics I

1 Semester - 1/2 Credit

Pre/Co-requisite: Studio I.

Computer Graphics II

1 Semester - 1/2 Credit

This course is designed to introduce basic and intermediate computer graphic design and communication skills. The students will learn the fundamentals of various software programs such as: Illustrator, Photoshop, Power Point and Painter. Projects will include package design, logos, graphic symbols, posters, CD covers, flyers, book illustration and animation.

Pre/Co-requisite: Computer Graphics I

Advanced Placement Art Studio

1 Year - 1 Credit

This program is a college-level course intended for highly motivated seniors committed to serious study in art. Students are expected to develop a portfolio which demonstrates ability to deal with the fundamental concerns of the visual arts: QUALITY, a sense of excellence; CONCENTRATION, a commitment to a mode of work and thinking; BREADTH, a variety of experiences in the formal, technical and expressive means available to an artist. Students will have to choose between three portfolios: Drawing, 2-D Design or 3-D Design.

Prerequisites: Studio I-II, and at least one full credit in art.

Animation

1 Semester - 1/2 Credit

Learn the art of 2-D animation. Projects will include: flipbooks, claymation, and vector based computer animation. All you need are basic computer skills, imagination and patience to be able to create unique short animated films.

Pre/Co-requisite: Studio Art I

Photography I & II

1 Semester - 1/2 Credit

Pre/Co-requisite: Studio Art I.

This course is open to sophomores, juniors and seniors only. Freshmen may enroll with dept. approval.

This course, for the beginning photographer, will study black and white photography as an art. Students will be introduced to manual 35mm cameras and learn how to use all of the components to take artistically designed photos. Students will learn to work in a darkroom, developing their own negatives and making prints from negatives. Selected photographs will be dry mounted for display. Photojournalism and photo art history are investigated. Students are urged to use their own manual 35mm cameras; however, the school does have a limited supply of cameras for loan. A materials fee is required.

Digital Darkroom Photography I

1 Semester - 1/2 Credit

This course is for the beginning photographer in the study of photography as an art form. Students will be introduced to the 35 MM single lens reflex (SLR) camera with manual options and learn how to use all of the camera components to take artistically enhanced and designed photos. Digital SLR cameras are permitted. Computer technology, which uses the software program Adobe Photoshop, includes using flatbed/film scanners and color photo printers. Famous photographers will be introduced for inspiration. Students are responsible for developing film outside of school. Film camera rentals are available from local sources.

Prerequisite: Studio Art I

Digital Darkroom Photography II

1 Semester - 1/2 Credit

Those students who elect to continue Digital Darkroom Photography at more advanced levels (level II and up) will refine their camera and Photoshop skills in the expression of ideas; and explore the works of famous photographers in the areas of photo journalism, photo documentary and experimental projects.

Prerequisite: Digital Darkroom Photography I

Music

AP Music Theory

1 Year - 1 Credit

AP Music Theory is a college-level course that is the equivalent of a freshman college class for music majors. It is constructed for well qualified music students. There is a brief review of music fundamentals followed by intense application of musicianship skills including melodic and harmonic dictation, part-writing, sight-singing, visual analyzation and form analysis.

Prerequisite: *ability to read and write music notation, performance ability in voice or an instrument, Theory I and II or permission of the instructor.*

Music Theory I

1 Semester - 1/2 Credit

A beginning course in the fundamentals of music notation and theory, designed to develop basic music literacy, i.e., reading and writing music. Course consists of a study of music theory, notation, melody, harmony, rhythm, and musical terminology. It includes clefs and staff, notes, intervals, scales, modes, chords, keys and signatures. Develop the ability to read music notation, simplify its complexities, and understand the basic structures in our traditional music.

Music Theory II

1 Semester - 1/2 Credit

An intermediate course in the fundamentals of music notation and theory, designed to develop basic music literacy, i.e., reading and writing music. Course consists of a study of music theory, notation, melody, harmony, rhythm, and musical terminology. It includes clefs and staff, notes, intervals, scales, modes, chords, keys and signatures. Develop the ability to read music notation, simplify its complexities, and understand the basic structures in our traditional music. In contrast to Music Theory I, Music Theory II involves more analysis and composition.

Music Theory III

1 Year - 1 Credit

An advanced course in the elements of music (i.e. - reading, writing, composing and performing music). Course consists of a study of music theory, notation, melody, harmony, rhythm, and musical terminology. It includes advanced topics, such as neopolitan chords, augmented chords, counterpoint harmony, and advanced intervals, among other topics.

Jazz Ensemble

1 Year - 1 Credit

A performance-based class meeting four or five times a week working on various jazz styles and genres. There are three or four performances a year. Work includes jazz listening (audio files) and improvisational study. This class may also be taken as an audit for ensemble-performance opportunities and repeated in subsequent years for credit.

