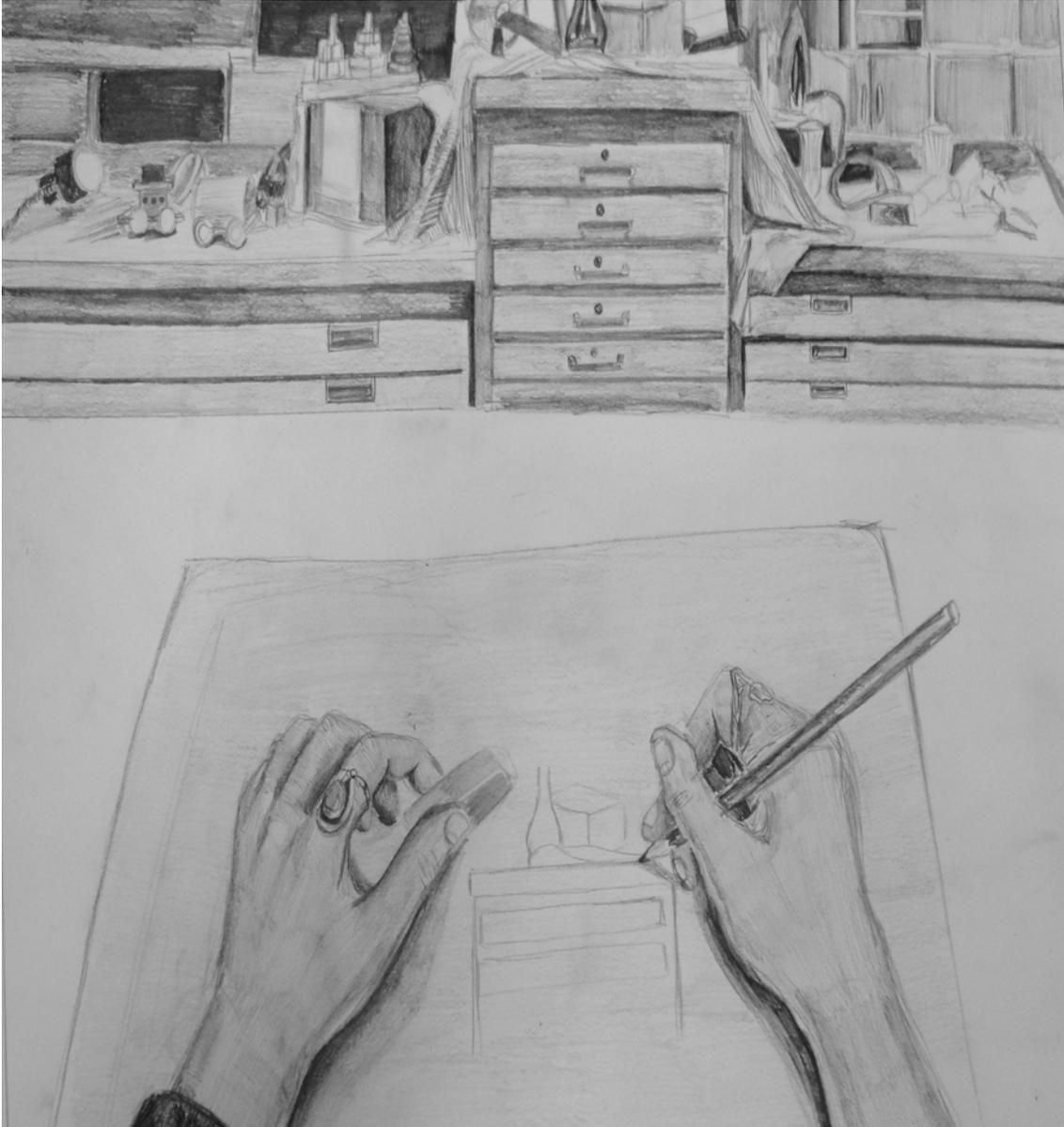


JOHN JAY HIGH SCHOOL



Cover by: Samara Petigrow
Course: AP Studio Art Drawing

COURSE DESCRIPTION GUIDE 2012 - 2013

Katonah-Lewisboro School District

John Jay High School

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Ellen Doherty, LCSW
Principal

January 2012

Dear JJHS Students and Families:

You will find that the selection of courses is one of the most interesting and important activities in which you will engage during your tenure here. The choices you make will help define the experience you have as a student at John Jay High School.

Many of the classes you enroll in will be required for graduation. Still, you do have an opportunity to choose classes that are of particular interest to you. I encourage you to be adventurous and to indulge your curiosity in the selection of elective classes. Review your thinking with your parents. Together you may use this catalog to inform the choices you make. Feel free to consult with our guidance counselors, faculty, and administration when you have questions or concerns.

Good luck! We are here when you need us.

Ellen Doherty

Ellen Doherty
Principal

TABLE OF CONTENTS

Graduation Requirements.....	5
Course Description Overview.....	7
Art.....	9
Business and Technology.....	14
English.....	18
Health/Physical Education.....	26
Mathematics.....	27
Music/Performing Arts.....	32
Science.....	36
Social Studies.....	43
World Language.....	50
B.O.C.E.S. On-Line	56
B.O.C.E.S. Course Special Program Options.....	59
B.O.C.E.S. Tech Center.....	60

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Course - AP Studio Art Drawing

The Board of Education, its officers, employees and agents, shall not discriminate against any student, employee, or applicant on the basis of race, color, creed, gender, national origin, religion, age, economic status, marital status, sexual orientation (actual or perceived) and/or gender identity in its educational programs or employment practices.

To report a complaint, contact the Department of Human Resources at 914 763 7020.

GRADUATION REQUIREMENTS

The Board of Education awards a diploma based upon the successful completion of an approved course of study. Credits required include:

English	4.0
Social Studies	4.0
Mathematics	3.0
Science	3.0
Physical Education	2.0
World Language	1.0
Fine or Performing Arts	1.0
Health	0.50
Electives	3.50
Total Credits	22.00

- A student must earn a minimum of 22 high school credits in order to receive a diploma.
- Physical education is required at each grade level and counts as 0.50 credit each year of high school.
- Each student is expected to carry a minimum of 5 courses each semester plus physical education.
- A student, who pursues an accelerated course of study, which enables him or her to complete high school level work prior to entering ninth grade, will be granted high school credit.

Regents Examinations

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

Comprehensive English
Mathematics (Integrated Algebra)
Global History and Geography
Science (Earth Science)
United States History

- Students in the graduating class of 2012 and beyond must score a minimum of 65 on all five (5) required Regents Exams.

- Some students with individualized education programs (IEP) are eligible to satisfy graduation requirements by earning a grade of 55 or higher on the five required Regents Exams or by passing the Regents Competency Tests.

IEP Diploma

Certain students with disabilities may qualify for and earn this diploma based on their Individualized Education Program (IEP). Information about this option may be obtained in consultation with your child's school counselor.

Additional Social Studies Requirements

All students must complete a $\frac{1}{2}$ credit in Economics and a $\frac{1}{2}$ credit in Participation in Government.

Students can fulfill the economics requirement by taking Economics or AP Macroeconomics.

Students can complete the Participation in Government requirement by taking one of the following courses: AP Macroeconomics, AP European History (12th), Law, AP Government and Politics, Contemporary Issues, Modern American Culture, International Affairs (12th), Philosophy, History of Pop Music in American Culture or Senior Research Seminar in Environmental Studies. All of these courses will include a unit of study on citizenship, government and public policy.

COURSE DESCRIPTION OVERVIEW

The information on the following pages describes briefly the courses that will be offered for the next school year. This should help you in selecting courses and planning your program for next year. All students are required to carry five courses plus physical education each marking period. Each course description will list the basic heading, course title, grade level, prerequisites, and credit. **The availability of a course is conditional on enrollment and budgetary considerations.**

Advanced Placement

Advanced Placement classes offer students the opportunity to complete college level work while in high school. Operating internationally, the program is comprised of challenging curricula in several disciplines designed under the direction of The College Board. The student taking Advanced Placement classes is self-starting, possesses disciplined work habits, evidences promise of success in the subject, and feels the need to include Advanced Placement work as part of his or her high school record. Students should discuss the Advanced Placement curricula with teachers and counselors in order to develop an appropriate and balanced program. Students registered for AP courses are expected to take the AP exam.

College Affiliated Courses

Students who complete the requirements for College Accounting and Science Research may be able to earn college credit through the University in the High School Program at SUNY Albany. Students who complete coursework in Digital Moviemaking and Animation may be able to receive college credit through Westchester Community College. Students who complete course work in AP Physics B may be able to receive credit through Syracuse University Project Advance.

Alternate Ways of Earning Credit

Students have the option of earning up to 6 $\frac{1}{2}$ credits (of the 22 credits required) without completing a specific course of study if:

- a) The student achieves 85% or better on state-developed exams and passes an oral examination or completes a special project, as approved by the Principal.
- b) In the areas of science and occupational education, where credit is through examination, laboratory requirements will be met through special projects that are approved by the Principal.

Art and music credit may be earned through participation in a performing group (e.g. band, chorus, orchestra, dance group, theater group, etc.) or by participating in an advanced, out-of-school art or music activity as approved by the district.

Under certain circumstances, students may receive credit for completing on-line coursework. The Principal must approval on-line study prior to enrollment in any on-line course.

ART

The art program addresses the five New York State art standards. All art courses are studio based (hands on) and offer students the opportunity to develop skills and knowledge in art criticism, aesthetics, and art history.

The four-year fine arts sequence is comprised of Studio Art, Drawing and Painting One, Drawing and Painting Two, and Advanced Placement Art. Painting is a third and/or fourth year option in this sequence. This sequence prepares students with an art portfolio which may be used for college applications in both art related and non-art related majors. Courses outside of this sequence will support the development of a student portfolio. These courses serve the needs of students who want experience in a variety of media including 3D, photography and digital moviemaking.

Studio Art 9-12

1 yr

1 cr

Studio Art is the prerequisite for Drawing and Painting, Handcrafts and the rest of the fine arts sequence. Students gain specific experience with form, line, color, value, texture, pattern, balance and movement, positive and negative space. Students use art vocabulary to evaluate their own work and to critique the work of their peers. Students work with a variety of media, including pencil, watercolors, colored pencil, printmaking, clay and plaster. Art history is included as part of the offering. It is suggested that Studio Art be taken in grade 9.

Handcrafts 10-12

1 yr

1 cr

In Handcrafts, students build upon the skills learned in Studio Art. Ceramics, silk painting, and three-dimensional weaving are areas of concentration. Working with clay, hand-built and wheel thrown forms are further explored, as well as the combination of these two techniques. The students incorporate various means of surface decoration using color as well as texture. We also explore utilitarian as well as sculptural forms. Silk painting allows students to utilize color, resist, and texture to discover expressive possibilities in textile design. Finally, in three-dimensional weaving, the students will learn to translate an idea into form through a variety of materials. They concentrate on the interplay of positive and negative space, texture, and color. Art history is included as part of the offering.

Prerequisite: Studio Art.

Advanced Study in Handcrafts

1 yr

1 cr

Students who have completed at least one year of Handcrafts may enroll again to pursue advanced, independent work. They will work with the teacher to develop individual projects. Young artists may choose to work on portfolio development. Limited Enrollment

Drawing and Painting I 10-12

1 yr

1 cr

Students draw from real life observation. Drawing is conceived as a study, as a goal, and as a means of enhancing powers of observation. A variety of media, including graphite,

charcoal, colored pencil, pastels, and acrylic paint, is used to explore the world in a personal and expressive way. Renaissance Art History is studied. Homework is an important component of this class. This course is required as a prerequisite for Drawing and Painting II. **Prerequisite: Studio in Art.**

Drawing and Painting II 11-12 1 yr 1 cr

Drawing and Painting II is offered to students who are interested in further exploring the world of fine arts through real life observation. Artists acquire new concepts of the various drawing and painting media and their techniques: graphite, charcoal, colored pencil and watercolor. Art history from Neo-Classicism to Post Impressionism is studied. Students will begin to develop a portfolio. Homework is an important component of this class. This course is a prerequisite for AP Art. **Prerequisite: Drawing and Painting I.**

Advanced Drawing (Advanced Placement Art) Portfolio Development 1 yr 1 cr

This course is the final year in the high school's four-year fine arts sequence and builds on concepts and skills from Drawing and Painting II. Students make work focused on creative concerns. They develop personal themes as one part of an overall portfolio. Additionally, each student gains experience in a wide range of compositional, conceptual and technical aspects of art making. Portfolios are for personal artistic growth, and can also be used for the Advanced Placement Studio Art Drawing Portfolio Review, for applications to art schools, and/or for the Common Application Art Supplement. Guest lecturers are invited to give student artists some insights into the nature of college art programs. 20th Century Art History will also be studied. Museum and gallery visits are encouraged. **Prerequisite: Drawing and Painting II. Summer work: Thumbnails, drawings, journals, and a visit to the Metropolitan Museum.**

There are three options for this fourth year in the fine arts sequence:

- **AP Studio Art Drawing**
AP designation, credit. Submission for the May College Board portfolio review required. **Teacher recommendation for the AP Art Portfolio Review is based on the student earning an 85 average in the prerequisite Drawing and Painting II. Exceptions would require discussion with parent, teacher, and student.**
- **Honors Drawing: Portfolio Development**
Honors designation, weighted grading
- **Advanced Drawing: Portfolio Development**
A further study in drawing emphasizing personal expression. Pacing is similar to Drawing and Painting II.

Painting

1 yr 1 cr

Painting for personal expression rather than for illustration or commercial purposes is the emphasis of this course. Using the medium with understanding and imagination to suit each personal direction is the focus. The course is an introduction to materials, techniques, and the expressive potential of painting. Students learn about composition, color, and techniques in painting. Students will also learn to build, stretch, and prepare their own canvases. **Prerequisite: Two Credits in Visual Arts including Studio Art.**

Advanced Study in Painting

1yr 1 cr

Students who have completed at least one year of Painting may enroll again to pursue advanced, independent work. They work with the teacher to develop individual projects. Young artists may choose to work on portfolio development. Limited Enrollment

Digital Moviemaking and Animation 10-12

1 yr 1 cr

In this course, students direct, shoot and edit short narrative, experimental and animated videos. The class focuses on cinematography, digital editing, motion graphics, titling and animation, including stop-motion techniques and 2D animation using Adobe Photoshop software. Students gain professional shooting and editing skills using HD digital video cameras and Final Cut Pro. Garage Band is used for creating soundtracks and DVD Studio Pro for outputting videos to DVD. Through personalized projects, students are encouraged to experiment and use video as a tool for creative expression and exploration. **Students may elect to receive three college credits for this class through the Advanced College Experience (ACE) at Westchester Community College.**

Advanced Study in Digital Moviemaking and Animation 10-12, 1 yr, 1 cr

Students who have completed one year of Digital Moviemaking and Animation (or Video Art) may enroll in this course to pursue advanced, independent work. Students further explore the camera, editing and computer as creative art tools through personalized projects. Students may also choose to work on college portfolios. Limited Enrollment

Prerequisite: Digital Moviemaking and Animation or Video Art

Digital and Film Photography I 10-12

$\frac{1}{2}$ yr $\frac{1}{2}$ cr

This course is an introduction to digital and film photography. Students will learn to see the world through the camera and explore photography as a visual language and medium for creative expression. Working both in the darkroom and on the computer, students will create personalized projects. They learn how to use digital cameras and scanners, output their work to color printers and will be introduced to digital imaging techniques using Adobe Photoshop software. Students will also explore film photography including black and white 35 mm film cameras, film developing and darkroom printing. This course focuses on contemporary art photography, and will cover a variety of photographic approaches, styles and techniques.

