

# BLIND BROOK HIGH SCHOOL

COURSE OF STUDY GUIDE  
2017-2018

RYE BROOK, NEW YORK



**Mindy Leder**

## FOR YOUR INFORMATION

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

| PROGRAM             | PROGRAM CONTACT     | PHONE Ext. | EMAIL  |
|---------------------|---------------------|------------|--|
| Art                 | Paige Buonocore     | 3174       | <a href="mailto:pbuonocore@blindbrook.org">pbuonocore@blindbrook.org</a> |
| Business            | Charlene Decker     | 3157       | <a href="mailto:cdecker@blindbrook.org">cdecker@blindbrook.org</a>       |
| English             | Jon Ambrosio        | 3194       | <a href="mailto:jambrosio@blindbrook.org">jambrosio@blindbrook.org</a>   |
| Instrumental Music  | Howard Levy         | 3180       | <a href="mailto:hlevy@blindbrook.org">hlevy@blindbrook.org</a>           |
| Mathematics         | Michael McCarvill   | 3165       | <a href="mailto:mmccarvill@blindbrook.org">mmccarvill@blindbrook.org</a> |
| Physical Education  | DJ Goldman          | 3118       | <a href="mailto:dgoldman@blindbrook.org">dgoldman@blindbrook.org</a>     |
| Science             | Thomas Glickman     | 3192       | <a href="mailto:tglickman@blindbrook.org">tglickman@blindbrook.org</a>   |
| Social Studies      | Mark Greenwald      | 3253       | <a href="mailto:mgreenwald@blindbrook.org">mgreenwald@blindbrook.org</a> |
| Special Education   | Penny Weistrop      | 3222       | <a href="mailto:pweistrop@blindbrook.org">pweistrop@blindbrook.org</a>   |
| Technology          | Colin Byrne         | 3041       | <a href="mailto:cbyrne@blindbrook.org">cbyrne@blindbrook.org</a>         |
| Vocal Music         | Kaitlin Carey       | 3182       | <a href="mailto:kcarey@blindbrook.org">kcarey@blindbrook.org</a>         |
| World Language      | Madeleine Salvatore | 3024       | <a href="mailto:msalvatore@blindbrook.org">msalvatore@blindbrook.org</a> |
|                     | Christine Sabatella | 3244       | <a href="mailto:csabatella@blindbrook.org">csabatella@blindbrook.org</a> |
| Principal           | Patricia Lambert    | 3141       | <a href="mailto:plambert@blindbrook.org">plambert@blindbrook.org</a>     |
| Assistant Principal | Derek Schuelein     | 3401       | <a href="mailto:dschuelein@blindbrook.org">dschuelein@blindbrook.org</a> |

## DISTRICT ADMINISTRATION

|  |                   |           |  |
|--|-------------------|-----------|--|
| Superintendent of Schools                      | Dr. Jonathan Ross | Ext. 3022 | <a href="mailto:jross@blindbrook.org">jross@blindbrook.org</a>       |
| Asst. Superintendent of Finance & Facilities   | Dr. Jonathan Ross | Ext. 3025 | <a href="mailto:jross@blindbrook.org">jross@blindbrook.org</a>       |
| Director of Technology                         | Mr. Colin Byrne   | Ext. 3041 | <a href="mailto:cbyrne@blindbrook.org">cbyrne@blindbrook.org</a>     |
| Director of Pupil Personnel Services           | Mr. Harry Burg    | Ext. 3058 | <a href="mailto:hburt@blindbrook.org">hburt@blindbrook.org</a>       |
| Assistant Director of Pupil Personnel Services | Ms. Ilana Sitkoff | Ext. 3097 | <a href="mailto:isitkoff@blindbrook.org">isitkoff@blindbrook.org</a> |
| Director of Health, PE & Athletics             | Mr. DJ Goldman    | Ext. 3118 | <a href="mailto:dgoldman@blindbrook.org">dgoldman@blindbrook.org</a> |

## BOARD OF EDUCATION

Jeffrey Diamond, President  
 Ryan Goldstein, Vice President  
 Wendy Adler  
 Ashley Welde  
 Daniel Savitt

## A Message from the Principal

Dear Blind Brook Students and Parents,

The four years of high school are an exciting time of discovery and growth as students explore the core disciplines, arts, and life skills that are the fabric of our existence. It is our intent that each year students grow more confident in their strengths and interests and that this journey will help shape the options available at the conclusion of their high school program. The faculty and staff at Blind Brook High School are dedicated to helping each student find their passion, set goals, and ultimately achieve.

This Course of Study is a valuable tool in your planning process. We encourage students and parents to work together to set both short and long-term goals. Review the graduation requirements and the myriad of elective opportunities available. Plan your four years carefully to ensure you develop a program that is unique to your strengths, interests, and goals. Your counselor will help you navigate the various routes that can help ensure you achieve your goals.

Ultimately, our schedule is determined by your course requests. The decision to “run” a course, the number of sections available, and eventually, class size are the direct result of your selections. For this reason, it is imperative that you make your course selections carefully. Once the schedule is set, your selections are permanent and changes will only be considered given teacher recommendation or administrative intervention. PLEASE CHOOSE CAREFULLY!

Your teachers, counselor, and administrators are all ready to support you in what should be an enjoyable and exciting process. Let us know how we can help!

Sincerely,

*Patricia A. Lambert*

## A MESSAGE TO STUDENTS USING THIS GUIDE

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

What am I passionate about?

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

What new topics would I like to explore?

In which areas would I like to gain experience?

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

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

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

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## **BLIND BROOK SCHOOLS MISSION**

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

## **EXPECTATIONS AND CORE VALUES**

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

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

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

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

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

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

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

- The continual professional development of teachers;
- Curriculum, pedagogy and co-curricular activities organized to meet the varied abilities and needs of all students;

Class sizes appropriate to the needs of the students and the area of study;  
Special education programs and services;  
Grade level and Pupil Study Team meetings to address individual student needs and those whose needs are beyond the ordinary purview of the school program;  
Student recognition awards;  
Ongoing communication between school and home.

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

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

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

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

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

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

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

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

## GRADUATION REQUIREMENTS

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

|                    |     |                                |          |
|--------------------|-----|--------------------------------|----------|
| English            | 4.0 | Social Studies                 | 4.0      |
| Mathematics        | 3.0 | Science                        | 3.0      |
| World Language     | 1.0 | Music, Theater and Visual Arts | 1.0      |
| Physical Education | 2.0 | Health                         | .50      |
| Electives          | 3.5 | Community Service              | 80 hours |

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

A student must take a minimum of five and a half credits each year, including physical education, in order to be a full time student. College bound students are strongly encouraged to maintain a minimum of six and half credits. In addition to the graduation requirements, students are advised to complete four years of mathematics and science, and three years of the same world language. We urge you to maintain your options by fulfilling and exceeding the above listed credits.

Students are required to take .50 credits of Physical Education each year they attend high school.

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

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

Students must take two credits of Global History or the equivalent, one credit of United States History, .50 credit economics and .50 credit law or ethics to meet the graduation requirements in social studies. Advanced Placement Macroeconomics may substitute for economics and Advanced Placement Government and Politics may substitute for both economics and ethics or law.



## REGENTS EXAMINATIONS/ASSESSMENTS

To earn a high school diploma, the New York State Education Department requires that ALL students successfully pass one Regents examination **or** state approved assessment in each of the following areas: English, Social Studies, Mathematics, and Science. Students must pass one additional Regents or approved alternative assessment in an area of their choosing.