Concert Band/Wind Ensemble

1 Year - 1 Credit

The High School Band program provides students with the opportunity to participate in Concert Band (grades 9-10) and/or Wind Ensemble (11-12). In addition to daily class, there are rotating weekly lessons/sectionals provided. Some outside class expectations include individual practice time, participation with the Pep Band in the fall season and a spring parade.

Orchestra

1 Year - 1 Credit

The High School Orchestra is primarily an ensemble of string students who will develop instrumental and group ensemble skills. The string ensemble will meet daily in large ensemble or smaller sectional and chamber music groups. The orchestra performs at the annual Winter Concert, Spring Concert, and the annual String Festival, as well as participating in other performing opportunities as they occur. Participation in Orchestra requires attendance at two evening rehearsals each semester. It is required that students have acquired a basic level of proficiency on their instruments to fully participate in the Orchestra.

Concert Chorus

1 Year - 1 Credit

Concert Chorus is a performance-based class in which students sing a variety of styles in choral arrangements. Rehearsing daily, students learn to sight read, sing in parts, and develop the skills for beautiful ensemble singing. Small group sectional lessons are scheduled once a week. The Chorus performs at the Annual Winter and Spring Concerts. Two special extra-curricular choral groups, the Razor's Edge (an all-male group) and the Camerata Singers (an all-female ensemble) offer the more accomplished vocalists the opportunity for small ensemble experience.

Drama 1 / Theatre

1 Year - 1 Credit

Drama 1 is an exploratory Theatre course which includes an overview of the many facets of theatre. Emphasis is placed upon acting skills, the use of the voice in theatre, and improvisation. Audition preparation, monologues and scene work are included in this course.

Health & Physical Education

Health

1 Semester - 1/2 Credit

This is a required course that is designed to increase awareness on a wide variety of topics including psychological health, use and abuse of psychoactive drugs, alcohol and tobacco, nutrition, weight management, cardiovascular health, cancer, sexually transmitted diseases, aging, dying and death, intimate relationships and communication, contraception, sex education, and parenting. At completion of this course, students will also have the opportunity to be certified by the American Red Cross in adult, child, and infant CPR and first aid. This course culminates in a school final examination.

Issues in Women's Health

1 Semester - 1/2 Credit

This course addresses women's health as a contemporary issue. In addition to learning biological and psychological factors affecting specific women's health issues, students are asked to analyze social, political, economic and global factors affecting women's health. The focus is on preparing students to take personal responsibility for their own health and wellness through their life cycle. Class learning activities are used to foster critical thinking, personal research, and group collaboration. This course culminates in a final project.
Prerequisite: Successful completion of Health

Physical Education

1/4 Credit Each Semester

All students are required to be enrolled in physical education each semester in which they are in attendance at a New York State public high school. In Pleasantville High School, students are assigned to physical education on alternating days and graded on a numerical system. The program is designed to increase students' knowledge and skill level in team sports, lifetime activities, co-educational games and physical fitness.

Fit for Life

1 Semester - 1/2 Credit

This is a personal fitness class that will focus on developing a personal fitness plan and participation in:

- Strength - weight and dyna bands training
- Flexibility - yoga and pilates programs
- Endurance - walking and aerobic activities

The use of heart rate monitors, pedometers and the internet to develop an individual fitness plan and nutritional analysis will be utilized. Discussion on the latest fitness trends, activities and products should lead the student to become an educated consumer and life time participant in a fit lifestyle. Fit for Life textbook will be used as well as personal fitness assessments. There will be a teacher evaluation after first quarter for continued enrollment. This course can be taken in lieu of regular Physical Education.

Strength Training

1 Semester - 1/2 Credit

Available to student athletes who are interested in working on strength improvement through the use of the fitness center equipment during their sport season. May be taken in lieu of regular Physical Education.

Other Electives:

TV-Video Production I & II

1 Semester - 1/2 Credit

Not open to freshmen, limited enrollment.

This course provides students with an overview of video production in relation to cinema and television. It provides students with a brief history of cinema and television and exposes students to the varied technologies available in video production. Students have the opportunity to learn scriptwriting, storyboarding, cinematography, production scheduling, and non-linear editing techniques. A final project is expected and may be broadcast on television. *TV II must be completed within one year of TV-Video Production I.

TV Video Production Internship

1 Year - 1 Credit

Internship available based on video production teacher recommendation. Open to four students per year only. Prerequisite Video Production I & II This course reinforces and builds upon what was learned in the video production classes. It uses digital editing, special effects, DVD authoring, cinematography, lighting, audio and directing/producing skills emphasizing completion of professional looking productions. Students are expected to do a lot of after school work and assist the television studio with its productions and maintenance.

Computer and Drafting/Design I (C.A.D.D.)