It is recommended (but not required) that students have access to a digital camera (point and shoot or digital SLR), as well as a 35mm film camera with manual exposure and focus.

Digital and Film Photography II 10 – 12 **$\frac{1}{2}$ yr** **$\frac{1}{2}$ cr**

In this class students continue to develop their technical and conceptual skills in digital and film photography using digital cameras, scanners, Adobe Photoshop software, color printers, 35mm black and white film cameras and darkroom printing. Emphasis is placed on creativity and self-expression through personalized assignments and critiques. Students create final projects based on individual interests.

It is recommended (but not required) that students have access to a digital camera (point and shoot or digital SLR), as well as a 35mm film camera with manual exposure and focus.

Prerequisite: Photography I.

Advanced Study in Digital & Film Photography 10-12

1yr 1 cr or $\frac{1}{2}$ yr $\frac{1}{2}$ cr

Students who have completed at least one year of photography pursue advanced independent work through self-directed projects. Students are encouraged to experiment with different photographic styles and techniques and develop their individual visions.

Students may also choose to work on college portfolios. Limited Enrollment

Prerequisite: Photography I and II

Take Two: Film Studies & Filmmaking (English & Art)

1yr 2 cr

Take Two is an interdisciplinary course that offers 11th and 12th graders the unique opportunity to raise their awareness of the world and effect change through film. In this course, students will:

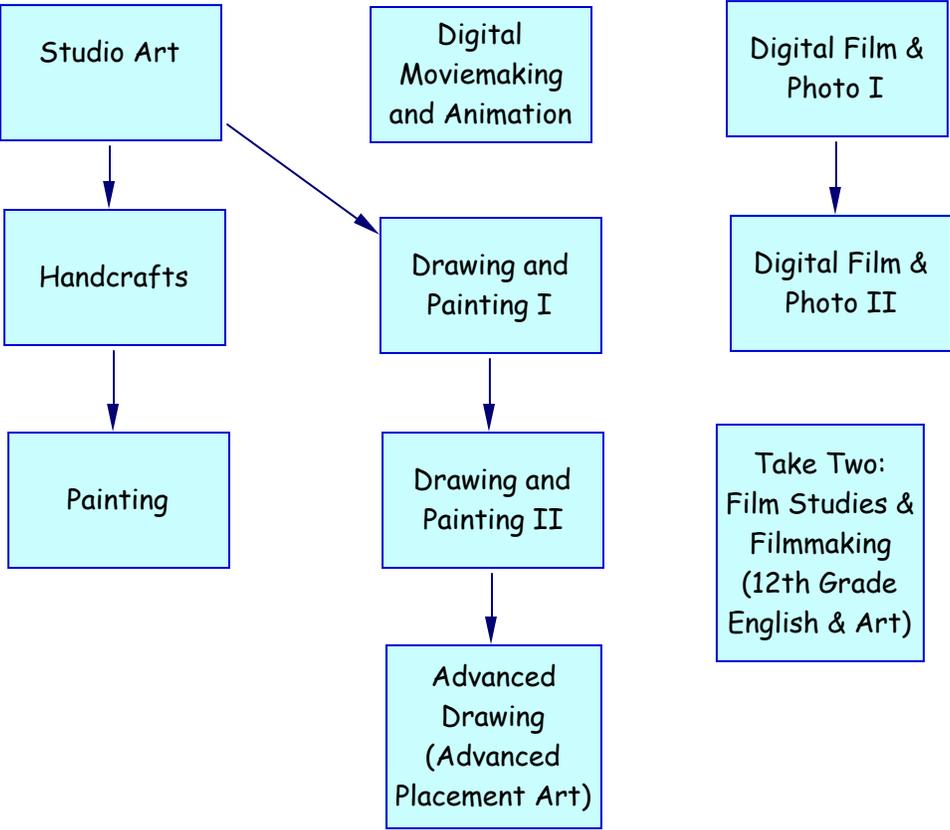
- Learn to understand the language of film, including cinematography, editing, lighting, framing and point of view.
- Create personal films using high definition cameras and Final Cut Pro editing software on subjects of their choosing.
- Explore and discuss relevant political, cultural, environmental and social topics
- Analyze documentary and non-fiction films and videos from around the world.
- Learn the fundamentals of scripting, shooting and digital editing.

This course will be a hands-on learning experience that will meet for two consecutive periods per day. One period will focus primarily on film viewing and critiquing, the other on filmmaking. Students will be introduced to a variety of storytelling and film styles as a way to find their own creative voices. Additionally, students will visit the Jacob Burns Film Center (Pleasantville, NY) to meet with other film educators, guest speakers and filmmakers and to work in the Center's state of the art professional video and audio recording studios and soundstage. **Students who complete this course will receive two credits, one of which will be used to fulfill an English credit requirement.**

Studio Art Lab Assistant 9-12 **1 yr 1 cr or $\frac{1}{2}$ yr $\frac{1}{2}$ cr**

There are limited positions for students who wish to work with a teacher to assist the art department. **Students must have permission of an art teacher before registering for this course.**

ART



Advanced Study may be possible in the following courses:
Handcrafts, Painting, Digital Moviemaking and Photography.

BUSINESS & TECHNOLOGY

The Business and Technology Education program provides significant hands-on learning experiences that offer a glimpse of the world of work. Each course integrates computer technology in ways that are authentic to the area of study.

Business Dynamics 9-12

1 yr

1 cr

Business Dynamics is an introductory course which explores the topics of career planning, labor market, job analysis, and the resume portfolio. Students will learn financial management skills including how to manage a checkbook and credit cards, how to invest money, and how to plan for retirement. Other topics include the stock market and insurance. The Internet will be utilized as a research tool for projects and the use of several software packages will be emphasized for the completion of assignments.

Webpage Design 9-12

1 yr

$\frac{1}{2}$ cr

This course will provide students an introduction to basic computer programming through webpage design. Students will focus on Hypertext Markup Language (HTML), the basic language of webpage design. Knowledge of JavaScript will supplement and enhance student generated web pages. Later in the term students will master the basics of Dreamweaver and Flash to add greater functionality to their projects and research using the internet. Web 2.0 applications---blogs and wikis--- will enable students to be active participants in class discussions and projects. Using blogs, wikis and notepad, students will enhance each project at home. The school to home connection via eChalk will be an integral part of the course. Many of the projects have business applications.

Computer Science 1 9-12

$\frac{1}{2}$ yr

$\frac{1}{2}$ cr

This course explores an introduction to computer programming using a three-dimensional modeling tool named Alice. With this tool, students will solve problems and explore computer science concepts using a visual game-like environment. Students will use this 3-D programming model to learn about object oriented design, methods, parameters, and many other fundamentals of computer science. CS1 is designed as an exploratory course for students interested in math, computer science or engineering careers.

Computer Science 2 9-12

$\frac{1}{2}$ yr

$\frac{1}{2}$ cr

This half-year class will introduce students to the world of programming using C# (pronounced C sharp). Students will learn the basics of computer programming using an industry standard computer language. Students will design basic applications to understand object oriented programming that is relevant to their continuing education and experience in the fields of math, engineering or computer science. **Prerequisite: Credit in CS1**
Recommendation: 85 in CS1 or a recommendation from a math teacher.

Principles of Engineering 10-12**1 yr****1 cr**

This full year class will introduce students to the world of engineering using hands-on projects. Have you ever wanted to know what an engineer does and whether you might be interested in an engineering career? If you have an aptitude for math and science this class is for you. Engineering careers and the design process will be explored while using hands-on projects, which will challenge your problem solving skills. This class requires the student to understand the science behind the technology and be ready and willing to work in teams to create building projects. The building projects will require engineering principles to be applied and will include topics such as bridges, trebuchets, alternative energy vehicles, and programmable robots.

Business Law 10-12**1 yr****1 cr**

This course applies the law to our everyday lives and business activities. It includes coverage of courts and court procedures and legal rights and obligations. It covers contract law as it pertains to sales, employment, and marriage, using credit, starting a business and looking toward later life. Emphasis is on consumer protection and how to avoid legal entanglements.

Accounting 10-12**1 yr****1 cr**

This course is recommended for students pursuing a major in any business field (Accounting, Marketing, Finance, or Business Administration). Accounting focuses on current business and accounting practices including the preparation, interpretation, and use of financial information. This course is rigorous and fast paced and requires a high degree of effort and commitment.

Students may elect to receive three college credits from SUNY Albany through John Jay's participation in the SUNY University in the High School Program. Additional study and work is required for students who would like to exercise this option.

Sports & Entertainment Marketing 11-12 **$\frac{1}{2}$ yr** **$\frac{1}{2}$ cr**

The sports and entertainment industries are two of the most profitable industries in the United States. This course provides an introduction to the basic principles of marketing to the sports and entertainment world. Students will examine the history, legal issues and economic impact of sports and entertainment in the United States. In addition students will learn about market identification and segmentation, product development, pricing decisions and strategies, market research techniques, channels of distribution, product branding and licensing, promotional methods and strategies, the development of a marketing plan, and career exploration.

Design and Draw for Production 9-12**1 yr****1 cr**

Design and Draw for Production is a technology course that involves the use of technology (mainly computers) to solve problems through design. Students will learn CAD (computer aided design) software and basic manual methods of drawing (drawing board and T-squares) to communicate design solutions for real-life problems. This course is highly recommended for those who wish to create a good foundation in preparation for enrolling in the

BUSINESS & TECHNOLOGY 9-12

Business Education Electives

Business
Dynamics
9-12

Webpage
Design
9-12

Accounting
10-12

Sports &
Entertainment
Marketing
11-12

Business
Law
10-12

Technology Education Electives

Design &
Draw
for
Production
9-12

Principles
of
Engineering
10-12

Computer
Science
1&2
9-12

Architecture
I&II
10-12

Architecture
III
11-12

Architecture
IV
11-12

ENGLISH

The English Program requires the successful completion of concentrated study in language, literature, composition, and communication. Students are required to pass the State Regents Examination in order to earn a JJHS diploma. Students will take the Comprehensive English Regents exam in June of their sophomore year. Students who have not passed this exam upon entering their senior year will be offered Academic Intervention Services (AIS) to help them prepare for the exam.

9th GRADE ENGLISH

English 9

1 yr

1 cr

English 9 integrates the strands of reading, writing, speaking, and listening. The course explores varied genres of literature from around the world. Throughout the year, interdisciplinary approaches are incorporated and students engage in the reading of literature that connects with the Social Studies 9 study of world history pre-1750. Students are challenged to find meaning through the reading of texts and use a variety of speaking forums to demonstrate learning. Writing is explored in all its modes: reflective, narrative, expository, and creative. Reading and discussion are essential to the course.

10th GRADE ENGLISH

English 10

1 yr

1 cr

This course continues the study of World Literature focusing on our individual role in the global community. Students will continue to read varied genres of literature, often connected to world history from 1750 to present. The aim of this study is to examine the writer as a social critic in order to increase social awareness of revolution, resistance, complicity, and cultural awareness. The course introduces students to rhetoric and the art of persuasion. Students will use a variety of discussion forums to respond to literature and each others' ideas. Formal and informal writing will be used in a variety of reflective, narrative, expository, argumentative and creative forms. Research activities focus on interdisciplinary links to Global Studies. **Students will be required to take the New York State English Regents in June.**

11th GRADE ENGLISH

21-11 The English Experience in the 21st Century

1 yr

1 cr

21-11: The English Experience is a class that offers integrated, experiential learning for both College-bound and Honors/AP students. The class is anchored in critical inquiry where students address questions such as: "What is the nature of evil?" "Why do humans engage in war?" "How does one form a personal identity?" "What is happiness?" "How is the future

shaped by the past and the present?" Although 21-11 has a traditional focus on reading and writing skills, the class emphasizes independent choices and independent research supported by exploratory learning and project-based, interdisciplinary study. All students investigate each unit's essential question and share some common learning experiences; however, as students explore each essential question, they make choices to complement and enhance their learning: choices of novels, plays, poetry, short fiction, and nonfiction. Assessments include not only the traditional essay work required of an 11th grader, but also frequent presentations and opportunities for other creative assessments of understanding (film making, script writing, web design, for example).

Journalism 11

1 yr

1 cr

This course will focus on improving students' journalistic writing. It will cover the craft of journalism and its many forms, including new and evolving media. The work of award-winning journalists will provide models for writing; we will study the works of a variety of writers such as Hunter S. Thompson, Joan Didion, Norman Maclean, Michael Lewis and Pulitzer Prize-winners Thomas Friedman and Isabel Wilkerson. Students will learn how to frame ideas, conduct interviews and write in a variety of journalistic styles, including news stories, features, columns and blogs. As part of the course, students will write for the school newspaper, the Focus, and potentially for other publications. This course is open to students who are currently working for the school newspaper and students who have an interest in journalism but no previous experience. Students enrolled in Journalism can opt for an Honors designation (Journalism Honors) by completing additional reading and writing assignments.

12TH GRADE ENGLISH

All students in grade 12 are required to take one full credit of English. The following guidelines may be helpful as you make your choices:

- Some students will want to enroll in two of the semester-length courses being offered. These courses are designed to appeal to the interests of seniors while at the same time providing the kinds of college preparatory experiences that are essential for seniors.
- The AP Literature and Composition and AP Language and Composition courses are offered to those students wishing to study at the college level.
- Modern American Culture and Senior Research Seminar in Environmental Education offer students the opportunity to explore contemporary culture (MAC) and issues related to the environment (Research Seminar) in two ways. Both courses are comprised of academic study and internships and field research. A student seeking a combination of college level reading and writing and hands-on experiences may find that one of these courses fits his or her needs.

The opportunity to enroll in more than one credit of English in grade 12 will be contingent upon enrollment and available staff.

21-12 The English Experience in the 21st Century 1 yr 1 cr

21-12 The English Experience is a class that offers integrated, experiential learning for both College-bound and Honors/AP students. The class is anchored in critical inquiry where students address questions such as: "How does one decide what is right or wrong?" "How does one's perspective shape or alter truth?" "When does one oppose society?" "Are we governed/guided by fate, free will, a greater power?" Although 21-12 has a traditional focus on reading and writing skills, the class emphasizes independent choices and independent research supported by exploratory learning and project-based, interdisciplinary study. All students investigate each unit's essential question and share some common learning experiences; however, as students explore each essential question, they make choices to complement and enhance their learning: choices of novels, plays, poetry, short fiction, and nonfiction. Assessments include not only the traditional essay work required of a 12th grader, but also frequent presentations and opportunities for other creative assessments of understanding (film making, script writing, web design, for example).