Approved alternative assessments and the required passing score include:

| <b>DISCIPLINE</b> | <b>TEST</b>                             | <b>MINIMUM SCORE</b> |
|-------------------|---|----------------------|
| English           | AP English Language and Composition     | 3                    |
|                   | AP English Literature and Composition   | 3                    |
| Math              | AP Calculus AB                          | 3                    |
|                   | AP Calculus BC                          | 3                    |
|                   | SAT Subject Test in Mathematics Level 1 | 470                  |
|                   | SAT Subject Test in Mathematics Level 2 | 550                  |
| Science**         | AP Biology                              | 3                    |
|                   | SAT Subject Test in Biology E/M         | 520                  |
|                   | SAT Subject Test Chemistry              | 540                  |
|                   | SAT Subject Test in Physics             | 530                  |

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

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

## GRADING SYSTEM

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

## **HONORS COURSES**

Blind Brook High School offers honors courses in English, Math, Science, Leadership and World Languages. Each discipline has established criteria believed to be necessary for success in these honors courses. Criteria include but are not limited to: performance in prior courses, skill level, aptitude and motivation.

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

## **COLLEGE COURSES**

Blind Brook High School has agreements with Syracuse University and Westchester Community College to offer college courses in the high school setting. All Syracuse University Project Advance (SUPA) and Advanced College Experience (ACE) classes carry an additional weight of .25. These courses include SUPA College Spanish and College Italian, ACE College Accounting, College Marketing, College Wind Ensemble, and College Chorus.

## **ADVANCED PLACEMENT COURSES**

Blind Brook High School offers Advanced Placement courses in Art 2D Design, Drawing, Biology, Calculus AB, Calculus BC, Chemistry, Computer Science, English Language, English Literature, European History, French Language, Italian Language, Macroeconomics, Physics B, Psychology, Spanish Language, Statistics, U.S. Government and Politics and U.S. History.

### Advanced Placement Criteria:

Ability to learn independently and to manage a demanding workload

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

Superior reading, writing and/or mathematical skills

Blind Brook High School encourages all students to take courses that present an appropriate level of challenge. Prior teachers, guidance counselors and department coordinators will have significant input in the recommendation process. Toward the end of the year, the student will be required to complete the Advanced Placement examination, which may earn college credit or advanced standing. All students enrolled in an Advanced Placement course must attend the scheduled Advanced Placement meeting for each AP course in which he/or she enrolls. At the meeting expectations will be outlined and summer work will be distributed. A student will not be eligible to receive summer work unless he/she attends the meeting for each Advanced Placement course on his/her schedule which will be held in June of the preceding school year. All Advanced Placement courses carry a weighted factor of +.50, e.g. a B in an Advanced Placement course has a grade point equivalent value of 3.50 instead of the standard value 3.0.

## **PREREQUISITES**

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

## **AUDITING A COURSE**

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

## **PASS / FAIL**

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

## **COMMUNITY SERVICE**

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

## **COURSE SELECTION TIMETABLE**

January/February

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

## February

Each student will complete course requests with the approval of counselors and parents. Please make course choices carefully as any changes made after this time will not be permitted unless the teacher recommends a level change or under extraordinary circumstances with the permission of the director of guidance and principal. Please consider the following: After assessing all course requests, decisions to run courses are based upon sufficient enrollment in individual classes and available staff.

## March

The deadline for course selection for the 2017-18 school year is March 22<sup>nd</sup>; students must have their course selection forms signed by a parent and submitted by this date in order to ensure that their course requests are processed. No changes will be made to student's schedules after March 22<sup>nd</sup>. Students will be advised with regard to courses that are not being offered due to insufficient enrollment and courses that could not be scheduled due to irresolvable conflicts. In this instance, students will make alternate choices. At the end of March, the master schedule will be constructed. Changes affect staffing and the ability to offer individual courses, thus we have a no-drop policy. Extraordinary circumstances are reviewed on a case by case basis by the Assistant Principal or Principal.

## June

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

## **COURSE CHANGES**

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

## **COURSE WITHDRAWAL**

Following the commencement of school and classes at the beginning of each semester, a course can only be dropped with the permission of the Assistant Principal or Principal under extraordinary circumstances. A poor grade, alone, will not constitute an extraordinary consequence. Courses that are dropped will be designated with a withdrawal/pass or a withdrawal/fail reflecting the student's academic status on the transcript at the time of the withdrawal.

Seniors:

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

### **SPECIAL EDUCATION**

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

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

### **ACCREDITATION**

Blind Brook High School is accredited by the University of the State of New York.

|     |
|-----|
| ART |
|-----|

The department goals are:

- ## STUDIO IN ART I

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

| Semester | Grades 9-12 |
|----------|-------------|
|----------|-------------|

This class provides the opportunity to explore collage, printmaking, and a variety of other 2D and 3D drawing materials. This course is a prerequisite for Intermediate Art, Advanced Art, Portfolio Development and Advanced Placement Art.

| Semester | Grades 10-12 |
|----------|--------------|
|----------|--------------|

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



**ADVANCED ART**

Full Year Grades 10-12

611040 1 credit

Prerequisite: Studio in Art I and II

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

**PORTFOLIO DEVELOPMENT**

Full Year Grades 11-12

611053 .50 credit

611050 1 credit

Prerequisite: Advanced Art or permission of the instructor

This course is designed to assist in the challenging process of preparing a comprehensive entry level college art portfolio. Students will prepare 12-20 works for their art portfolio and learn how to photograph and edit their work for submission. Students will learn how to present their work in original and digital formats.

**ADVANCED PLACEMENT DRAWING & PAINTING**

Full Year Grades 11-12

619060 1 credit

Prerequisite: Advanced Art and permission of the instructor

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

**PHOTOGRAPHY I**Semester Grades 9-12  
or 3x Full Year

611075 .50 credit

611073 .50 credit

Photography I is an individualized introductory course designed to develop and refine basic skills of taking pictures, developing black and white film, and making prints. Emphasis is placed on photography as a means of expression. Field trips, guest speakers, and student exhibitions are part of the curriculum. **Students must supply their own 35 mm manual camera and digital camera.**