1 Semester - 1/2 Credit

The purpose of this course is to provide an understanding of the operation of a micro-computer-based computer-aided design/drafting (C.A.D.D.) system. Students will gain hands-on experience using auto C.A.D.D. software, digitizers and pen plotters. Knowledge of computer programming is not necessary; however this course is not open to freshmen.

Prerequisite: Computer class or art class

Computer and Drafting/Design II (C.A.D.D.)

(3D Computer Animation)

1 Semester - 1/2 Credit

This project oriented class encompasses the production of commercial quality, professional grade 3D animations with the use of the newest in computer animation software. Students learn the fundamentals of modeling, lighting, object manipulation, and rendering, while progressively moving toward animation.

Prerequisite: C.A.D.D. I

Web Page Design

1 Semester - 1/2 Credit

This computer course will offer students the opportunity to create and develop web pages with content, structure and presentation capabilities. Students will learn how to employ layouts, design, graphics, photos, themes, content, color, graphics, images, video, slide presentations, special effects, transition, shared borders, web page components and publishing. Students will understand the need for accessible information technology, how to apply their work, usable tools and techniques for creating accessible web design, gain increased awareness of advanced techniques. With a combination of software it will enable students to establish their own visual web pages.

Prerequisite: Previous Computer or Art Course

BOCES

(CENTER FOR CAREER SERVICES)

Pleasantville High School students who wish to gain training in a variety of occupational programs may attend classes at the Southern Westchester Board of Cooperative Educational Services (BOCES).

The Cooperative Education program is available to high school students who spend one half day in their local high school and the other half day at the BOCES Mid-Westchester Center in Valhalla. In addition to instruction provided by the professional teaching staff, job placement and admissions counseling services are included.

Each occupational program provides a major sequence. Students attend from 12 Noon to 2:40 PM and transportation is provided.

The Guidance Department can supply students with complete information about occupational education programs and arrange visits to BOCES so that the prospective applicants have a first-hand opportunity to witness classes in session.

Special Programs

MODIFIED PROGRAM

The Modified Program offers courses in the required academic subjects which parallel the mainstream curriculum but provide delivery in such a way as to meet the needs of the individual students. Students are placed in the program for one or more classes by the Committee on Special Education and are mainstreamed for all electives.

COLLABORATIVE CLASSES

A collaborative class is a mainstream class taught by a general education teacher and a special education teacher. All special education teachers are dual certified, meaning that they hold certifications in special education and in the content area in which they are teaching. The collaborative classes are heterogeneous in that they are comprised of the full range of student learners. No more than one third of the students in collaborative classes have Individualized Education Plans while placements of the remaining two thirds of the students are schedule driven. The curriculum in collaborative classes mirrors the curriculum taught in non-collaborative classes in scope and sequence, culminating in all students taking the New York State Regents Examinations. The presence of a special education teacher allows for students' individual needs to be addressed within the context of a mainstream classroom. Collaborative classes are available in English, Social Studies, Science and Spanish. A stretch class, taught by a dual certified special education/mathematics teacher, is available in mathematics.

THE COMMUNITY SERVICE PROGRAM *Variable Credit*

The Community Service Program offers students an opportunity to volunteer free time to provide service to the community. Students may be placed in a school providing clerical work, technical service, tutorial help, managerial services or other activities. In addition, students may be placed in the community providing services in the local library, businesses, medical offices, governmental agencies or non-profit agencies. Credit may be gained at the completion of the volunteer placement agreement. A student may receive one quarter credit for each fifty hour unit of approved supervised service.

Students may get further information about the program from their guidance counselor.

EXTENDED LEARNING

The 9-12 Extended Learning Program exists to ensure that students are provided opportunities to extend their learning through differentiated instruction, mentorship, internship, and when appropriate, co-curricular activities. The student, guidance counselor, teacher, parent and curriculum coordinator work together to develop a plan which addresses the particular educational need of the child.

SENIOR INTERNSHIP PROGRAM *One Credit per Semester*

Pre-Requisites:

- A minimum of 15 required credits prior to entering senior year
- A candidate for graduation in June
- Students must be in good standing.

This course provides real-life experience beyond the classroom. Allowing students to be active contributors to the community, this course develops students' self-direction, self-reliance and self-confidence. It reinforces productive work habits that build character, leadership, service and time management skills. The program provides two options:

- an internship program in an area of personal/professional interest
- a focused community service project in one field of particular interest

Course Requirements: It is expected that each student devote a minimum of 7.5 hours per week at their internship site. A journal which serves as a professional reflection of the student's experience and learning is to be completed with a minimum of two (2) entries/week. The entries may include observations, recommendations, critiques, explanations, evaluations and references. Students must obtain an evaluation form from the internship coordinator which will be completed by the employer/supervisor each quarter. On site visits will be made by the internship coordinator each quarter with employer/supervisor. Students are required to complete and submit a daily work log, attend group meetings on a bi-weekly basis and complete an oral presentation at the end of each semester. Commitment for at least one semester is expected.

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