Authors' Origins

$\frac{1}{2}$ yr

$\frac{1}{2}$ cr

In this class, students are given abundant opportunities to find their stories. When we create, we exercise our "Right Brain" - the part that arrives at problem solving solutions through intuition, innovation, and the freedom to imagine "what if...?" Students will begin exploring their stories through Personal Narrative, and then visit Seven Classic Plots. Through graphic novel-making, playwriting and short story writing, students will re-invent these plots, and learn how to use craft to bring cohesion to the often spontaneous surprises that arise when working with "what if" permutations.

This class is for students who want to master new ways of writing. Mimicking interesting authors and developing our own writing experiments make it easier to discover those "moments of invention" that gave rise to completely new modes & styles of discourse. Additionally, students develop a deeper appreciation of the ways that stories in all forms can inform, show the dynamics of relationships, and reveal - in so many ways - what it means to be human. Mentor texts include the Grimm's Fairy Tales, as well as short stories, films, plays, and journalistic resources. Students collaborate with each other in brainstorming, readings and Round Table discussions. In addition to story writing, students keep a writer's notebook with suggested daily entries. Response papers give students an opportunity to reflect on their process and growth as writers and collaborators.

Language and Media

$\frac{1}{2}$ yr

$\frac{1}{2}$ cr

In this semester course, students will analyze and critique the media and its messages through reading, writing, listening, viewing, and speaking. Students will view short films, work on the Internet, and read primarily nonfiction works, especially newspapers, magazine articles, and other essays and reviews. Writing will include several short papers and at least one multimedia presentation on a chosen topic.

Modern American Culture (English and Social Studies) 1 yr 2 cr

Modern American Culture is an interdisciplinary course designed to explore contemporary American life. Students investigate this topic through readings in fiction and nonfiction, film, analysis of popular media, research and field experience, exploring possible answers to these guiding questions: What does it mean to be an American today? Who succeeds in America? Who doesn't succeed in America? In addition, the course includes two shadowing days, and a 25-30 hour internship requirement to be completed in the spring semester. The course allows students to explore areas of their own interest, as well as the common themes addressed by the entire class. Students are encouraged to seek new ways of obtaining information, including off-campus research assignments. Because of the tremendous responsibility involved, the best candidate for the course is the student who has no difficulty working independently and is enthusiastic about contributing to an exciting learning environment. This course emphasizes lifelong intellectual development. Participants in the course extend their skills in reading, writing, listening, and speaking, as they identify and address cultural topics and issues in assignments designed for the individual and the group. While the content of the course is driven by specific guiding questions, participants are required to contribute to the academic life of the course by taking active part in discussions about the direction of the curriculum and related topics. Students enrolled in MAC can opt for an Honors designation (MAC Honors) by completing additional reading and writing assignments. **This course has a required summer assignment and meets the state Participation in Government requirement.**

Senior Research Seminar in Environmental Studies 1 yr 2 ½ cr

This interdisciplinary course offers credit in Social Studies and English. The course is organized around a central theme: environmentalism is not good solely for birds and fishes; through environmental awareness we enrich and protect our communities. This theme will direct our investigations throughout the year as follows:

Through fieldwork at the Ward Pound Ridge Reservation, students will experience the outdoors and study the historical impact of human habitation on their natural surroundings. Students will refine their academic skills and deepen their understanding of the environment through a process of guided readings, research, writing, and seminar discussions intended to develop both creative and scholarly thinking. Students will investigate a potential occupation through participation in two "shadowing day" experiences and a 30 hour internship. Students will shadow their mentors and use the relationship to enrich their sensitivity to the world of work and their areas of interest. Students are encouraged to pursue internships in environment-related fields, but may ultimately enter any field of interest. **This course has a required summer assignment and meets the state Participation in Government requirement.**

Reading the Film - Film as a Literary Medium ½ yr ½ cr

This class focuses on learning to read films in much the same way an English class learns to read literature. Whereas in English class we learn to analyze an author's style and use of literary elements, in film we learn to analyze a director's style and use of filming techniques. Students become mindful of the ways directors employ the power of image and sound and

use these in very deliberate and meaningful ways. Reading the Film is also concerned with ways of looking at humanity. Films help us view our society and ourselves more critically. And, films offer us a window into other cultures and ways of thinking that may at first glance seem strange or incomprehensible. Additionally, students will become critically aware of how a director's point of view generates a particular story. The more we know and understand about ourselves and other people, the more we open ourselves to a compassionate and tolerant sense of humanity.

Students will interact with and respond to film content through discussion, creative writing, journaling, critically reviewing, story-boarding and film-making, offering students some extra choices and challenges.

Take Two: Film Studies & Filmmaking (English & Art)

1yr 2 cr

Take Two is an interdisciplinary course that offers 11th and 12th graders the unique opportunity to raise their awareness of the world and effect change through film. In this course, students will:

- Learn to understand the language of film, including cinematography, editing, lighting, framing and point of view.
- Create personal films using high definition cameras and Final Cut Pro editing software on subjects of their choosing.
- Explore and discuss relevant political, cultural, environmental and social topics
- Analyze documentary and non-fiction films and videos from around the world.
- Learn the fundamentals of scripting, shooting and digital editing.

This course will be a hands-on learning experience that will meet for two consecutive periods per day. One period will focus primarily on film viewing and critiquing, the other on filmmaking. Students will be introduced to a variety of storytelling and film styles as a way to find their own creative voices. Additionally, students will visit the Jacob Burns Film Center (Pleasantville, NY) to meet with other film educators, guest speakers and filmmakers and to work in the Center's state of the art professional video and audio recording studios and soundstage. **Students who complete this course will receive two credits, one of which will be used to fulfill an English credit requirement.**

Journalism 12

$\frac{1}{2}$ yr $\frac{1}{2}$ cr

This is a half-year course in English for the student who is organized, self-motivated and passionate about journalism. The course is project-based. Students can choose to be regular contributors to the Focus and/or MSG Varsity and JJTV. Students may also pursue and secure an internship in the field of journalism for part of the semester. Weekly story meetings will drive a student's reporting assignments. The instructor will work with the student in all steps of project completion: generating ideas, providing resources, and guiding them through the steps of reporting, writing, editing and publishing. Students will be required to keep detailed logs of hours worked in internships and on class assignments, reflect on their progress regularly, and create an extensive portfolio of their work. In

addition to publishing their work in the Focus and/or on JJTV, students will work on a class blog in order to explore web-based journalism. **The prerequisite for the course is Journalism 11.**

Humanities Research Program

Humanities Research I (Honors)

1 yr

1 cr

Humanities Research is a two-to-three year course sequence designed for students who are interested in the world around them and who have a strong desire to investigate ideas in politics, history, the arts, cultural anthropology, philosophy, and law. In Humanities Research I, students read and do research in these multiple "avenues" of the humanities. During each humanities unit, students first learn together, with the teacher facilitating the study; students then move to independent investigations of related topics, the mastery of which they are expected to share with the group through presentations. In addition to class presentations, demonstrations of learning in HR I include analyses of published articles and writing full-length essays. At the end of year one, students develop a research question and begin their independent research in earnest. HR is designed for academically strong students who are excellent readers and writers, and who are highly disciplined and self-motivated workers. Because of the demands of the independent work in HR, there is substantial summer work that prepares students for each upcoming semester. This course is open to both 10th and 11th grade students.

Humanities Research II (Honors)

1 yr

1 cr

Humanities Research is a two-to-three year course sequence designed for students who are interested in the world around them and who have a strong desire to investigate ideas in politics, history, the arts, cultural anthropology, philosophy, and law. During year two, students continue research on their independent projects. Students are expected to find mentors at an appropriate point in their research and work towards completion of their projects which might take the form of a full-length essay (25-50pp.), a collection of short essays, a film, a play, or other artifact that demonstrates the student's research and analysis.

Humanities Research III (Honors)

$\frac{1}{2}$ yr

$\frac{1}{2}$ cr

Humanities Research III offers students another semester to complete and/or publish their projects if they have not finished their work by the end of junior year (HRII).

Advanced Placement Program - English

Advanced Placement English Literature and Composition

1 yr

1 cr

The goal in AP English Literature and Composition -- is to create an environment in which students engage in challenging reading, thoughtful analysis, critical debate, and informed, analytical writing. Starting with early literature and moving through such greats as Homer, Sophocles, Shakespeare, Milton, Dickens, and Dostoevsky to contemporary literature, our focus will include study of works of recognized literary merit from various genres and time

periods. The essential questions guiding our work for the year will be to consider how artists (in this case, authors) use their medium (texts) to engage readers in "conversations" about human nature, about our societies and social constructs, and, ultimately, about our place and role in the universe. Successful AP students are usually self motivated and disciplined and usually have the recommendation of their current 10th grade teacher. This course is open to both 11th grade and 12th grade students.

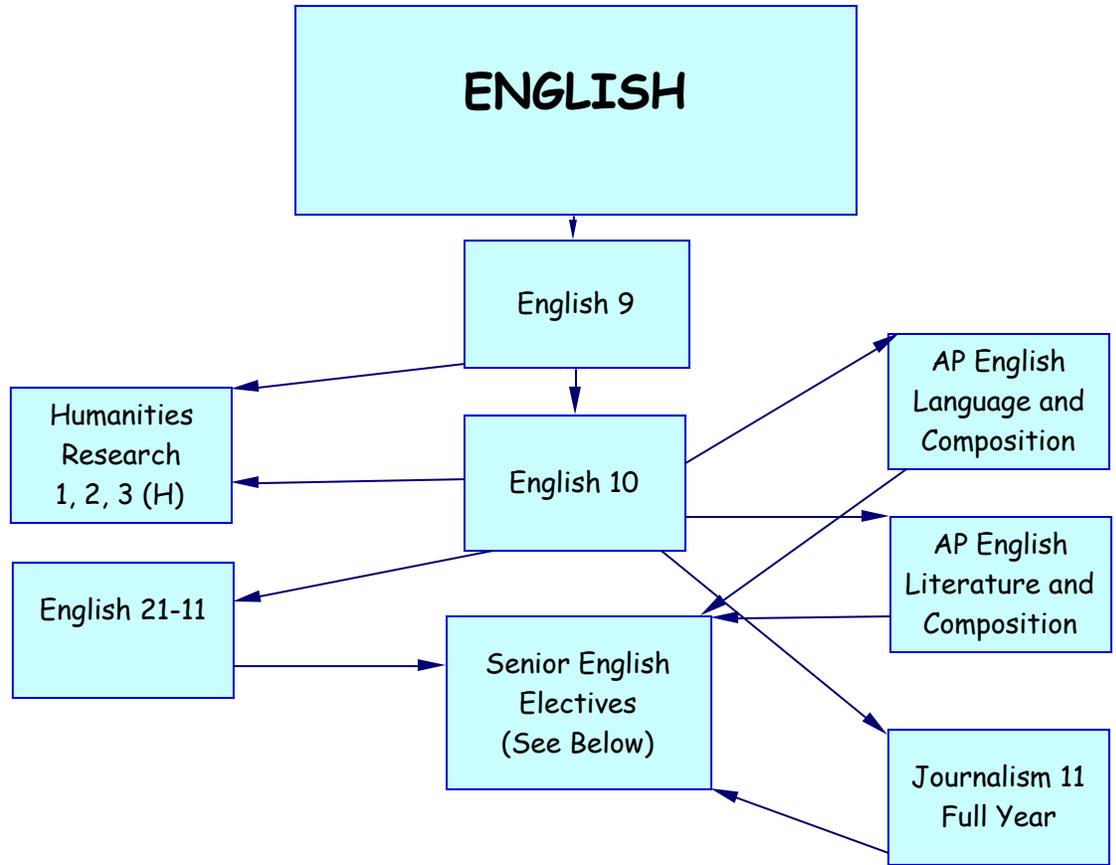
Advanced Placement Language and Composition **1 yr** **1 cr**

Rhetoric is the art of influence, friendship, and eloquence, of ready wit and irrefutable logic. And it harnesses the most powerful of social forces, argument. Argument surrounds you and rhetoric serves as argument's decoder. It plays with your emotions, changes your attitude, talks you into a decision, and goads you to buy things. It lies behind political speeches, advertising, jargon, voices, gestures and guilt trips. By teaching the tricks we use to persuade one another, the art of persuasion reveals the Matrix in all its manipulative glory. (Jay Heinrichs)

An AP English Language and Composition course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The writing and reading should make students aware of the interactions among a writer's purpose(s), audience expectations and subjects as well as the methods used to convey effectiveness. The purpose of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. This course is open to both 11th grade and 12th grade students.

Students will:

- be expected to be active participants in the shaping of the knowledge produced by the class. Conducted as a seminar course, it will be a classroom in which we can argue freely and come to our own conclusions; in which we will encourage creativity and imagination; and in which we will set no high priority on conformity of thinking or reaching consensus.
- analyze and interpret a range of American literature and shorter articles, identifying and exploring an author's use of rhetorical strategies and techniques.
- apply effective strategies and techniques in their own writing while synthesizing various sources to craft an informed and logical argument.



Journalism 12
Half Year

Authors
Origins
Half Year

Language &
Media
Half Year

Reading Film
Half Year

Take Two Film Studies &
Filmmaking (12th Grade
English & Art)
Full Year

AP English
Literature and
Composition

Senior Research
Seminar in
Environmental
Studies
Full Year

Modern American
Culture
Full Year

English 21-12
Full Year

AP English
Language and
Composition
Full Year

HEALTH/PHYSICAL EDUCATION

Health

Alternating days

1 yr

$\frac{1}{2}$ cr

The Health Education Course is scheduled during the 10th grade year and meets the New York State mandated requirement for high school graduation. Areas covered are alcohol, tobacco, drugs, resistance, first aid training, sexuality, reproduction and parenting, HIV/AIDS and other STI'S, mental health, and other emerging health topics. Students will have unit tests, various activities, and independent projects, one with a community service and advocacy component. Technology will be utilized throughout to create many authentic assessments.

Physical Education 9-12

1yr

$\frac{1}{2}$ cr

Students are grouped for scheduling in grades 9-10 and 11-12. Each student has the opportunity to participate in a variety of activities which include: fitness, adventure education, individual and team sports, throughout the school year.

Physical Education

Independent Study Program Overview

The independent study in physical education is an option offered by the Physical Education Department designed specifically for the student who participates in an activity that offers **individual instruction** by a qualified instructor. The physical education staff anticipates that the athlete would spend **at least 10 hours** per week in the activity. Students must be training for participation in competitions and/or performances.

Students must complete an application for independent study and schedule a meeting with the Director of Health, Physical Education, Athletics and Wellness. All applications will be judged on an individual basis. Qualified instructors must be approved by the Board of Education and be advised by the physical education staff. Qualified **juniors** and **seniors** will be eligible.

Varsity Option in Physical Education

Varsity option may be for the student-athlete who participates on a varsity level sports team. Freshman and sophomore athletes are allowed to option for one sports season. Junior athletes may option for two sport seasons, and seniors may option for three sport seasons. Athletes must complete the appropriate paperwork, be in good standing with the physical education department, and complete the physical fitness assessment during the first marking period of the school year to be eligible to participate in varsity option.