**PHOTOGRAPHY II**

Semester Grades 9-12

611085 .50 credit

Prerequisite: Photography I

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





## BUSINESS

### ACCOUNTING

Full Year                      Grades 10-12

711010                              1 credit

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

### COLLEGE ACCOUNTING

Full Year                      Grades 11-12

717020                              1 credit

Prerequisite: Accounting or permission of instructor

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

### COLLEGE MARKETING

Full Year                      Grades 11-12

717030                              1 credit

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

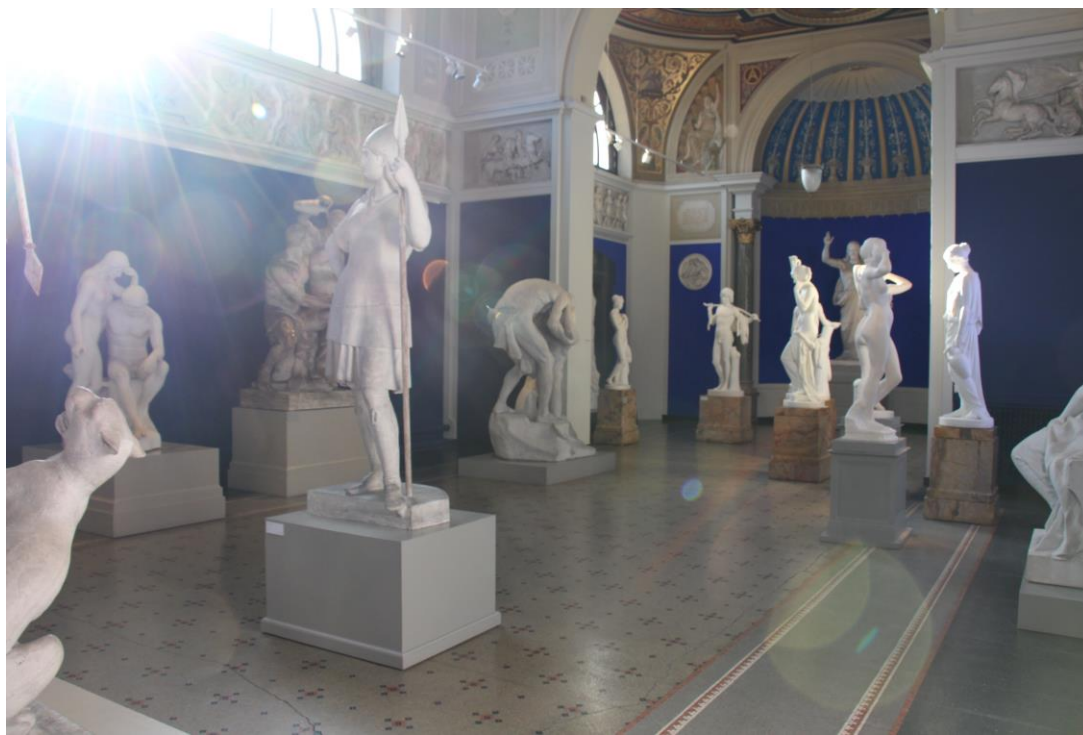


**Jamie Broitman**

## ENGLISH

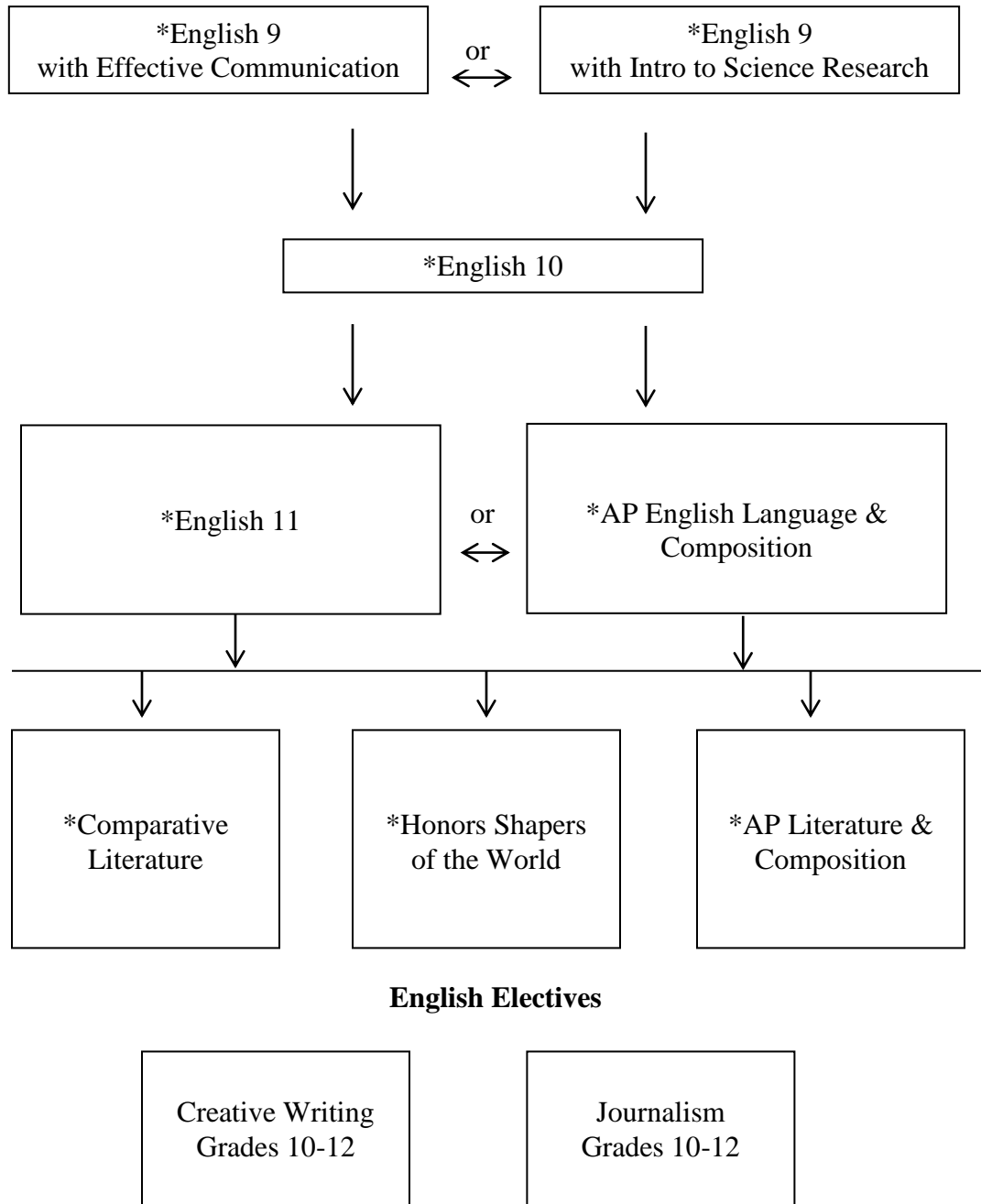
The mission of the English Department is to foster the practice and mastery of those communication skills that are required in today's society. In addition, the Department believes that from the study of great literature, as well as the study and improvement of one's own written work, students can improve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

- Read, write, listen and speak for a variety of purposes: information and understanding; literary response and expression; critical analysis and evaluation; and social interaction in accordance with the English Language Arts standards of New York State.
- Practice writing of all kinds (expressive, poetic, and transitional), with special emphasis on exposition, in order to gain competence and strive toward mastery.
- Exercise lucid, critical thinking and inquiry through close reading and discussion of literature and other writings.
- Identify, with teacher guidance, their writing needs and work on improving their areas of weakness.
- Complete quality research papers using primary and secondary resources, culminating in a senior year research paper required by the department.
- Each year all high school students will read a play by Shakespeare



Mindy Leder

## English Department Course Sequence



**\*Courses noted with an asterisk (\*) are courses that qualify to meet English subject graduation requirements.**

## ENGLISH 9

Full Year

Grade 9

101010

1 credit

101020 English w/ Science Research

English 9 students will master skills that will improve their reading, writing and critical thinking to give them the tools to be lifelong learners and independent thinkers. With a variety of literary and informational texts students will analyze literature from various angles, view literature in historical context and observe connections between literature and the arts. Vocabulary is holistically derived from the texts that students read. Writing focuses primarily on informative, argumentative and narrative styles and is developed via the Writing Workshop model.

Our focus is to develop four core proficiencies to prepare students for the expectations of the New York State Regents as well as be college and career ready. The proficiencies are:

- reading closely for textual details
- making evidence-based claims
- researching to deepen understanding
- building evidence-based arguments

## EFFECTIVE COMMUNICATION

Full Year

Grade 9

101023

.50 credit

Science Research waives this requirement.

This freshman course meets every other day and will focus on communication, research and technology skills as we answer the year long essential question: *How can we effectively communicate in the modern world?* Students will master the art of communication in today's technology driven time. With proper research, etiquette and safety strategies necessary to navigate information in the digital age, students will

practice narrative writing, speech analysis and writing, public speaking, and debate. Through it all students will commit to a year-long 20Time project, in which they dedicate a portion of class time to an independent project that utilizes the skills learned in Effective Communication.

## ENGLISH 10

Full Year

Grade 10

101030

1 credit

Prerequisite: English 9

Students continue to read and respond to literature across genres in English 10, particularly through classic and contemporary works. Essential questions guide students to consider the relationship between conscience, compassion and ambition; power and justice, and how the individual searches for happiness, a sense of belonging, independence, and redemption. The discussion of literature and writing skills are the central focus. Students have continued practice synthesizing information from discussion, texts, and multimedia for reasoned response. Core texts include Shakespeare's *Macbeth*, Ibsen's *A Doll's House*, and Hosseini's *The Kite Runner*.