MATHEMATICS

The following are some important aspects of the math program:

- Three credits in math are required to receive a high school diploma (while four years are still recommended for college preparatory students).
- Algebra I will prepare students for the Integrated Algebra exam. Passing this exam is required in order for students to receive a Regents diploma.

Algebra 1 Extended

1 yr

1 cr

This course offers students the study of algebraic concepts and processes. This course will help students prepare for the NYS Integrated Algebra Regents exam, which will be taken in June. Students who desire to study math at a Regents level, but need more time to be successful, should select this alternative. This course is scheduled to provide this additional time through a mathematics laboratory offered every other day. A graphing calculator is required. **Students are recommended for this course by their 8th grade mathematics teacher.**

Algebra 1

1 yr

1 cr

This mathematics course offers students the study of algebra concepts and processes. This course will help students prepare for the NYS Integrated Algebra Regents exam, which will be taken in June. A graphing calculator is required. **Students are recommended for this course by their 8th grade mathematics teacher.**

Geometry Extended

1 yr

1 cr

This course employs an integrated approach to the study of geometric relationships. Through a consideration of Euclidean, transformational and coordinate approaches, students will investigate situations in order to justify geometric relationships and properties of geometric figures. This course is scheduled to provide additional time through a mathematics laboratory offered every other day. A graphing calculator is required.

Prerequisite: Credit in Algebra 1 or Algebra 1 Extended and a passing grade on the NYS Integrated Algebra exam. **Recommendation:** A minimum course grade of 65% in Algebra 1 or 75% in Algebra 1 Extended.

Geometry

1 yr

1 cr

This course employs an integrated approach to the study of geometric relationships. Through a consideration of Euclidean, transformational and coordinate approaches, students will investigate situations in order to justify geometric relationships and properties of geometric figures. A graphing calculator is required. **Prerequisite:** Credit in Algebra 1 or Algebra 1 Extended and a passing grade on the NYS Integrated Algebra exam. **Recommendation:** A minimum course grade of 80% in Algebra 1 or 90% in Algebra 1 Extended.

Geometry Honors

1 yr 1 cr

This challenging course is designed for students with a strong interest and ability in mathematics. Geometric concepts are approached from the Euclidean, coordinate, and transformational viewpoints. Logic is introduced as a precursor of Euclidean proof, which is an important part of the program. Algebraic skills are constantly reinforced. Problem solving techniques and precise written and oral work are also stressed. Enrichment is provided in class and through extended projects, some of which will incorporate the use of important mathematics software such as the Geometer's Sketchpad. A TI-83 Plus or TI-84 graphing calculator is required. **Prerequisite: Credit in Algebra 1 and a passing grade on the NYS Integrated Algebra exam. Recommendation: A minimum course grade of 90% in Algebra 1.**

Algebra 2

1 yr 1 cr

This 3rd year course builds upon the concepts from Algebra 1 and Geometry. It is designed to prepare the students for further study in Precalculus and Calculus. The course explores linear, polynomial, exponential, logarithmic and trigonometric functions with an emphasis on word problems and advanced algebra. The course also continues the study of probability and statistics. The TI-83 (plus) or TI-84 (plus) graphing calculator is required.

Prerequisite: Credit in Geometry or Geometry Extended and passing grades on both the Integrated Algebra and the Geometry Regents exams. Recommendation: A minimum grade of 80% in Geometry or Geometry Honors. A minimum grade of 90% in Geometry Extended.

Algebra 2H

1 yr 1 cr

This challenging course of study is designed for students with a strong interest and ability in mathematics. This course includes all the topics of Algebra 2 (see above), but each will be studied in greater depth and at a much faster pace. Students are expected to prepare and review prerequisite knowledge outside of class. The TI-83 Plus or TI-84 graphing calculator is required. **Prerequisite: Credit in Geometry or Geometry Honors and passing grades on both the Integrated Algebra and the Geometry Regents exams. Recommendation: A minimum grade of 90% in Geometry or 85% Geometry Honors**

Intermediate Algebra

1 yr 1 cr

This course will extend the study of algebra and geometry and introduce precalculus and discrete math topics. Students will explore mathematical content through various applications. A TI-83 (plus) or TI-84 (plus) graphing calculator is required.

Prerequisite: Credit in Geometry, Geometry H or Geometry Extended and a passing grade on the Integrated Algebra exam.

Precalculus

1 yr 1 cr

An advanced course in mathematical analysis for students who have shown a decided interest and skill in the three areas of algebra, geometry, and trigonometry. A TI-83 Plus or TI-84 graphing calculator is required. **Prerequisite: Credit in Algebra 2 or Algebra 2H. Recommendation: A minimum grade of 80% in Algebra 2 or Algebra 2H.**

Precalculus Honors AB**1 yr****1 cr**

Students will be challenged by this course, which is both rigorous and fast paced. This course will prepare students for further study in AP Calculus AB by exploring all Precalculus concepts. Students will be asked to find connections between their mathematical work and the real world. A TI-83 Plus or TI-84 graphing calculator is required. **Prerequisite:** Credit in Algebra 2 or Algebra 2H. **Recommendation:** A minimum grade of 95% in Algebra 2 or 90% in Algebra 2H

Precalculus Honors BC**1 yr****1 cr**

Students will be challenged by this course, which is both rigorous and fast paced. This course will prepare students for further study in AP Calculus BC by exploring Precalculus concepts in the first semester and then moving to topics typically offered in the first semester of college Calculus. A TI-83 Plus or TI-84 graphing calculator is required. **Prerequisite:** Credit in Algebra 2 or Algebra 2H. **Recommendation:** A minimum grade of 95% in Algebra 2 or 90% in Algebra 2H.

Calculus**1 yr****1 cr**

This course explores differential and integral calculus and its applications. Emphasis will be placed on collaborative learning, projects, and all necessary technical components of Calculus. The final exam is prepared by the department. A TI-83 Plus or TI-84 graphing calculator is required. **Prerequisite:** Credit in Precalculus or Precalculus H. **Recommendation:** A minimum grade of 75% in Precalculus H or 80% in Precalculus.

Advanced Placement Calculus AB**1 yr****1 cr**

In this college-level course in differential and integral calculus, students will prepare for and take the Calculus AB Advanced Placement exam. (Refer to AP Policy.) The final exam is prepared by the department. A TI-83 Plus or TI-84 graphing calculator is required. **Prerequisite:** Credit in Precalculus or Precalculus H credit. **Recommendation:** A minimum grade of 95% in Precalculus or 85% in Precalculus H. This course has a required summer assignment.

Advanced Placement Calculus BC**1 yr****1 cr**

AP Calculus BC is a Honors college-level course which, in addition to addressing the topics in AP Calculus AB more thoroughly, covers L'Hopital's Rule, Improper Integrals, Partial Fractions, Infinite Series, Parametric Functions, Vector Functions, and Polar Functions. Students will prepare for and take the Calculus BC Advanced Placement exam (Refer to AP Policy). The final exam is prepared by the department. A TI-83 Plus or TI-84 graphing calculator is required. **Prerequisite:** Credit in Precalculus Honors. **Recommendation:** A minimum grade of 90% in Precalculus H. This course has a required summer assignment.

Advanced Placement Statistics**1 yr****1 cr**

AP Statistics is a college level course that introduces students to concepts and tools for collecting, analyzing and drawing conclusions from data. Students will learn about these

concepts through the investigation of four major conceptual themes, as prescribed by the College Board for this course:

- 1) Exploring Data: describing patterns and departures from patterns
- 2) Sampling and experimentation: planning and conducting a study
- 3) Anticipating patterns: exploring random phenomena using probability and simulations
- 4) Statistical inference: Estimating population parameters and testing hypotheses

The course will require the student to learn and use computer-based statistical software and graphing calculator applications to complete a variety of statistical analyses, with heavy emphasis on the use of the graphing calculator in problem solving.

Students will also be expected to communicate their findings effectively in written form in order to meet the rubric requirements of the AP exam.

Students will prepare for and take the Advanced Placement Statistics exam. (Refer to the AP Policy.) A series of projects including a final project will be required for all students after the administration of the AP exam for this course. **Prerequisite: Credit in Precalculus or Precalculus H. Recommendation: A minimum grade of 90% in Precalculus or 85% in Precalculus H. This course has a required summer assignment.**

Discrete Mathematics

1 yr 1 cr

Discrete mathematics is a rapidly growing and increasingly popular area of mathematics with many practical and relevant applications. Topics studied include graph theory (networks), matrices, fair division, finance, recursion, probability and statistics. This branch of mathematics allows students to explore problem situations that are not directly or easily approachable through writing an equation or a formula. Students will study problems from the social sciences, business, science, and politics. A *TI-83 Plus* or *TI-84* graphing calculator is required. **Prerequisite: Credit in Algebra 2, Algebra 2H or Intermediate Algebra.**

Probability & Statistics

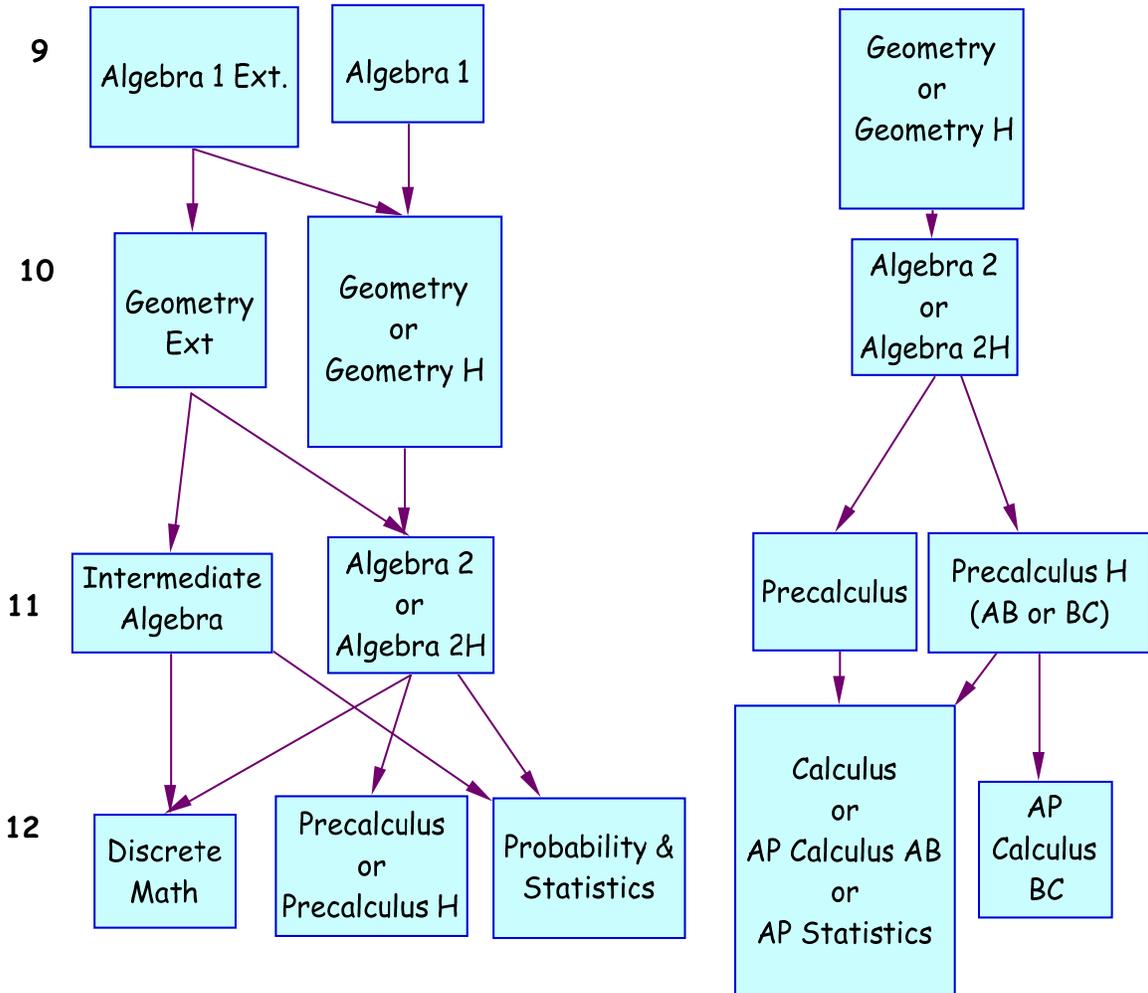
1 yr 1 cr

Probability and Statistics will provide an interesting, hands-on and relatively non-technical introduction to probability and statistics. The course will have an emphasis on how these mathematical concepts are applied to solve real world problems and challenges and to understand real world phenomena. The course would involve significant activity and project based student experiences using computer and calculator technology. A *TI-83 Plus* or *TI-84* graphing calculator is required. **Prerequisite: Credit in Algebra 2, Algebra 2H or Intermediate Algebra**

MATHEMATICS

For a student enrolled
in Standard or Modified
Mathematics 8

For a student enrolled
in Accelerated
Mathematics 8



Other course options exist, please refer to the course descriptions and discuss with your counselor

MUSIC AND PERFORMING ARTS

The John Jay Performing Arts Department is a place where students express their creativity and learn to live a full life. There are two choral ensembles, three bands and two orchestras in the ensemble program and we offer a four-year sequence in Actor training. Our General Music curriculum offers courses in Theory, History, Composition and Music Technology.

Concert Choir 1 yr 1 cr

(With instructor's permission - $\frac{1}{2}$ cr - full year - alt. days)

The John Jay Concert Choir is the primary performing choral ensemble in the high school. The focus of the ensemble is the development of an exceptional choral sound employing vocal techniques. No audition is required for acceptance into this performance group. Students are expected to maintain good rehearsal attendance and attitude. There are two to three required performances. Group lessons may also be part of the curriculum and meet on a rotating basis throughout the year.

John Jay Chorale 1 yr 1 cr

The John Jay Chorale is the premiere choral performance ensemble of the school. This group is made up of 52 to 60 students who audition for the ensemble every spring for the following year. The repertoire is made up of level 4 through level 6 music focusing on a broad repertoire of music from the 15th century through the present day. Students are expected to perform in a variety of languages and there are several required performances in the school and community. Group lessons are part of the curriculum and meet on a rotating basis throughout the year. **(Audition required before registering)**

Concert Band 1 yr 1 cr

(With instructor's permission- $\frac{1}{2}$ cr.-full yr.-alt days)

This group will be comprised of all incoming 9th grade students not auditioning for Wind Ensemble. This course will introduce the 9th grade student to the high school band program and focus on developing individual skills and ensemble techniques through rehearsal and small group lessons. This group performs a minimum of twice annually.

Symphonic Band 1 yr 1 cr

(With instructor's permission- $\frac{1}{2}$ cr.-full yr.-alt days)

Symphonic Band will include all band students in 10th, 11th, and 12th grade. No audition is required to register. This course will build on the performance and rehearsal skills introduced in Concert Band. Group lessons are part of the course and meet throughout the year on a rotating basis. This group performs a minimum of twice annually.

Wind Ensemble

1 yr 1cr

This group is the most advanced band available to students at the high school and is the premiere wind and percussion ensemble of the school. The focus is on advanced literature, ensemble techniques, and individual development through rehearsal, performance, and small group instruction. Home practice expectations are significantly above average. Group lessons are part of the course and meet throughout the year on a rotating basis. This group has performed and competed at many festivals from Florida to Lincoln Center.

A successful audition is required prior to registering for this course.

Symphonic Orchestra

1 yr 1 cr

(brass, wind & percussion students accepted to the orchestra - $\frac{1}{2}$ cr.-full yr.-alt. days)

The John Jay Symphony Orchestra is a full symphonic ensemble offered to high school students. Repertoire includes works of the great masters in both original and transcribed arrangements. This orchestra is made up of students who audition for the ensemble every spring for the following year. Students are also afforded the opportunity to perform in a variety of smaller chamber ensembles and learn the music and perform with the students in the String Orchestra program. The ensemble may participate in the NYSSMA major organization festival and students are encouraged to prepare solos for the NYSSMA solo festival. **Audition required before registering**

String Orchestra

every day

1 yr 1 cr

String Orchestra students will perform repertoire from the standard literature while developing technique and musicality. This ensemble performs two concerts each year and group lessons are part of the curriculum. There is no audition required for registration and students of all ability levels are encouraged to participate.

Music History and Theory

1 yr 1 cr

Have you ever wondered how musicians "hear" and "create" music but were too afraid to ask? Are you longing to become a musician or improve your own musical abilities? Maybe you are just looking for an elective that will keep you entertained? If so, then this is the course for you! This course, held in our state-of-the-art music lab, will cover history from the Medieval to Romantic time periods. In addition to music history, we will explore topics in music theory such as; scales, intervals and chords to name a few. You'll also learn how to read and write music using computer programs such as Finale and Garage Band. Don't miss out; sign up and find out what the buzz is all about! **This course is a prerequisite for students wishing to enroll in Music Technology and AP Music Theory.**

Advanced Placement Music Theory

1 yr 1 cr

Students in AP Music Theory will follow a curriculum created by the staff and adopted by the College Board. Additional areas of study may include composition and arranging.

Prerequisite: Music History and Theory or permission of the instructor.

Music Technology**1 yr****1 cr**

This program focuses on the uses of computer technology, MIDI, and modern synthesis techniques in music composition and performance. This introductory level course addresses the basics of music technology with an emphasis on hands-on use of the hardware/software currently available to the musician/composer. This class will meet every day throughout the year. **Prerequisite: Completion of the Music History and Theory course or permission of the instructor.**

Advanced Study in Music Technology**1 yr****1 cr**

Students who have completed at least one year of Music Technology may enroll again to pursue advanced, independent work. Limited Enrollment

Introduction to Theatre**1 yr** **$\frac{1}{2}$ cr**

This is the introductory course for students interested in studying theatre at John Jay High School. The curriculum includes a historical survey and a firm grounding in the mechanics of theatre and how it affects our lives. Basic concepts of public speaking, stage direction, technical theatre and acting are included in the curriculum. **This course is a prerequisite for students wishing to enter the acting and technical theatre courses at the high school.**

Acting**1 yr** **$\frac{1}{2}$ cr**

Students interested in acting for the stage will receive a thorough grounding in acting techniques. The curriculum is experiential in nature and students are expected to participate in all aspects of the course. Study focuses on acting techniques developed by Uta Hagan utilizing the Method of Constantin Stanislavsky. Students will develop their technique through text work, writing, monologue and scene development and presentation, improvisation and other performance venues. **Prerequisite: Introduction to Theatre or permission of the instructor.**

Advanced Acting**1 yr** **$\frac{1}{2}$ cr**

This course builds upon the skills developed in Acting. While the basics of good acting will continue to get attention, the actor approaching the writers and periods of Advanced Acting must be prepared to deal with extraordinary demands in the areas of text analysis, language and vocal production. We will focus on plays from these periods: Elizabethan and Jacobean (Shakespeare, Webster, Ford), Restoration and 18th Century (Wycherly, Sheridan, Goldsmith), Late 19th Century (Wilde, Shaw, Chekhov) and mid-20th Century "Theater of the Absurd" (Beckett, Ionesco, Pinter, Albee). The curriculum is project based and requires independent study. Students will design and complete projects in stage presentations with the emphasis on all aspects of preparation for performance. **Prerequisite: Acting or permission of the instructor.**

Advanced Acting 2nd Year: The Actor's Studio**1 yr** **$\frac{1}{2}$ cr**

Seniors who have completed the Acting curricula can take this course. The curriculum is project based and set up in an independent study format. Students will design and complete projects in stage presentations with the emphasis on all aspects of preparation for

performance, with a focus on directing, design and playwriting. A public performance is required and will serve as the primary assessment tool for the course. Involvement in the productions of the John Jay Theatre Workshop is required. **Prerequisite: Advanced Acting.**

SCIENCE

Three credits in science are required to receive a high school diploma (while four years of study are still recommended for college preparatory students). Many science courses including Regents, College Preparatory, Honors and AP science courses have a laboratory requirement and meet for an extra instructional period, every other day.

Earth Science R

1 yr 1 cr

Earth Science R provides the student with a basic understanding of our planet, its origin, its geological processes, and its position in space. Some topics considered are minerals and rocks, the environment, energy in the Earth's processes, geologic history, weather, the solar system, space travel, and the origin of the Earth. Upon completion of the course, students will have a better understanding and appreciation of their home, Planet Earth, and the many forces constantly at work changing and modifying the planet. This course will prepare students for the Physical Setting: Earth Science Examination in June.

Recommendation: A minimum grade of 75% in Science 8.

College Preparatory Biology

1 yr 1 cr

This course is a college preparatory course in general biology. Fundamental concepts of biology, including cell structure and function, biochemistry, genetics, evolution, animal physiology, plant physiology, reproduction and development, and ecology are studied. Students will be engaged in multiple lab experiences as well as independent research studies that will enhance the learning process. Our goal is to provide an authentic scientific investigative experience that will make students better logical thinkers and problem solvers. **Recommendation: A minimum grade of 75% in Earth Science R**

College Preparatory Biology Honors

1 yr 1 cr

This course is appropriate for those students who have committed to a five-year sequence in the sciences and have already completed Regents Earth Science. Biology Honors covers the same topics as does College Preparatory Biology, but not necessarily in the same sequence; each topic will be completed at an accelerated pace, and in greater depth. An extensive laboratory program supports and enhances higher level learning. Students will be required to complete long-term projects which will include original research. Analysis of original writings in biology which may be historical in nature will be required. Students should be highly motivated, able to write well and work independently, and have strong basic math and computer skills. **Prerequisite: Credit in Earth Science Regents and a passing grade on the Earth Science Regents exam. Recommendation: A 92% in Earth Science Regents and an 85% on the Earth Science Regents exam.**

Chemistry for the Real World I and II 1 yr 1 cr $\frac{1}{2}$ yr $\frac{1}{2}$ cr

This chemistry course is designed as a third course of study for students who do not wish to commit to the college preparatory level of chemistry. The course will explore chemistry topics in the everyday world: household chemicals, nuclear and organic chemistry, medicine, construction materials, fuels, and energy sources. The intent of the course is to make students more aware of chemistry in their environment and highlight its importance in their lives. **Prerequisite: Credit in Biology and Earth Science; credit in Chemistry I is required for enrollment in Chemistry II.**

College Preparatory Chemistry 1 yr 1 cr

This chemistry course is a college preparatory course in general chemistry for students with a strong interest in science and math. Fundamental principles and concepts of chemistry are presented through the study of atomic structure, chemical bonding, chemical reactions, solids-liquids-gases, acid-base theories, electrochemistry, kinetics and equilibrium, and nuclear chemistry. This course requires laboratory work involving inquiry based explorations. **Prerequisites: Credit in Biology and Algebra 1 and concurrent enrollment in Geometry or Algebra 2. Recommendation: A minimum grade of 75% in CP Biology H or 80% in CP Biology and 80% in Geometry or 85% in Algebra 1.**

College Preparatory Chemistry Honors 1 yr 1 cr

Chemistry Honors is a college preparatory course designed for those students who have demonstrated outstanding interest, ability and performance in previous science and math courses. The course covers the same topics as in College Preparatory Chemistry at a more rapid pace. Enrichment extends through laboratories activities, culminating in a laboratory portfolio evidencing student understanding of scientific inquiry. Greater emphasis is placed on problem solving; applications to current research are explored.

Prerequisites: Credit in CP Biology or CP Biology H and concurrent enrollment in Geometry or Algebra 2. Recommendation: A minimum grade of 92% in CP Biology or 85% in CP Biology Honors and 90% in Algebra 1 or 85% in Geometry.

Physics I & II 1 yr 1 cr $\frac{1}{2}$ yr $\frac{1}{2}$ cr

These two half year physics courses are designed to introduce students to the basic laws and concepts of physics. The course aims to reduce the sophisticated level of mathematics often associated with physics curricula, and to enhance the laboratory and project aspects of physics. Additional goals include relating the content of physics to everyday components of life and emphasizing the practical aspects of physics. Topics vary from year to year, but may include: Measurement, motion, gravity, forces, stability, rotation, simple machines, momentum, energy, power, electricity, magnetism, circuits, sound, and light.

Prerequisite: Successful completion of Algebra 1.

College Preparatory Physics 1 yr 1 cr

College Preparatory Physics is designed to meet the curricular needs of college-bound students and to prepare them to be successful in college science. This course is an in-depth introduction to the basic concepts of physics and aims to encourage awareness and interest

in the important role physics plays in our daily lives. Instead of relying mainly on lectures and textbooks, the course emphasizes active student construction of conceptual and mathematical models in an interactive learning community. Students do a variety of hands-on, inquiry-based laboratory work using both low-tech and high-tech data collection and analysis in order to learn to model the physical world and to apply those models to new and different situations. Topics of study include motion, forces, energy, electricity, magnetism, waves, sound, light, and modern physics. **Prerequisite: Successful completion of Algebra 1**

Advanced Placement Physics B **1 yr** **1 cr**

The AP B course reflects the curriculum equivalent of a first year of college physics without calculus. This course covers all of the topics in the College Prep Physics course as well as additional material. It will challenge our top students and does require very good analytical skills, which focus on the development of a student's ability to *apply* concepts learned in class to a variety of new and different situations. Students may also choose the option of earning 4 credits per semester at Syracuse University through SUPA (Syracuse University Project Advance). **Prerequisite: Credit in CP Chemistry or CP Chemistry H, concurrent enrollment in Algebra 2, Precalculus or Calculus. Recommendation: A minimum grade of 90% in Geometry. A required summer assignment from the text is part of this course.**

Advanced Placement Biology **1 yr** **1 cr**

Advanced Placement Biology is the equivalent of a first year college biology course for biology majors. The topics covered include biochemistry, cytology, genetics, evolution biology of plants and animals, reproduction and development, and ecology. There is a laboratory component based on twelve required labs as well as labs typically offered in a college biology program. This exciting and challenging course requires a high degree of effort and commitment. Students will be well prepared for and take the AP exam. A final exam and an independent project are required. **Prerequisites: Credit in CP Biology, CP Chemistry and Geometry. Recommendation: A minimum grade of 90% in CP Chemistry and Geometry or 85% in CP Chemistry H and Geometry H. A required summer assignment from the text is part of the course.**

Advanced Placement Chemistry **1 yr** **1 cr**

The Advanced Placement Chemistry course is the equivalent of a college general chemistry course. Topics covered include those in first year chemistry, but in greater depth and with greater emphasis on chemical calculations. Additional topics, including equilibrium and thermodynamics, are explored in depth. The laboratory work is more extensive and students generally work individually, utilizing equipment and techniques used at the college level. A higher degree of effort is necessary than for most high school level courses and independent study is required. Students will be well prepared to take the AP exam. **Prerequisites: Credit in CP Chemistry, Algebra 2 or 2H and concurrent enrollment in Precalculus. Recommendation: A minimum grade of 88% in CP Chemistry and Algebra 2 or 85% in CP Chemistry H and Algebra 2H. A required summer assignment from the text is part of the course.**

AP Physics C: Mech/E&M**1 yr****1 cr**

AP Physics C is a modern, calculus-based, college-level physics course for engineering and science students. This course assumes a deep curiosity and willingness to work on the part of the students. It emphasizes the power of a small number of fundamental principles in order to analyze a broad range of phenomena in mechanics, thermal physics, and electricity and magnetism. The course approaches these topics by focusing on matter and its interactions at the atomic scale through the creation and application of models. Throughout the year, students write computer programs which generate 3D animations to model the motion of physical systems and to visualize electric and magnetic fields. Students also do a variety of hands-on, inquiry-based laboratory work using both low-tech and high-tech data collection and analysis. Students are prepared for both the "AP Physics C: Mechanics" and "AP Physics C: Electricity and Magnetism" exams in May. After the exams, there is a trip to Six Flags for a culminating lab activity. A student who completes this course may qualify for college credit through the Syracuse University Project Advance (SUPA) **Prerequisites: (1) Credit in AP Physics B or CP Physics; (2) Concurrent enrollment in AP Calculus AB or BC. A required summer assignment from the text is part of the course.**

Advanced Placement Environmental Science**1 yr****1 cr**

This experiential, inquiry-based course presents the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world and how we, as humans, are connected to it. This involves the study of environmental issues and problems, both natural and human-made (anthropogenic). The evaluation of the relative risks associated with these problems, and the examination of solutions for resolving or preventing them will be discussed. Among the topics covered are ecology, human population dynamics, renewable and nonrenewable resources, resource management, air, water, and soil pollution and their consequences, global changes and consequences, public policy, and sustainable community development. Natural resources, as well as local and regional sites will be studied through field research, lab activities and "hands on" exploration. Collection, analysis of water and soil samples, lab and field population studies, discussions of local environmental issues, as well as analysis of real data sets will be done. One full day field experience will occur each month. Students will be prepared to take the AP Environmental Science exam (Refer to AP Policy). **Prerequisites: Credit in CP Biology, CP Chemistry and Algebra 1; Recommendation: credit in Regents Earth Science. A required summer assignment is part of the course.**

SCIENCE ELECTIVE COURSES

Prerequisites for these courses include credit in earth science and biology.

Anatomy & Physiology **$\frac{1}{2}$ yr** **$\frac{1}{2}$ cr**

Anatomy and Physiology is an elective course that explores the structures and functioning of the human body systems. This course was designed for students that enjoyed Biology, and wish to continue their study of human health and disease. Students will perform microscopic examination of body cells and tissues, perform organism and organ dissections

and study human disease and pathological states. The course is designed with an emphasis on laboratory work.

Environmental Physics: A Citizen's Guide to the Planet 1 yr 1 cr

While exploring the physics underlying geology, astronomy, meteorology, and oceanography, students in this course examine the universe and their place in it. Collaboratively, students identify the social, personal, political, and economic implications of various problems and solutions, pursuing such questions as "What can I do to make a difference now?" and "How might what we know about the earth affect our treatment of our planet?" As students gain experience and deepen their conceptual understanding of physical laws, they will use mathematical expressions of these concepts to model problems and solutions for such issues as pollution and energy dependence, they also gain essential skills and experience which will serve them as citizens and architects of the future of our planet. Projects will include the Thermodynamics of Clothing and Designing a Passive Solar House. **Prerequisites: 1 credit in Geometry and 1 credit in CP Chemistry.** In addition to the traditional in-class course, this course will also be offered as an online course through PNW BOCES. Please see page 55 PNW BOCES On-Line Courses for additional details.