Paige Maizes



**ENGLISH 11**

Full Year

Grade 11

101040

1 credit

Prerequisite: English 10

In this course students will focus on the American experience as they study a wide variety of literature, spanning three hundred years of our history. This includes novels, essays, historical documents, poetry, drama, and short stories written by American authors. Skill development aligns with national and state Common Core Standards for college and career readiness in reading (fiction and non-fiction), writing (argumentative, expository, narrative), speaking, listening, and proper application of English language mechanics. Through texts they encounter in the curriculum, students will be challenged to question the needs of the individual juxtaposed against the demands of society in establishing a smoothly functioning and enduring American democracy. Students will read, analyze, and evaluate the ideas of these materials, then synthesize key concepts such as “identity,” “independence,” “responsibility,” and “need to belong” relative to being an American citizen. By the end of the course, students will formulate their own unique conclusions about the appropriate way to balance individual citizens’ desires against national goals to ensure a productive, prosperous US democracy.



Sabrina Schwartzman

**ADVANCED PLACEMENT ENGLISH:  
LANGUAGE AND COMPOSITION**

Full Year

Grades 11

109060

1 credit

Prerequisite: Recommendation and permission of the department coordinator.

Students will study the principles and language of rhetoric; namely *specific features of texts, written, spoken or visual, that cause them to be meaningful, purposeful, and effective for an audience* (The College Board). Awareness of these features will empower students to analyze, synthesize and evaluate non-fiction texts and multi-media. Students will be challenged to develop methods of forceful expression, logical thinking, and intelligent reading. Intended student-outcomes, as outlined by The College Board, include the following skills:

- Identify audience, purpose, and strategies in texts
- Analyze the types of arguments that writers use
- Write formally and informally for a variety of audiences
- Write expository, analytical, and argumentative essays
- Recognize techniques in visual as well as verbal arguments
- Understand the relationships among language, knowledge, and power.

With this end in mind, the course will focus on kinds of arguments (arguments of fact, definition, evaluation, causation, proposal), occasions for arguments, audiences for arguments, appeals to audiences (pathos, ethos, logos), fallacies of arguments, structures of arguments (Toulmin, Rogerian), rhetorical analysis, and persuasive writing techniques.

### COMPARATIVE LITERATURE

Full Year Grade 12

101050 1 credit

This course focuses on children's literature through the study of fairy tales. Works read are fictional narratives often in timeless settings with one-dimensional characters. The main character is typically a human being faced with a conflict that is partly resolved by magic. The study of children's literature is followed by a study of Gothic literature which will intrigue you as you enter dark mansions, castles and damp cellars! While a far cry from "mainstream" literature, Gothic works draw clear lines between right and wrong and usually end happily. Comparative Literature will focus on the analysis, evaluation and criticism of world-class literary works to include *Jane Eyre*, *Frankenstein*, *Alice in Wonderland* and *Dracula*.

### HONORS SHAPERS OF THE WORLD

Full Year Grade 12

108010 1 credit

Prerequisite: Recommendation and permission of the department coordinator

What is the good life? What is fate? What is free will? Why are we here? These are just a few questions that will be explored in this interdisciplinary humanities course where students explore how human beings have shaped their individual experiences in ways that have significant impact on society. The term "Shapers" refers to the philosophers, writers, artists and societies

through history that have influenced our attitudes and assumptions. Students will examine common threads which link disciplines such as literature, art, music, philosophy, history and science in the development of human civilization. Works studied may include: Plato's *Dialogues*, Homer's *The Iliad*, Aristotle's *Poetics*, Dante's *Inferno*, Machiavelli's *The Prince*, Shakespeare's *Henry V* and Ovid's *Metamorphoses*.

### ADVANCED PLACEMENT ENGLISH: LITERATURE & COMPOSITION

Full Year Grade 12

109050 1 credit

Prerequisite: English 11 and permission of the department coordinator

Students continue their experience with literary works from the 16th century to present day in the AP English Literature and Composition class. Through close study of dramatic structure, style and theme, as drawn through literary devices and elements across literary mediums including poetry, fiction and drama, students examine author purpose, meaning, technique, and their interrelationships.

AP English Literature and Composition students compose writing in a range of forms for various purposes. Assignments include interpretation, argument and analysis, informal exercises and in class responses. Aided by the teacher and peers, essays progress through stages of revision. Students also write poetry, fiction and drama to deepen their understanding and appreciation of the artistic process and author craft. The course is intended for independent thinkers and writers who love to read and probe complex literature. Representative authors include William Shakespeare, Toni Morrison, E.L. Doctorow, Tracy K. Smith, Eavan Boland, William Carlos Williams, Alice Walker, Zora Neale Hurston, Junot Diaz and Louise Erdrich.

**JOURNALISM**

Semester

Grades 10-12

101085

.50 credit

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

**CREATIVE WRITING**

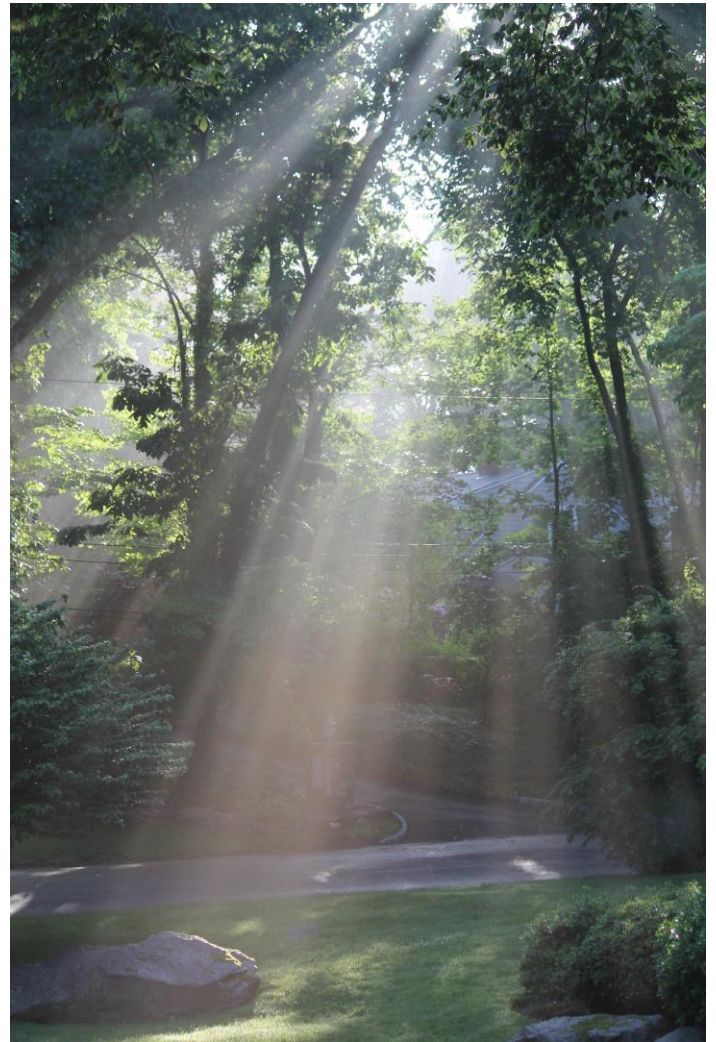
Semester

Grades 10-12

101076

.50 credit

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

**Sabrina Schwartzman**

## FAMILY AND CONSUMER SCIENCE

### AMERICAN CUISINE

Full Year

Grades 9-12

731013

.50 credit

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

### INTERNATIONAL CUISINE

Full Year

Grades 9-12

731023

.50 credit

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



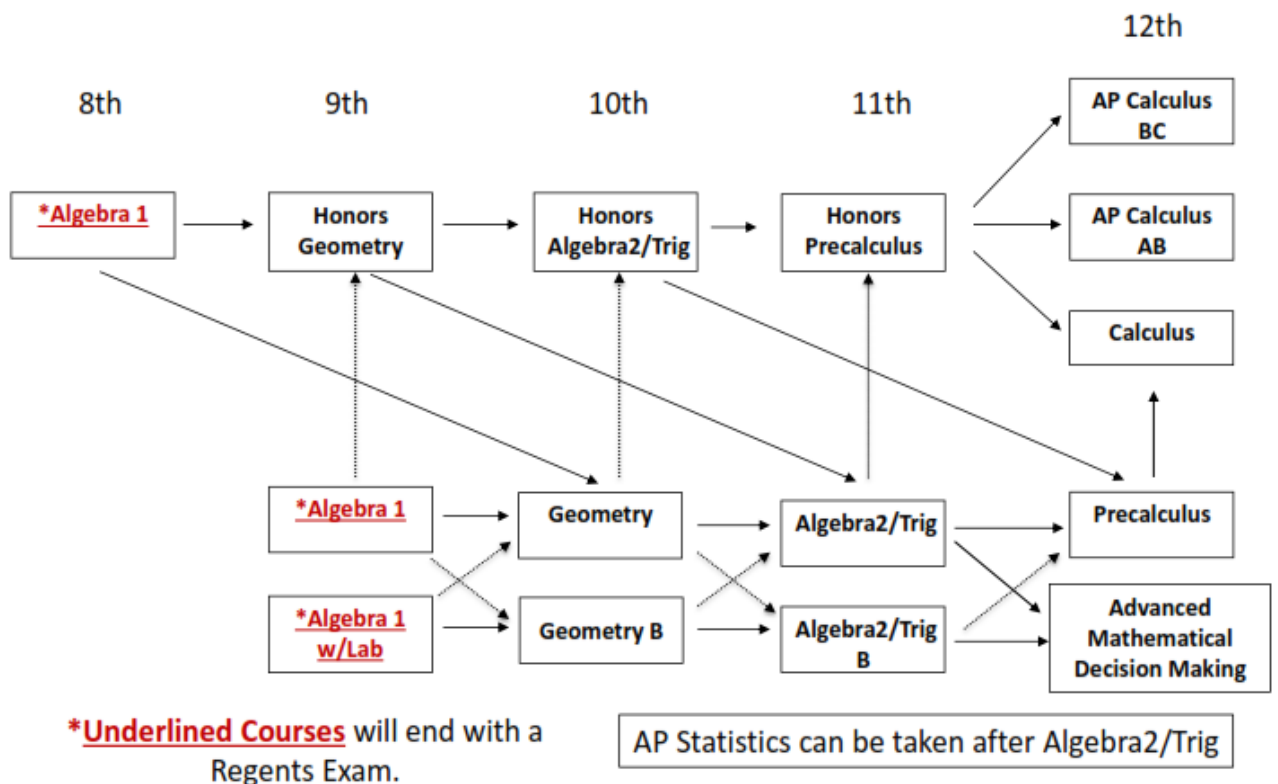
Julia Mendelsohn



## MATHEMATICS

The flow chart below displays the mathematics course offerings for the 2016-2017 school year. Some details that are worth noting:

- Students in the Algebra 1 or Algebra 1 w/Lab course will sit for the Common Core Algebra Regents Exam in June. No other courses will culminate with a Regents Exam.
- As indicated by the flowchart, our offerings allow for the movement of students between the different levels at which the course is offered.



**ALGEBRA I**

Full Year

Grade 9

201020

1 credit

Prerequisite: Math 8

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. As Common Core Standards are the foundation of this course, this is a more ambitious version of Algebra I than has generally been offered. The Common Core Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics. (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning. Topics include: equations, inequalities, functions, linear functions, systems of equations and inequalities, exponents and polynomials, factoring polynomials, quadratic functions and equations, exponential functions, and data analysis. The course will culminate with the Common Core Algebra Regents Exam which will count as the final exam.

**ALGEBRA I WITH LAB**

Full Year

Grade 9

201010

1 credit

Prerequisite: Math 8

This course covers the same content as Algebra I. The only difference is that this course has additional seat time to allow for exploration and practicing skills. The class will meet every day and will have an additional lab period every other day. The course will culminate with the Common Core Algebra Regents Exam which will count as the final exam.

**GEOMETRY**

Full Year

Grade 9 or 10

201050

1 credit

Prerequisite: Algebra 1

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their understanding and ability to explain geometric relationships, moving towards formal mathematical arguments. The Common Core Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics. (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning. Topics include Triangle Congruence, Triangle Similarity, Solid Geometry, Coordinate Geometry, The Geometry of the Circle, Transformations, and Constructions, Right Triangle Trigonometry, Area and Perimeter, and Loci. The course will culminate in a final exam developed by the math department.



Mindy Leder

**GEOMETRY B**

Full Year

Grade 10

201040

1 credit

Prerequisite: Algebra 1 or Algebra 1 w/lab

The fundamental purpose of this course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their understanding and ability to explain geometric relationships. The Common Core Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics. (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning. The fundamental difference between this course and the Geometry course is that this course is taught at a more deliberate pace, covering fewer topics and going into less depth than the Geometry course. Topics include: Triangle Congruence, Triangle Similarity, Solid Geometry, Coordinate Geometry, and Geometry of the Circle. The course will culminate in a final exam developed by the math department.

**HONORS GEOMETRY**

Full Year

Grade 9 or 10

208060

1 credit

Prerequisite: Accelerated Algebra 1

The fundamental purpose of this course is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their understanding and ability to explain geometric relationships, moving towards formal mathematical arguments. The Common Core Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics. (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning. Topics include Triangle Congruence, Triangle Similarity, Solid Geometry, Coordinate Geometry, The Geometry of the Circle, Transformations, and Constructions and Loci. The major difference between the Geometry course and this course will be in the depth in which the content is covered. Throughout the year, this course will offer more rigorous and challenging problems. The assessments in this course will also reflect the additional rigor of the course. Students will also be expected to persevere through independent problem-solving, engage in discovery activities and in-depth class discussions, and must be able to articulate their reasoning with mathematical precision. There will be no Regents Exam at the end of this course. This course will culminate in a final exam developed by the math department.



**Paige Maizes**

## **ALGEBRA II /TRIGONOMETRY**

Full Year                      Grade 10 or 11

201080                      1 credit

Prerequisite: Algebra and Geometry

The fundamental purpose of this course is to deepen and expand upon the students' knowledge of algebra and trigonometry and to prepare them for pre calculus and calculus. The Common Core Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics. (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning. The topics covered in the course are: rational expressions, irrational expressions, quadratics, imaginary numbers, functions, exponential functions and logarithms, introduction to trigonometry (unit circle, etc), trigonometric graphs, trigonometric identities and equations, trigonometry applications, and probability.

Students will not be expected to take a regents exam at the culmination of this course. The course will culminate in a final exam developed by the math department.

## **TOPICS IN ALGEBRA II**

Full Year

Grade 11

201110

1 credit

Prerequisite: Algebra and Geometry

The fundamental purpose of this course is to deepen and expand upon the students' knowledge of algebra. The Common Core Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics. (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning. Depending on student interest, some of the topics covered in the course will be selected from: rational expressions, irrational expressions, quadratics, imaginary numbers, functions, exponential functions and logarithms, introduction to trigonometry (unit circle, etc), trigonometric graphs, trigonometric identities and equations, trigonometry applications, probability, combinatorics, and statistics. Students will not be expected to take a regents exam at the culmination of this course. The final exam will be developed by the math department.

## **HONORS ALGEBRA II / TRIGONOMETRY**

Full Year

Grade 10 or 11

208090

1 credit

Prerequisite: Honors Geometry

The fundamental purpose of this course is to deepen and expand upon the students' knowledge of algebra and trigonometry and to prepare them for pre calculus and calculus. The Common Core Standards include eight Standards for Mathematical Practice. They are: (1) Make sense of problems and persevere in solving them. (2) Reason abstractly and quantitatively. (3) Construct viable arguments and critique the reasoning of others. (4) Model with mathematics. (5) Use appropriate tools strategically. (6) Attend to precision. (7) Look for and make use of structure. (8) Look for and express regularity in repeated reasoning. This course will cover all of the content of the Algebra II/Trigonometry course as well as additional related topics.

The major difference between the Algebra II/Trigonometry course and this course will be in the depth in which the content is covered. Throughout the year, this course will offer more rigorous and challenging problems. The assessments in this course will also reflect the additional rigor of the course. Students will also be expected to persevere through independent problem-solving, engage in discovery activities and in-depth class discussions, and must be able to articulate their reasoning with mathematical precision. This course will culminate with a final exam developed by the math department.