Extreme Weather: Violent Meteorology $\frac{1}{2}$ yr $\frac{1}{2}$ cr

This course will focus on the causes and impacts of severe weather and natural disasters on planet Earth. The course will introduce students to the basic concepts of weather as well as emphasize the fundamental scientific principles and processes related to natural disasters. In addition, the course will address the impact of natural disasters on society and the environment. Topics will include hurricanes, tornadoes, thunderstorms, winter storms, earthquakes, volcanoes, tsunamis, landslides, and flooding. A trip to the weather center at News 12 will give students a behind the scenes look at how meteorologists prepare weather forecasts and how the forecasts are presented in the television studio.

Forensic Science $\frac{1}{2}$ yr $\frac{1}{2}$ cr

In this course students will learn to apply the scientific method to the law. Forensic principles will be introduced and related to crime scene investigation and the legal justice system. Some of the topics will include detection and analysis of DNA, fingerprints, hair, fibers, glass and paint, firearms, explosives and impressions such as footprints or tire tracks. In addition, procedures for chemical analysis of blood for the presence of drugs and poisons will be studied; blood spatter patterns will also be analyzed. The emphasis in this course will be on laboratory activity, student research and deductive reasoning.

Marine Biology $\frac{1}{2}$ yr $\frac{1}{2}$ cr

The ecology of the ocean world will be focused on in this course, as well as the anatomy and physiology of marine organisms. Selected organisms will be dissected. The implications of pollution and global phenomena on the world's food supply that is derived from marine environments will be studied.

Science Laboratory Assistant 9-12 **1 yr 1 cr** **$\frac{1}{2}$ yr $\frac{1}{2}$ cr**

There are limited positions for students who wish to work with a teacher, assisting in laboratory preparation. Students should usually have had the Regents course in the branch of science in which they desire to assist and must **have permission of a teacher before registering for this course.**

Science Research I, II, and III (Honors) 10-12 **1 yr** **1 cr**

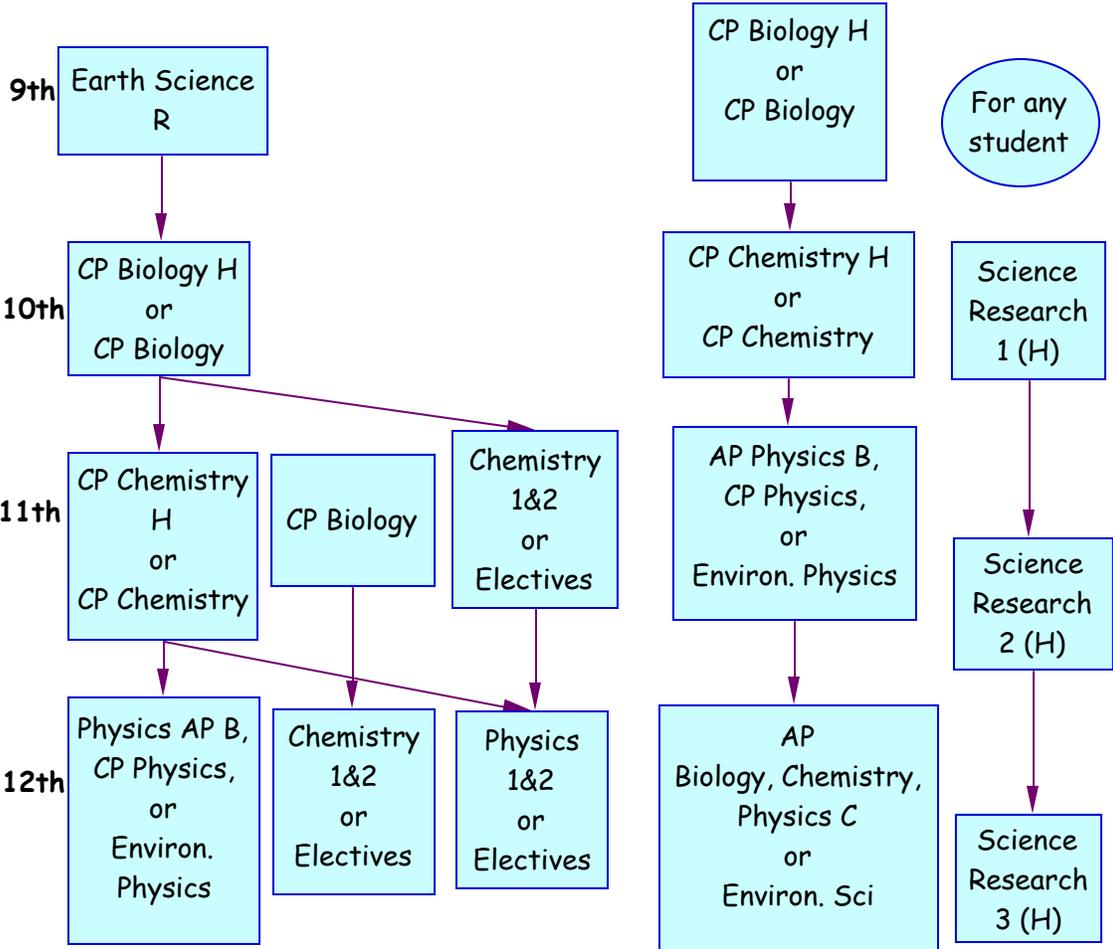
This course provides independent, self-motivated, keenly interested students an opportunity to experience authentic scientific research from start to finish. The course is started sophomore year and involves a three-year commitment for completion at the end of senior year. During sophomore year students are involved in bibliographic research and narrowing down the area of interest. They are introduced to technological on-line searching techniques and to methods for communicating directly with professionals in their chosen area of study. During this first year, they begin learning skills associated with making both oral and poster presentations. While working with a professional mentor, junior year involves creating an experimental design, learning sophisticated laboratory skills while conducting the experiment, and becoming familiar with statistical techniques during the analysis of data. Senior year is devoted mainly to writing their "paper" and preparing for presentations at local, regional, and state science symposia and student research competitions. The course is open to any sophomore who has the interest, motivation, and energy required to complete this rigorous but very rewarding experience.

In order to schedule the required bi-weekly student/teacher conferences which take place beyond classroom time, students must have at least one free period during the school day.

SCIENCE

For a student enrolled in
Standard or Modified Science 8

For a student enrolled in
Accelerated Science 8



Other course options exist. Please refer to the course descriptions and discuss with your counselor

SOCIAL STUDIES

The Social Studies Program explores world and American history and culture through the disciplines of the social, economic and political sciences. The 9th grade Global Studies Program integrates social studies and English through interdisciplinary approaches and team teaching. In the 10th grade, students may select AP European History. In 11th grade, students may select Advanced Placement United States History or U.S. History and Government. In 12th grade students must take a $\frac{1}{2}$ credit in Economics and fulfill a Participation in Government unit which is available in a number of electives. Current events topics are regularly incorporated into all curricula.

In order to earn a JJHS diploma, students are required to pass the New York State Regents exam at the end of their Global Studies sequence (June, grade 10) as well as the United States History Regents at the end of grade 11. Students who have not passed these exams before entering their senior year will be offered Academic Intervention Services (AIS) to help them pass the exam.

9th GRADE SOCIAL STUDIES

Global History and Geography 9

1 yr

1 cr

All students are required to take Global History 9, the first part of a two-year chronological study of world history. Year one begins with pre-history and early civilizations and culminates with the Age of Exploration in the 15th century. This is an inclusive study that takes in all the major civilizations of the world, with the exception of the United States. The course targets the skills and content that are the focus of the statewide standards and assessments. This course makes interdisciplinary connections with the English program. Higher level thinking skills, problem solving, cooperative learning and public presentation skills are an integral part of Global History 9. The Global History and Geography Regents exam is given at the end of Global 10.

10th GRADE SOCIAL STUDIES

Global History and Geography 10

1 yr

1 cr

All students are required to take Global History 10, a continuation of the Global History program begun in the 9th grade. The second year begins with the Age of Absolutism and the Enlightenment and ends with a unit on the world from 1945 to present. This is an inclusive study that takes in all the major civilizations of the world, with the exception of the United States. The course targets the skills and content that is the focus of the statewide

standards and assessments. The course makes interdisciplinary connections with the English department. Higher level thinking, problem solving, cooperative learning, and public presentation skills that are begun in the 9th grade are built upon and refined in grade 10. After a thorough unit of review, the course culminates with the New York State Regents in Global History and Geography.

Advanced Placement European History (10th Grade) 1 yr 1 cr

This survey course covers the major periods of European history from the Renaissance through the end of the Cold War. This course is designed for those students who are excited by the challenges of a high-level history course and the raised expectations associated with it. The successful AP student comes to the experience with a background in the major events of European history, a serious interest in using evidence and analyzing complex material, and the ability to make connections between the past and the present. This seminar-based class expects all participants to direct their own learning by raising questions and issues based on their reading. Students who choose to enroll are highly motivated with sufficient time and flexibility to deal with the requirements of this course. Students are required to commit to a significant amount of reading and additional studying and writing. Students will take the Advanced Placement Exam in May as well as the Global History Regents Exam in June. **It is recommended that students earn a grade of 95 in Global 9 or a 90 in Global 9H (for the school year 2011-2012)**

11th GRADE SOCIAL STUDIES

All students are required to take one credit of Social Studies 11. Eleventh grade students will take the U.S. History Regents Examination in June of their junior year.

United States History and Government 1 yr 1 cr

In this Regents level college preparatory course, students examine United States history from the Colonial Period forward using both textbooks and a variety of supplemental materials including electronic. This approach will permit students time to absorb relevant information and to interpret it through the lens of essential questions posed by the teacher and considered by the class. Students will improve their skill in reading nonfiction textual material and primary sources. Student writing will focus on improving the expository, persuasive essay form. Current events topics will be incorporated into lessons on a regular basis.

Advanced Placement United States History 1 yr 1 cr

This is a full year program in the study of American history. The approach to the study, in both history and literature, is chronological, placing emphasis upon those pivotal issues, underlying forces, and intellectual currents that have shaped the historical and cultural development of the United States from the colonial period to the present. Extensive reading, seminar practice, and the preparation of document based questions will be assigned. The successful AP student comes to the experience with a strong background in the major events of American history, a high interest in using evidence, an ability to analyze complex material, and the skill to make connections between the past and the present. Students are

highly motivated with sufficient time and flexibility to deal with the requirements of this stimulating and demanding course. Finally, AP students are expected to direct their own learning by raising questions and issues based on their reading. Students engage the teacher in order to extend and deepen their understandings. Students in the course will be expected to take the AP Exam in U.S. History. **Recommendation: A minimum grade of 90 in Global 10 or teacher recommendation. This course has a required summer assignment.**

12th GRADE SOCIAL STUDIES

All seniors must take the equivalent of a full year of social studies. Seniors must take a $\frac{1}{2}$ credit in Economics and choose an elective which fulfills the Participation in Government requirement. Semester courses will be scheduled based on sufficient enrollment and available staff. The opportunity to enroll in more than one credit of social studies in grade 12 will be contingent upon enrollment and available staff.

Contemporary Issues

$\frac{1}{2}$ yr

$\frac{1}{2}$ cr

This is a current events oriented course. In a given year, students may find themselves examining the world of the last 50 years through the lens of the United Nations, the Middle East, China, or a theme such as world health, the environment or war. Whatever the focus, the course will explore opposing viewpoints in foreign and domestic affairs while exploring current cultural trends and ideas. **This course meets the New York State Participation in Government requirement.**

Law

$\frac{1}{2}$ yr

$\frac{1}{2}$ cr

This course examines the criminal and civil justice system in the United States. Topics include crime, the justice system, constitutional rights, search and seizure, interrogations and confessions, sentencing, juvenile justice, and lawsuits. Particular emphasis is placed upon courtroom procedure and the role of lawyers. Students will be expected to participate in an array of mock trials, including a one-week tournament, and to serve as lawyers, witnesses, jurors, and officers in these trials. The use of "legal reasoning" is emphasized throughout the course. **This course meets the New York State Participation in Government requirement.**

Economics

$\frac{1}{2}$ yr

$\frac{1}{2}$ cr

In today's complex world, it is important to understand how an economic system has an increasing impact on individual lives. It becomes more important that we understand the pricing systems for food, shelter and clothing, the ups and downs of the stock market, the banking system, and taxation policies. The focus of the course is on contemporary economics with historic foundations provided as appropriate. **This course meets the New York State Economics requirement.**

Advanced Placement Macroeconomics

1 yr

1 cr

This course in Advanced Placement Macroeconomics is placed in the context of American government. Students use their reading about and understanding of principles of government to develop a background in how economics works in a society. The program involves reading interpretation and analysis. Students practice technical writing about

economics. Students taking this course are expected to sit for the Advanced Placement test in Macroeconomics. **This course has a required summer reading assignment. This course meets the New York State Economics and Participation in Government requirement.**

Advanced Placement Government/Politics **1 yr** **1 cr**

This course prepares students for the AP examination in Government and Politics (U.S.) using the Advanced Placement curriculum for Government and Politics (U.S.) in conjunction with the fundamentals of economics in a capitalist market. The Advanced Placement Government and Politics: United States course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitutes U.S. political reality. Students are expected to take the Advanced Placement Examination. **This course has a required summer assignment and meets the New York State Participation in Government requirement for 12th grade students.**

Advanced Placement Psychology **1 yr** **1 cr**

AP Psychology meets every day for the full year. It offers one credit and satisfies the requirement for one social studies credit for seniors. Advanced Placement Psychology examines the science of psychology through a rigorous program of reading and interpretative discussion and writing. This course considers the fundamentals of learning, experimental design, sensation, and perception, social psychology, abnormal psychology and treatments, states of consciousness and cognition. There is also a science and math component to the course with biological basis of behavior and statistics. Students taking this course are expected to sit for the Advanced Placement exam. Juniors may request this course. However, seniors will have priority in scheduling. **This course has a required summer reading assignment.**

Advanced Placement European History (12th Grade) **1 yr** **1 cr**

This survey course covers the major periods of European history from the Renaissance through the end of the Cold War. This course is designed for those students who are excited by the challenges of a high-level history course and the raised expectations associated with it. The successful AP student comes to the experience with a strong background in the major events of European history, a serious interest in using evidence, analyzing complex material, and the ability to make connections between the past and the present. This seminar-based class expects all participants to direct their own learning by raising questions and issues based on their reading. Students who choose to enroll are highly motivated with sufficient time and flexibility to deal with the requirements of this course. Mainstay activities of the program include debates, trials, student-led seminars, and research projects. Students are expected to take the Advanced Placement Exam. Juniors may request this course. However, seniors will have priority in scheduling. **This course has a required summer reading assignment. This course meets the New York State Participation in Government requirement.**

Philosophy

$\frac{1}{2}$ yr

$\frac{1}{2}$ cr

Most of us watch movies for entertainment or as a way to pass the time, but sometimes a film grabs us. It makes us think - not just about the quality of the special effects or the number of killings, but rather, about larger questions concerning life, the world, and our place in it. Over the course of the semester, we explore various popular topics in philosophy, beginning with readings from classic texts and contemporary writings. Each unit culminates in the screening of a film. These films are our supplementary texts, providing opportunities to broaden our thinking about questions such as:

- How should one live? • How can I know what is right? • What makes a society just?
- Is knowledge possible? • What is really real? • Are we free? • What am I? Who am I? • Is there a God? • Is murder ever justified? • What does it mean to be happy?