**Lara Thomas**

## **ADVANCED MATHEMATICAL DECISION MAKING**

Full Year

Grade 12

201160

1 credit

Prerequisite: Algebra II/Trig. or Algebra II/Trig B

This course is offered as an additional fourth year capstone experience for students who have completed the three-year sequence prescribed by New York State. This course is designed to maintain and extend prior mathematical knowledge, enhance the application of process skills, encourage the development of academic discipline, improve problem solving abilities and connect mathematics with varied student goals. This is a project-based course that includes computer skills, such as the utilization of spreadsheets and basic principles of coding. Past topics of study have included college and career research, personal finance, preparing for life after college, investments, website design, and probability and statistics. Topics of study are chosen with student interests and desires in mind.



## **PRE CALCULUS**

Full Year

Grade 11 or 12

201100

1 credit

Prerequisite: Algebra II / Trig

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

## **HONORS PRE CALCULUS**

Full Year

Grade 11 or 12

208110

1 credit

Prerequisite: Honors Algebra II/Trig

This course will cover the content of the Pre-calculus course. The major difference between the Pre-calculus course and HPC will be in the depth in which the content is covered. This course will offer more rigorous and challenging problems. The assessments will also reflect the additional rigor of the course. In addition, this course will have an emphasis on developing problem-solving skills. Students will be expected to work independently on solving a wide variety of topics. This course will culminate with a departmental final exam.

## **CALCULUS**

Full Year

Grade 12

201120

1 credit

Prerequisite: Pre-calculus

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



**Carlie Fern**

**AP CALCULUS AB**

Full Year

Grade 12

209130

1 credit

Prerequisite: Pre-Calculus

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

**AP CALCULUS BC**

Full Year

Grade 12

209140

1 credit

Prerequisite: Pre-Calculus

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

**AP STATISTICS**

Full Year

Grade 11 or 12

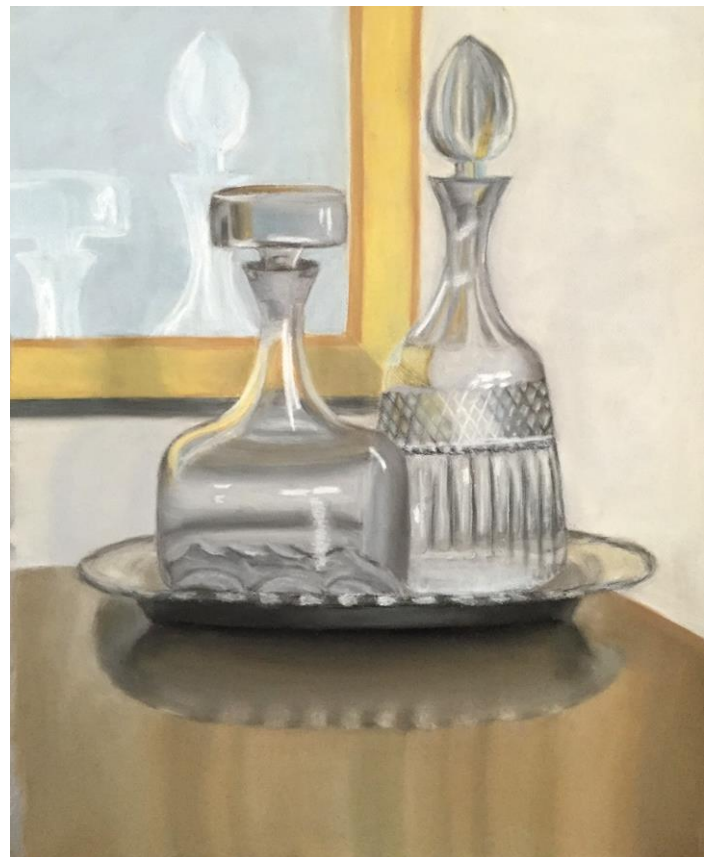
209120

1 credit

Prerequisite: Algebra II / Trig

This college level course is designed for juniors and seniors as an introduction to statistics.

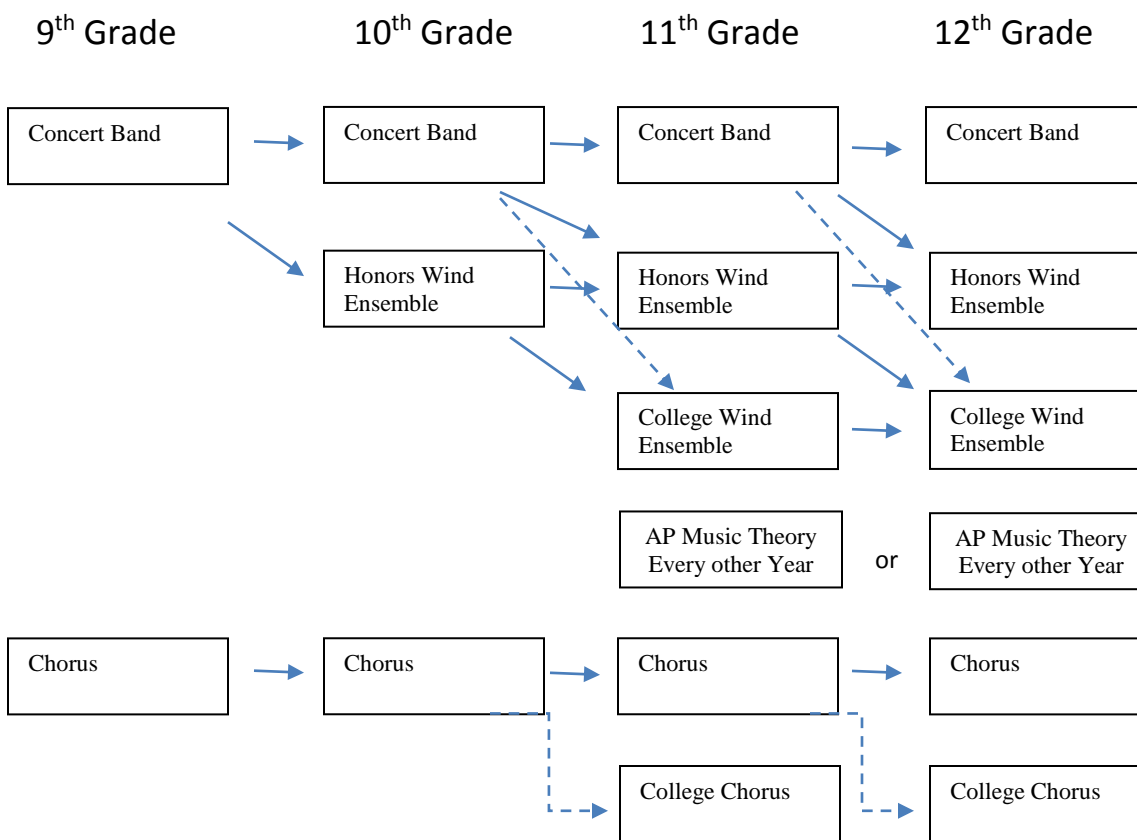
The course is divided into four broad sections: Organizing Data, Producing Data, Probability, and Inference. Topics covered in the course include: exploring data, normal distributions, least squares regression, transforming non-linear relationships, designing samples and experiments, simulation, probability,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

**Heather Melvin**

## MUSIC

Music is a universal language providing all people a creative and emotional means of expression and is integral to the education of a well-rounded student. Through the consistent study of and engagement in the art of music, students will gain the ability to create, perform and respond to a wide array of musical styles and forms. It is the mission of the Blind Brook-Rye UFSD and the

Blind Brook Music Department to provide each student with an opportunity to forward their academic and aesthetic studies through exploration and engagement in a wide range of musical activities. Blind Brook High School offers ample opportunity for students to participate in both performance and classroom based courses. Students are strongly encouraged to consider a 4 year sequence in a performance group as outlined in the following flow chart:



In addition to the courses above, the following may be taken in any grade as an elective:

Music Production



## **CHORUS**

Full Year

Grades 9-12

621013

.50 credit

High School Chorus is a mixed choral ensemble open to all students who wish to sing. Members of the chorus learn basic elements of singing technique, ear training, and the reading of choral music. They perform a variety of choral works, both accompanied and a cappella. This ensemble rehearses every other day and presents two evening concerts every year. Chorus students also have the opportunity to develop their singing skills and musicianship through performances within our community and field trips to professional vocal performances. **This course fulfills half of your Music, Theater and Visual Arts requirement.**

## **COLLEGE CHORUS**

Full Year

Grades 11-12

627013

.50 credit

Prerequisite: 2 Years of High School Chorus and/or Recommendation by Director

This course is open to Junior and Senior choral students interested in pursuing an advanced vocal performance experience. The College Chorus will perform, in conjunction with the High School Chorus, a variety of choral works, both accompanied and a cappella. This ensemble rehearses every other day with the High School Chorus and presents two evening concerts every year. As members of the College Chorus, students will also be required to complete individual vocal studies; these studies may culminate in participation in the NYSSMA Solo Festival or other individual vocal performances. This course is offered in collaboration with the ACE Program through SUNY/WCC and offers 2 College Credits per year for students maintaining an average of C or better in the course. These credits may be transferred to the college the student is attending at the discretion of the college. SUNY/WCC charges a processing

fee. **This course fulfills half of your Music, Theater and Visual Arts requirement.**

## **CONCERT BAND**

Full Year

Grades 9-12

631013

.50 credit

Prerequisite: 8<sup>th</sup> Grade Band or Audition

High School Concert Band is designed to further student's musical studies utilizing traditional band literature. This course is open to students of various abilities. The emphasis is on musical growth and working together as an ensemble while improving instrumental skills through performance of a wide repertoire of musical styles. Concert Band is required of all Freshman who wish to continue into the Wind Ensemble in future years. In addition, concert band instrumental lessons are mandatory.

## **HONORS WIND ENSEMBLE**

Full year

Grades 10-12

638103

.50 credit

Prerequisite: 1 Year of Wind Ensemble or 1 Year of Concert Band Experience and Recommendation by Director

This course is open to wind (woodwind/brass) and percussion students by selection or audition. This ensemble is for band students who are dedicated to a high level of performance. The Honors Wind Ensemble will perform an advanced repertoire of literature from throughout the classical and modern era. Wind Ensemble lessons/sectionals are mandatory.

## COLLEGE WIND ENSEMBLE

Full year

Grade 11-12

637013

.50 credit

Prerequisite: 2 Years of Concert Band and/or Wind Ensemble Experience or Recommendation by Director

This course is open to Junior and Senior wind (woodwind/brass) and percussion students by selection or audition. This ensemble is for band students who are dedicated to a high level of performance. The College Wind Ensemble will perform in conjunction with the Honors Wind Ensemble an advanced repertoire of literature from throughout the classical and modern era. Wind Ensemble lessons/sectionals are mandatory as well as participation in the NYSSMA Solo Festival and an independent project. This course is offered in collaboration with the ACE Program through SUNY/WCC and offers 2 College Credits per year for students maintaining an average of C or better in the course. These credits may be transferred to the college the student is attending at the discretion of the college. SUNY/WCC charges a processing fee.

## AP MUSIC THEORY

(Offered in 2017-2018, and in alternating years thereafter.)

Full Year

Grades 11-12

639060

1 credit

**Students enrolling in AP Music Theory must be fully literate in at least one clef of music notation (treble or bass). Students will be asked to complete preliminary course work over the summer that includes note reading in both clefs and memorization of all major key signatures and scales, as well as basic music theory terms.** The goal of the AP Music Theory

course is to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard of presented in a score. The achievement of this goal is promoted through the student's development of aural skills, sight-singing, compositional skills and musical analysis. This course requires students to work independently on assignments for which an additional .5 credits will be awarded as independent study. All students will take the AP Music Theory Exam in May. High scores on this exam can earn students college credit.

## MUSIC PRODUCTION

Full Year

Grades 9-12

631073

.50 credit

Music Production will introduce students to the theory and fundamentals of using software and hardware tools for producing music (including desktop MAC, waveform editor, multi-track recording software, synthesizer keyboard, signal processing plugins, computer music notation software, and microphone technique). The class will stress application and creative content, using a series of creative activities and projects which will expose students to performing with music arranging, and equipment configuration. This course is a hands-on, applied class delivering to class members and experience with music software applications. These programs represent a large portion of the types of things musicians are doing with music technology at this time, and span in sophistication from entry-level to professional. **This course fulfills half of your Music, Theater and Visual Arts requirement.**

## PERFORMING ARTS

The mission of the Performing Arts department is to make drama and music offerings available to every student through a variety of performance-oriented and classroom experiences. Performance in a positive atmosphere is the key to artistic development and appreciation. It is based on the sharing of rigorous preparation, critical thinking, and fulfillment from the finished product. The Performing Arts Department strongly encourages all students to participate in one or more Music and Theater classes offered by the school.

### **CABARET PERFORMANCE: STORY THROUGH SONG**

(Next offered in 2018-19, and in alternating years thereafter.)

Full year Grades 9-12

621023 .50 credit

From the musicals of Broadway to overnight YouTube singing sensations, our culture is brimming with people who are looking to share their stories through song. *Cabaret Performance: Story through Song* will immerse students in the art of traditional cabaret. Throughout the semester, the class will study the songs of a composer of The Great American Songbook. Each student will be responsible for the preparation and performance of a song by the featured composer, a song of their own choice, and monologue material appropriate to a cabaret setting. Songs will be explored and analyzed for text, music, interpretation, and understanding of historical and social context. The class will take a field trip to a live cabaret and the course will culminate in a class performance open to the public. **This course fulfills half of your Music, Theater and Visual Arts requirement.**

### **THEATER ARTS I**

Full Year Grades 9-12

620103 .50 credit

Whether it is gaining enough nerve to step onto a stage in front of an audience, polishing a certain character's specific traits, or designing set, students can use theatre as

a tool for self-expression and self-exploration. In this class, students will participate in drama exercises that develop vocal, movement, and improvisational skills. Students will develop and perform monologues and scenes from contemporary plays and will also keep a written journal to reflect on their experiences. **This course credit can be applied to the Fine Arts requirement.**

### **THEATER ARTS II (Performance Workshop)**

Full Year Grades 9-12

620203 .50 credit

Prerequisite: Theater Arts I

This course will serve as a follow-up to Theater Arts. Students will be offered the opportunity to expand all aspects of their theatrical knowledge. The primary focus of this class will be theater as a literary device. Students will be reading plays for the different time periods and genres of theater. Through this process there will be a strong focus on the characterizations and the movement of a play from written form to performance. There will be intensive monologue and scene studies as part of the class, as well as a focus on audition techniques. Other units will include, but not be limited to: directing, technical theater, theater and theater critiques.

**This course credit can be applied to the Fine Arts requirement.**

## PHYSICAL EDUCATION / HEALTH

The purpose of Physical Education at Blind Brook High School is to complement the students' academic development by focusing on the development of the whole child via participation in this activity based program. We believe by instilling specific lifelong skills for healthy living, we will also foster a more positive student self-image. Activities are also designed to create a spirit of cooperation, and trust and respect while competing within the rules of the game. Aligned with the common core standards Physical Education courses will include formal assessments and a writing component.