Rather than using our discussions as an end in themselves, we attempt to apply these concepts to our own lives. We hone our thinking by stating and examining assumptions, beliefs, and biases, recognizing the influences of history and culture, differentiating fact from inference and detecting logical fallacies, and stating our own personal philosophies clearly, concisely and convincingly. Depending on time, we will watch: *The Matrix*, *American Beauty*, *Dead Man*, *The Big Lebowski*, *Munich*, *Groundhog Day*, *Little Miss Sunshine*, *Pulp Fiction*, *Thelma and Louise*, *Into the Wild*, *Memento* and others. **This course meets the New York State Participation in Government requirement.**

Modern American Culture (Social Studies and English) 1 yr

2 cr

Modern American Culture is an interdisciplinary course designed to explore contemporary American life. Students investigate this topic through readings in fiction and nonfiction, film, analysis of popular media, research and field experience, and by exploring possible answers to these guiding questions: What does it mean to be an American today? Who succeeds in America? Who doesn't succeed in America? In addition, the course includes two shadowing days, and a 25-30 hour internship requirement to be completed in the spring semester. The course allows students to explore areas of their own interest, as well as the common themes addressed by the entire class. Students are encouraged to seek new ways of obtaining information, including off-campus research assignments. Because of the tremendous responsibility involved, the best candidate for the course is the student who has no difficulty working independently and is enthusiastic about contributing to an exciting learning environment. This course emphasizes lifelong intellectual development. Participants in the course extend their skills in reading, writing, listening, and speaking, as they identify and address cultural topics and issues in assignments designed for the individual and the group. While the content of the course is driven by specific guiding questions, participants are required to contribute to the academic life of the course by taking active part in discussions about the direction of the curriculum and related topics. Students enrolled in MAC can opt for an Honors designation (MAC Honors) by completing additional reading and writing assignments. **This course has a required summer assignment and meets the New York State Participation in Government requirement.**

Seminar in Environmental Studies

1 yr

2 ½ cr

This interdisciplinary course offers credit in social studies and English. The course is organized around a central theme: environmentalism is not good solely for birds and fish; through environmental awareness we enrich and protect our communities. This theme directs our investigations throughout the year as follows: Through fieldwork at the Ward Pound Ridge Reservation, students experience the outdoors and study the historical impact of human habitation on their natural surroundings. Students refine their academic skills and deepen their understanding of the environment through a process of guided readings, research, writing, and seminar discussions intended to develop both creative and scholarly thinking. Students investigate a potential occupation through participation in two "shadowing day" experiences and a 30 hour internship. Students shadow their mentors and use the relationship to enrich their sensitivity to the world of work and their areas of interest. Students are encouraged to pursue internships in environment-related fields, but may ultimately enter any field of interest. **This course has a required summer assignment and meets the New York State Participation in Government requirement.**

International Affairs/ Model United Nations

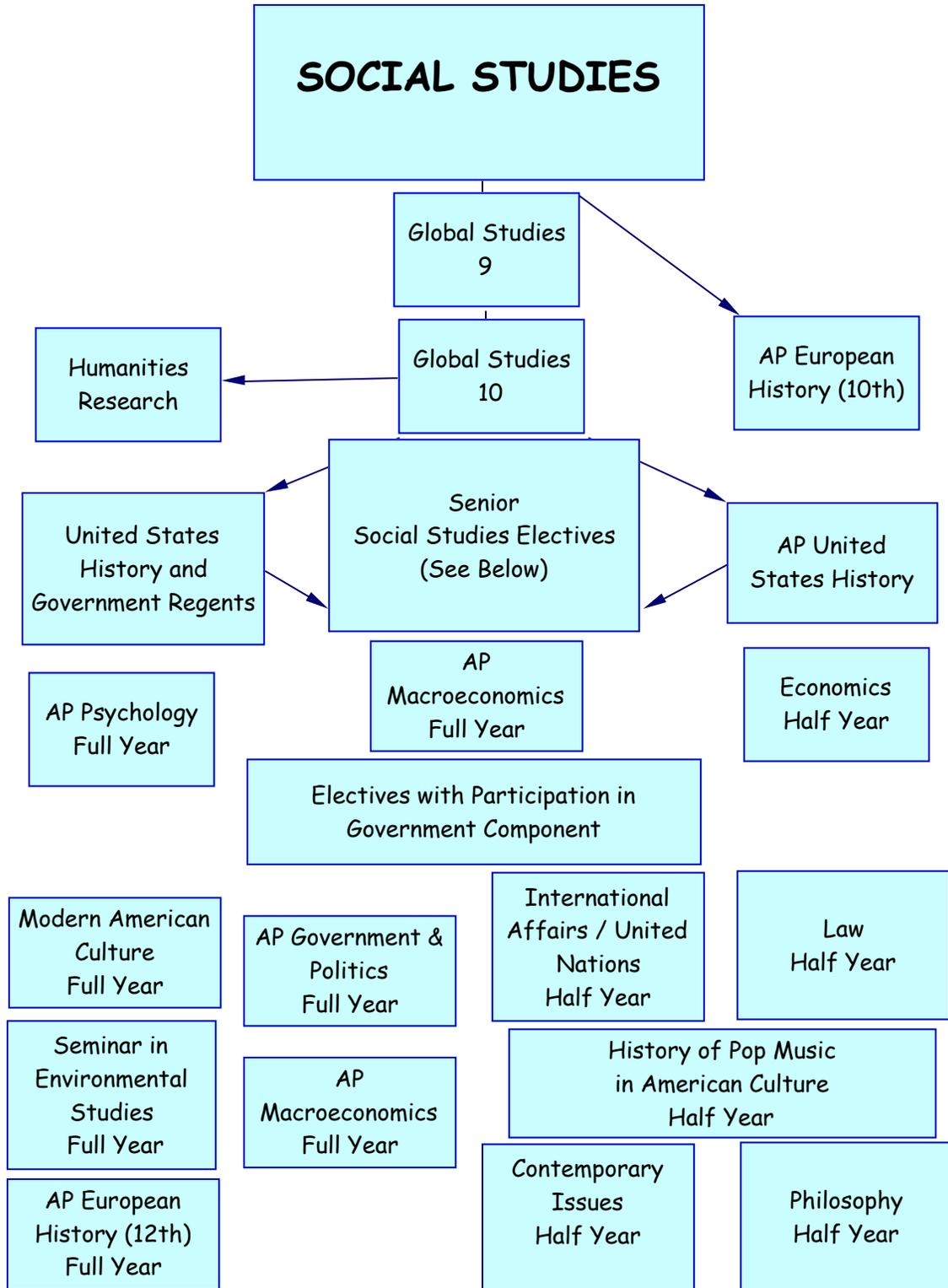
½ yr ½ cr

The MUN class offers students an opportunity to explore global issues from many perspectives. The class applies history, current events, and the operations of the UN through the study of political, economic and social positions of member nations. Students participate in conferences, some addressing contemporary world topics of interest, or, perhaps, take a historical event and role-play how decisions were made. Possible conferences could be in-class, through internet websites, or school wide. Students need to exhibit a level of confidence speaking with diplomacy and stating and defending one's viewpoints in public. This course enhances leadership, communication, and problem solving skills. This course is open to students in grades 10-12. Seniors will be given preference in scheduling. **This course fulfills the Participation in Government requirement.**

History of Pop Music in American Culture

½ yr ½ cr

This course will examine the development of popular music in the United States from the late nineteenth century to modern day. The course will introduce musical genres such as ragtime, jazz, blues and rock 'n' roll and analyze their significance within America's social fabric. Students will explore the connections between social trends and the development of musical genres within each era of the twentieth century. Students will also evaluate the significance of music within American culture and its importance as a source of historical understanding. The course will be taught using the Socratic seminar technique with special focus on critical thinking, analytical reasoning, verbal communication as well as the use of technology as a medium of communication. Students will listen to music from a wide variety of genres and will learn the goals and influences of the artists within each genre. In addition to other assignments students will be required to read two college level non-fiction books, complete research related to the curriculum, introduce music from today's pop music scene, contribute to class discussions and seminars, complete a video documentary on an important musical figure as well as participate in a debate/letter writing campaign on government censorship and first amendment rights as it applies to popular music. **This course meets the New York State Participation in Government requirement.**



WORLD LANGUAGE

All courses offered in world language will comply with the New York State Standards established by the Board of Regents.

Students are advised to take the longest possible sequence of ONE language rather than two or three years of different languages. The first three levels of instruction stress listening and speaking skills, reading, and writing. Throughout the entire sequence we stress cultural awareness, understanding, and acceptance.

SPANISH

Conversations in Spanish

1 yr 1 cr

Conversations in Spanish is an introductory course in Spanish focusing on the pronunciation of the Spanish language, conversational techniques in Spanish for everyday use and the culture of the Spanish speaking world. Texts for this class will include Dialogues Simpaticos, which focuses on practicing dialogues for common experiences such as being in an airport, a restaurant, the hair salon, and many others and Spanish is Fun, which contains illustrated conversations, personalized dialogue activities, games, puzzles, picture stories and vocabulary through picture cues. The Smart Board will be used to view landmarks of the Spanish speaking world as well as interactive maps. This course is designed to provide an opportunity for students to engage with and develop a love of Spanish. This course is not in lieu of Spanish 1 and may not be taken as a prerequisite for Spanish 2.

Spanish Level I

1 yr 1 cr

This course focuses on the understanding of the Spanish language and its culture. This is the introductory course of our five-year sequence. Emphasis is placed on the four language skills: listening, speaking, writing and reading. Major structures achieved are the present, future and past or preterits tenses of both regular and irregular verbs. Vocabulary includes general terms for basic conversational skills of everyday life. This course is conducted in both English and Spanish.

Spanish Level II

1 yr 1 cr

The second level moves the student towards greater cultural appreciation and more extensive structure of the language. Emphasis is placed on simple and compound tenses, commands and pronoun positions, reflexive verbs and the use of the past tenses (*preterits and imperfect*) in written and spoken Spanish. This course focuses on speaking primarily in Spanish

Spanish Level III

1 yr 1 cr

In this course further emphasis is placed on listening, reading, writing and speaking to enable students to attain greater competency in the Spanish language. By the end of

Spanish III, they have mastered many advanced grammatical structures. Throughout the year, students explore the culture of the Hispanic world through film, short stories and projects. This course is conducted primarily in Spanish.

Spanish Level IV **1 yr** **1 cr**

In Spanish IV, emphasis is placed on improving the students' confidence in using their Spanish language skills. Students explore and appreciate the culture of the Hispanic world through literature, and geography. Real-life skills are practiced on a daily basis through music, dialogue, and current events. This course is conducted entirely in Spanish.

Spanish Level IV Honors **1 yr** **1 cr**

Spanish IV Honors is an advanced level course that prepares the student for the Advanced Placement course in *Spanish Language* and Spanish Level 5. There is an emphasis on history, geography, literature and art of the Spanish-speaking world. It also includes a review of grammar and the learning of more advanced structural concepts. This course emphasizes greater fluency and flexibility in conversation and in composition. Materials include excerpts of literary works and readings, maps of the Spanish-speaking world, art work from various painters and architecture from specific historical periods. A grade of 90 or better at the mid-point of Spanish 3 is recommended for enrollment in this course. Teachers make a recommendation based on the student's general academic work of the year. This course is conducted entirely in Spanish.

Spanish Level V **1 yr** **1 cr**

Spanish V is an advanced level course in which the focus is on a review and refinement of language skills. Students explore and appreciate the culture of the Hispanic world through literature, film, and projects. Real-life skills are emphasized via role-play, reading, and literature. This course is conducted entirely in Spanish.

Advanced Placement Spanish V **1 yr** **1 cr**

This is the second part of a two-year curriculum. It is a college-level course requiring a high degree of competency in listening, speaking, reading, and writing. Students become acquainted with the literature of Garcia Marques, Lorca, and Borges, along with other Spanish authors. Students strictly follow the AP Spanish language syllabus. Students prepare for and are expected to take the Advanced Placement examination. This course has a required summer assignment and is conducted entirely in Spanish.

FRENCH

French Level II **1 yr** **1 cr**

This course is a continuation of French I, using the communicative approach. The topics are treated in more depth as the students move towards greater proficiency in listening, speaking, reading, writing and culture. By the end of French II, students have mastered most common grammatical structures. The course is conducted largely in French.

French Level III

1 yr 1 cr

In this course further emphasis is placed on listening, reading, writing and speaking to enable students to attain greater competency in the French language. By the end of French III, they have mastered many advanced grammatical structures. Throughout the year, students explore the culture of the francophone world through film, short stories and projects. This course is conducted primarily in French.

French Level IV

1 yr 1 cr

In French IV, emphasis is placed on improving the students' confidence in using their French language skills. Students explore and appreciate the culture of the francophone world through literature, film and a 4-day trip to Quebec. Real-life skills are practiced via a 3-month simulation in which students role-play the day-to-day life of tenants in an apartment building in Paris. The course is conducted primarily in French.

French Level IV Honors

1 yr 1 cr

This two-year curriculum prepares the student for Advanced Placement French. In French IV Honors, students expand their oral and written expression, deepen their reading and listening skills, and manipulate the language in creative, real-life scenarios. In addition, they master complex grammatical structures. Students explore and appreciate the culture of the francophone world through literature, film, simulations and a 4-day trip to Quebec. This course is conducted entirely in French.

French V

1 yr 1 cr

French V is an advanced level course in which the focus is on a review and refinement of language skills. Students explore and appreciate the culture of the francophone world through literature, film, projects and a 4-day trip to Montreal. Real-life skills are emphasized via a 3-month simulation in which students role-play the day-to-day life of tenants in an apartment building in a French-speaking country. The course is conducted primarily in French.

Advanced Placement French V

1 yr 1 cr

This is the second part of a two-year curriculum. In accordance with the AP French Language guidelines, students do in-depth work in speaking, writing, listening and reading French. Students explore culture through literature, film, real-life simulations and a 4-day trip to Montreal. This course is conducted entirely in French. **Prerequisite: Teacher recommendation. This course has a required summer assignment.**

LATIN

Latin Level I

1 yr

1 cr

This course provides a firm foundation in the study of Latin. Basic grammar is mastered and the ability to read and understand Latin in context is strongly developed. The Latin origin of English words is stressed in order to increase the students' English vocabulary and to encourage interest in the patterns of language. Culture is emphasized through the study of

Greco-Roman mythology and the society of 1st century Rome in Pompeii, Britain, and Alexandria. In addition to traditional methods of assessment, students engage in cooperative, group-based learning and with technology.

Latin Level II

1 yr 1 cr

This course continues the study of Latin grammar and vocabulary through the reading of increasingly complex passages. The sequence of Latin grammar study is almost complete at the end of the year and is designed to prepare students for the translations in Latin III. Skills for recognizing the Latin roots of English words are reinforced as students enlarge their repertoire of Latin vocabulary and grammar. The culture of Rome's military and government is introduced along with further study of mythology. In addition to traditional methods of assessment, students engage in cooperative, group-based learning and with technology.

Latin Level III

1 yr 1 cr

Students entering Latin III are expected to have mastered the majority of Latin grammar. This is the year to consolidate and build upon that mastery, which they display through performance, writing, and cooperative learning. After Unit 4 which completes the Cambridge Latin Course sequence that students have followed in Levels I and II, students will read about Roman history in *Fabulae Romanae*, and Latin stories adapted from Livy's history, as they complete, review, and refine a broad and deep grasp of the Latin grammar and intuition for the language required to read unadapted Latin literature. Much of the last two terms are devoted to Caesar (*dē bellō Gallicō*), Cicero (*in Catilinam I*), and Latin poets. The cultural focus of this course is a survey of Roman history from the foundation of the city through the Julio-Claudians.

Latin Level IV Honors

1 yr 1cr

Latin Level IV Honors is a college level course intended for students who have successfully completed three years of high school Latin. Through review of elementary morphology and syntax and further study of idioms, rhetorical figures, and increasingly complex syntactical constructions, the student continues to transition from reading adapted to unadapted Latin texts. Both medieval and classical texts are studied. In addition to increasing skill in reading Latin texts, students learn about classical Roman culture, and should gain a greater appreciation for the eloquence of Latin prose style. The class structure is largely lecture, discussion, and group work. Assessment is based on class participation, out of class written assignments, periodic in-class examinations (which include individual and group work, analysis of reviewed material, and sight translations), and midterm and final examinations. **Pending: Students may also choose the option of earning up to four credits at Syracuse University through SUPA (Syracuse University Project Advance).**

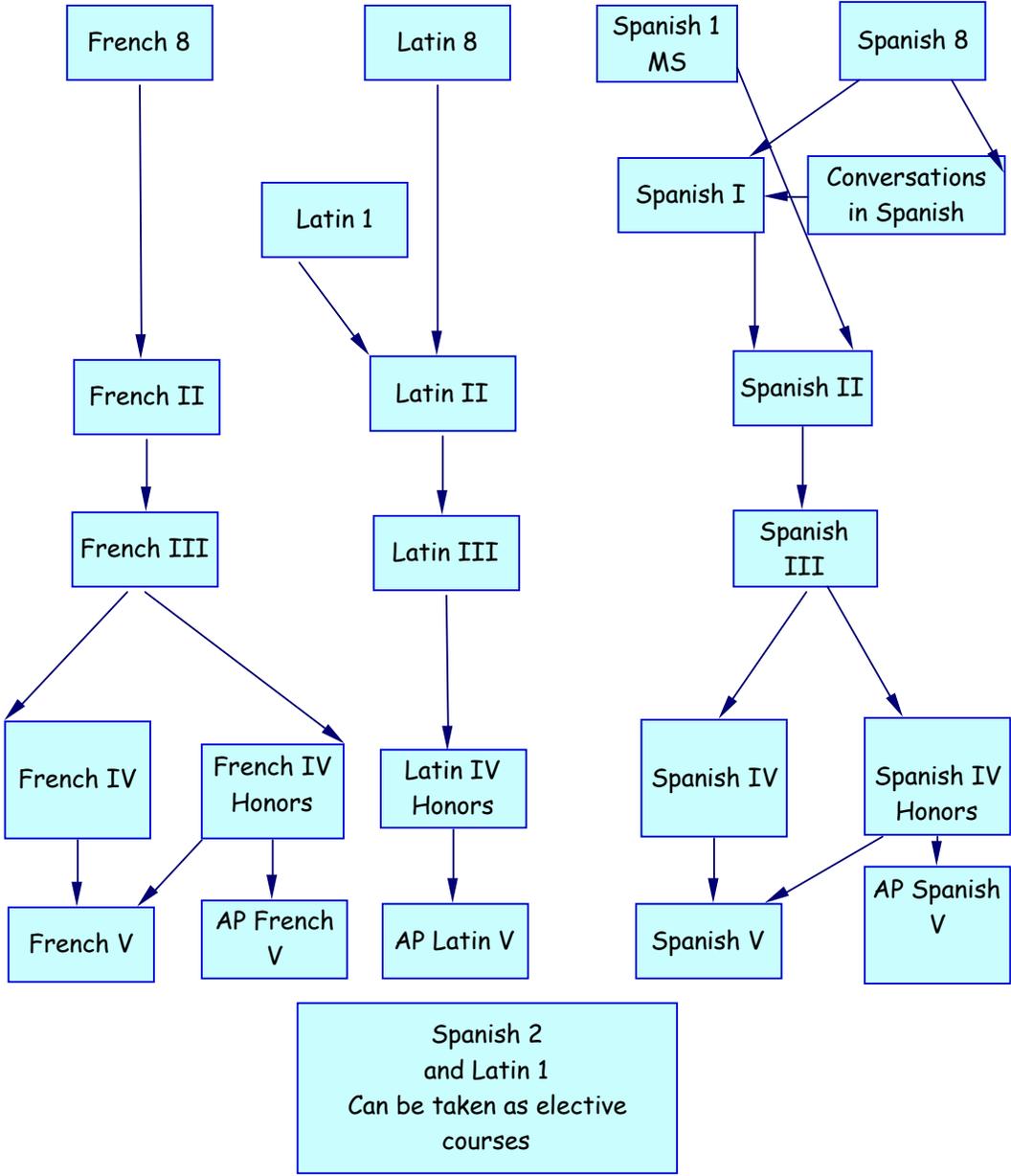
Advanced Placement Latin Level V

1 yr 1 cr

All students in this course refine the skills required to read Latin literature at sight, using the curriculum embraced by the AP Latin exam. The focus of the year is on the translation, analysis, and interpretation of the poetry of Vergil's *Aeneid*. Mastery of content, metrical scansion, poetic devices, and relevant Roman culture and history are the goal. The AP

syllabus contains about 2,000 lines of Latin poetry; these are carefully translated. The whole of the *Aeneid* is read in English, and its plot, themes, imagery, and literary history are analyzed in detail. The cultural and historical focus is the Age of Augustus. Students are also trained in techniques for responding to essay prompts based closely upon passages of Latin. A summer study assignment - reading of Vergil's *Aeneid* in English - will help prepare them for the AP curriculum.

WORLD LANGUAGE



PNW BOCES ONLINE COURSES

2012 - 2013

An outstanding opportunity awaits students who will be juniors and seniors during the 2012-2013 school year. Interested students from our school will have the opportunity to take dynamic online courses with other students in the region through a consortium organized by the PNW BOCES. Students can choose from among nine truly innovative courses that expand our traditional course offerings with blended learning. Say goodbye to that heavy textbook and manage your coursework in a way that fits into your busy life.

Architecture Across the Centuries

$\frac{1}{2}$ yr $\frac{1}{2}$ cr

Take a journey across the history of architecture and view architectural examples as both works of art and windows into cultural traditions. In addition to virtual visits to the Great Wall, Aztec and Mayan temples, the Parthenon, European Gothic cathedrals and Japanese ornamental architecture, students in this course will study modern architects, including Wright, Sullivan and Geary, and will examine the Ferris wheel from a completely new perspective! Students will also collaborate to design models using computer programs and visit live sites where they will meet the architects and engineers of major New York City construction projects.

Environmental Physics: A Citizen's Guide to the Planet

1 yr 1cr

While exploring the disciplines of physics, as well as geology, astronomy, meteorology, and oceanography, students in this course will explore the universe and their place in it. Collaboratively, students will identify the social, personal, political, and economic implications of various problems and solutions, pursuing such questions as "What can I do to make a difference now?" and "How might what we know about the Earth affect our treatment of our planet?" As students gain experience and conceptual understanding of physical laws, and use mathematical expressions of these concepts to model problems and solutions for such issues as pollution and energy dependence, they will also gain essential skills and experience which will serve them as citizens and architects of the future of our planet. This course is recommended for students with strong mathematics skills.

Problems of the 21st Century: Needed - More than Just Good Ideas

$\frac{1}{2}$ yr $\frac{1}{2}$ cr

How shall we deal with the problems of our century effectively? What knowledge and skills are needed to tackle issues like climate change, global pandemics, and stem cell research? Whose interests are in conflict? Where do politics and science collide and how do they align? These are just a few of the questions that will guide students as they tackle "real world" problems in authentic ways, which might include calculating their ecological footprints, developing recommendations for carbon emission reduction, and using technology to research the recent Gulf oil spill in order to create policy recommendations that might prevent future spills. Students will consider the context of each problem and take into

account the political landscape as they learn to research, craft arguments and use strategies for consensus building and implementation.

Sustainability: Action for Change

$\frac{1}{2}$ yr $\frac{1}{2}$ cr

While learning about sustainability through case studies, students in this course will collaborate to identify a target area for research and action that will strive to reduce our negative impact on the environment. Students will develop an understanding of the principles of sustainability and explore issues related to social justice, environmental stewardship and economics as well as the concept of the commons, ecological foot-printing, systems thinking, and sustainable practices. Students will then have the chance to implement their own original plan to make changes towards making their school, homes or community more sustainable. Students will explore some of the most relevant problems challenging humanity and will be working actively within a supportive group of online learners to use their home, school and communities as laboratories for learning. This course offers a unique opportunity for students to connect across local and global communities and to demonstrate the power of student led action for change.

European Cultural History: From Monet to Mendelssohn - An Artistic Journey through 19th Century Europe

$\frac{1}{2}$ yr $\frac{1}{2}$ cr

Did you know that it's possible to learn all about a time period by examining the artwork and music that was produced in that era? In this course, we'll explore the connection between art and music and the context in which it was created. Our focus will be nineteenth-century Europe, a time that witnessed particularly exciting political and societal changes. With art and music as our lens, we'll examine Napoleon's rise and fall, the changes wrought by new technologies and industrialization, and the nationalist revolutions that both united and divided different peoples. We'll also explore the particular conditions in France towards the end of that century that led to the development of impressionism, in both painting and musical composition. Each week we will analyze paintings and musical compositions, to understand how they were products of a particular historical period. We will also take a field trip to New York City, where we can apply what we have learned at an open rehearsal of the New York Philharmonic and/or a trip to the Metropolitan Museum of Art.

Introduction to Anthropology

$\frac{1}{2}$ yr $\frac{1}{2}$ cr

Anthropology has been described as an investigation into who we are now, where we came from, and how we got to be the way we are today. In this course, students will be introduced to this "holistic" social science and gain an understanding of what culture is, how it is similar and different for humans living in groups, and how it can be identified and compared. The course will develop students' inquiry skills as they use observation, questioning, interviewing, and narrative storytelling to begin to answer the questions: What is a culture? What is my culture? Or cultures? How are elements of a culture transmitted from generation to generation? What causes cultural continuity? What brings about cultural change? What story do I want to tell about my culture? Or cultures? Finally, students will choose how to tell the story they have researched, using one of a variety of digital storytelling techniques to share their work with the class.

The History of Media and Presidential Elections

$\frac{1}{2}$ yr $\frac{1}{2}$ cr

This course will examine the use of mass media by presidential candidates throughout American history. It will start with the penny press, which was used in America's earliest elections and continue through the use of radio, television and the Internet. Students will analyze the impact of media in presidential campaigns and design various campaign messages using different forms of media. There will be an emphasis on the Internet and use of social media in the most recent presidential elections.

Historical Geology & Paleontology: Life & Time Pre-Historic Age

$\frac{1}{2}$ yr $\frac{1}{2}$ cr

This course will provide an in-depth study of the geological history of the Earth, with an emphasis on fossils, evolution and depositional environment. Students will study the basic principles of geochronology, paleontology, sedimentology and stratigraphy. They will apply the basic concepts of physical geology, geophysics, geochemistry and biology to the study of earth history and how it can be used to predict global changes to our environment. Students will go on a field trip to geologic outcrops to gather, cast and preserve a variety of collected samples.

21st Century Literacy: My Digital Life

$\frac{1}{2}$ yr $\frac{1}{2}$ cr

This course will address the "new literacies" that go beyond the three 'R's. Students will learn how their digital footprint defines them and how they can shape that footprint to their advantage and help them be successful in college and in the workplace. Students will investigate the complexities of life in the digital age, delving into issues such as ethics, copyright, privacy, security and safety. They will understand what it means to be a literate person in the 21st century and what they can do personally to insure their success as a citizen, student and worker today and in the future.

Our school has a limited number of seats available for each of these courses.

To learn how you might register, please contact your school counselor at your earliest convenience.

For additional information, please visit the website:

www.pnwboces.org/curriculum.htm and then click on the link for Online Courses for the 21st Century or speak to your counselor.

SPECIAL PROGRAM OPTIONS

Learning Center

$\frac{1}{2}$ yr

The Learning Center is a highly individualized program that is designed for those students who struggle to meet the demands of their academic program. It is staffed by a learning strategies teacher who works very closely with students to develop the habits and skills needed to succeed in school. The teacher provides students with additional support for their course load while also giving practical techniques and strategies to help them become better learners. Topics that are covered include test taking, note taking, time management and organization, as well as writing and reading skills. Students are considered for enrollment via the CST Committee.

THE TECH CENTER

B.O.C.E.S Technical/Vocational/Occupational Programs and Courses

The Tech Center is run by the Board of Cooperative Educational Services in Yorktown. The courses offered are designed primarily for juniors and seniors and may be taken by a student who has an interest in a particular field that he/she would like to pursue as a career. Students may continue their education after graduation in advanced technical schools if they so desire. Tech Center courses carry three credits and meet every day in Yorktown for two hours. This means that students must compress their required courses at John Jay into either the morning or afternoon sessions. Course descriptions and prerequisites are available from your counselor.

TECH CENTER COURSES

Communications Career Academy

Advertising Art and Design
Animation & Motion Graphics
Computer Graphics
Fashion Design & Merchandising
TV Production & Digital Film

Business Career Academy

Microcomputer Technology

Teaching Career Academy

Early childhood Education
Introduction to Teaching
New Visions Education

Cosmetology Career Academy

Cosmetology

Environmental Science Career Academy

New Visions Advanced Placement
Environmental Science Academy & Sustainability
Urban Forestry / Arboriculture

Hospitality Academy

Culinary Arts
Baking & Pastry Arts

Health Career Academy

Certified Nurse Aid / Home Health Aid
Law Enforcement / EMS
Medical Assistant
New Visions Health

Construction Career Academy

Carpentry
Architectural Design & Modeling
Construction Electricity
Heating / Ventilation / Air Conditioning
Introduction to Engineering
Masonry
New Visions Engineering
Plumbing / Pipe Fitting
Welding

Transportation Academy

Auto Body
Auto Mechanics
Small Engine / Motorcycle Technology

English Language Learning Center Academy

ELL Auto Mechanics
ELL Business & Computer Technology
ELL HVAC
ELL Culinary Arts
ELL Construction Electricity
ELL Cosmetology
ELL Home Health Aid
ELL Immersion
ELL Landscaping