The following are the goals of the Physical Education Department:

1.     **Fitness**
  - To improve the physical fitness level of students
  - To increase each student's knowledge and awareness of personal fitness
  - To develop a desire within each student to incorporate fitness-type activities into their daily routine
2.     **Personal**
  - To help each student develop a positive self-image through physical activity
  - To develop an appreciation and respect for activities which are physical in nature
3.     **Interpersonal**
  - To help each student recognize the importance of team work
  - To foster a spirit of cooperation, trust, and mutual respect within each class
4.     **Skill**
  - To develop skill in a variety of activities
5.     **Enjoyment**
  - To give students the opportunity to experience the joy of participating in physical activities
  - To give each student the opportunity to challenge himself/herself through physical activity
  - To allow students to leave Blind Brook with a positive attitude towards physical activity and fitness
6.     **Knowledge**
  - To become familiar with the rules and basic strategies of a variety of physical activities

**PE 9**

Full Year

Grade 9

801013

.50 credit

The 9th grade physical education program is designed for students to participate in a multitude of individual, dual, team and cooperative activities. In these activities, students will acquire the knowledge to identify effects of physical activity on dynamic health and the mechanics of body movement. Students will develop an understanding of their movement skills, expand their capabilities for independent learning, and examine practices that allow sound decision making and problem solving to enhance successful participation. Students are also provided an emphasis on instruction related to improving their health-related physical fitness. Students learn concepts related to physical fitness and physical activity as well as the importance of maintaining an active lifestyle throughout their lifetime. Aligned with the common core standards this course requires ongoing formal evaluations and has a writing component.

**PE 10-12**

Full Year

Grades 10-12

801023

.50 credit

Prerequisite: PE 9

The general PE 10-12 physical education program emphasizes problem solving skills, applying previously learned concepts to new activities and cooperation through a variety of different movement concepts. This course will primarily offer an exposure to an array of individual, dual and team building activities. Students will enjoy a diverse range of fun and challenging activities in order to become lifelong learners and apply fitness concepts to lead a healthy lifestyle. Topics that may be offered include, but are not limited to: personal wellness, recreational activities, team passing sports, cooperative games and any other current

trend that may be germane to the course. Aligned with the common core standards this course requires ongoing formal evaluations and has a writing component.

**PERSONAL FITNESS**

Full Year

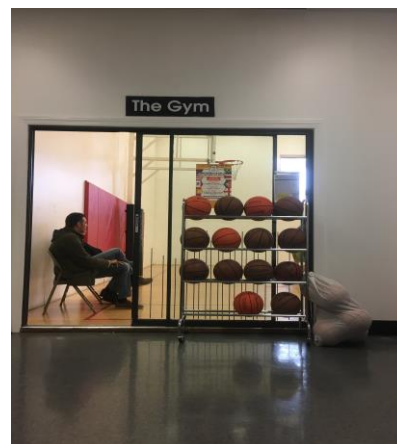
Grades 10-12

881053

.50 credit

Prerequisite: PE 9

The Personal Fitness elective in the physical education program emphasizes general fitness principles for personal wellness. This course will provide personal experiences for students to apply physical knowledge and skills in relevant situations, including the development of personalized routines. Through these experiences, students will possess the skills needed to be physically literate members of society and will be required to demonstrate their knowledge of fitness concepts and skills. This course will take a progressive approach and will have an emphasis on current fitness trends. Topics that may be offered include, but are not limited to; dance, aerobics, yoga, weight lifting, cardio kickboxing, and cross training. Aligned with the common core standards this course requires ongoing formal evaluations and has a writing component.

**Jamie Broitman**

## Semester

Semester

Grade 10

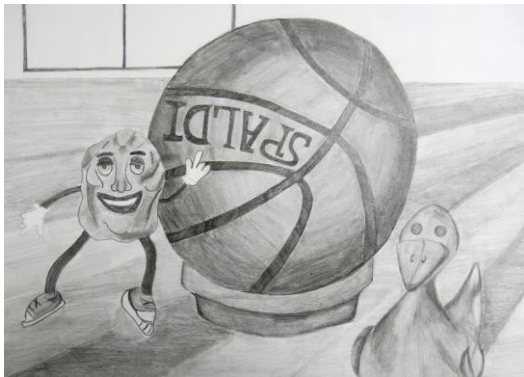
881065

.50 credit

881063

.50 credit

This required course focuses on the development of positive attitudes and knowledge concerning the human, which enhances individual's physical, social, and emotional wellbeing. The student will accomplish this through individual and group research, self-reflective journal writing, group projects, and in class discussion and activities. Topics that are studied include personal health, nutrition, physical fitness, eating disorders, mental health, stress and stress reduction, drugs in our society, human sexuality, HIV/AIDS, sexually transmitted infections, healthy relationships, and parenting. The student will develop goal setting skills, decision-making skills, stress management skills, communication skills, and advocacy skills.



## Julia Sunshine

## PHYSICAL EDUCATION

## ADVENTURE

(Not offered in 2017-18)

Full Year

## Grades 10-12

801033

.50 credit

Prerequisite: PE 9

This class will provide students with the opportunity to engage in team building games, a reflective writing component, and challenging cooperative learning activities, with a focus on individual sports and fitness. This class will help foster character education through its emphasis on teamwork. The unique focus of the activities will create an alternative to the team sport model of physical education.

## TACTICAL AND STRATEGIC SPORTS

Full Year

## Grades 10-12

881063

.50 credit

Prerequisite: PE 9

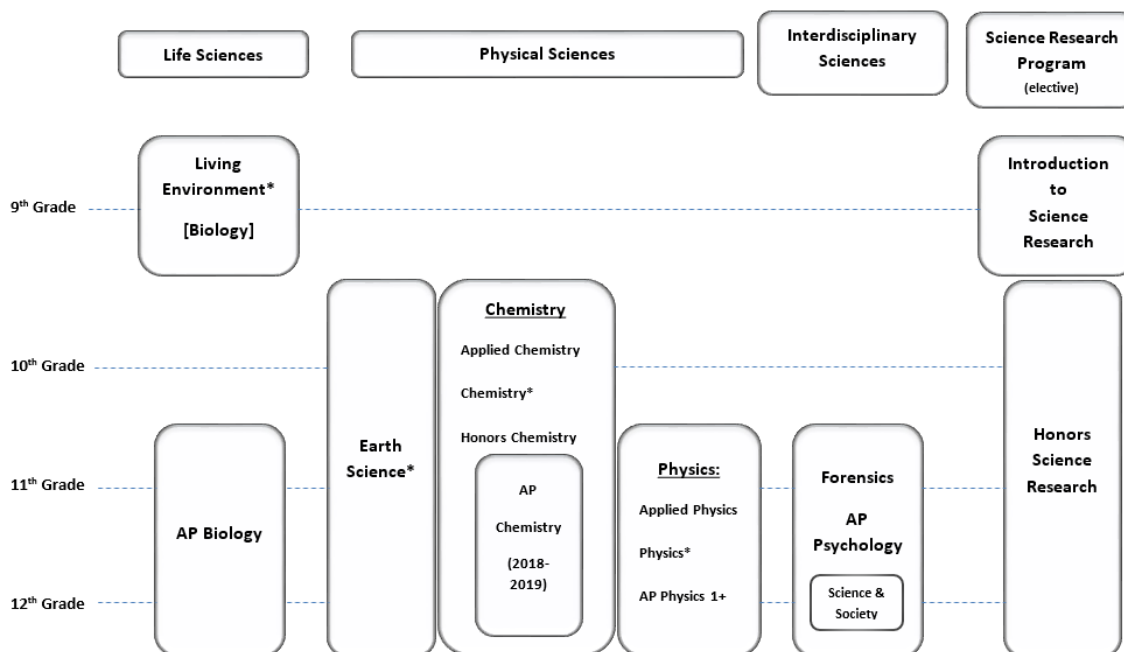
The Tactical and Strategic Sports elective in the physical education program emphasizes an advanced approach to traditional and nontraditional team and individual sports. The emphasis will be in authentic expression through higher level motor skills, knowledge, tactical strategies and team building. This course will be progressive and may apply new trends in physical education, sport and athletics. Topics that may be offered include, but are not limited to; team passing sports, lifelong sports, and cooperative games. Aligned with the common core standards this course requires ongoing formal evaluations and has a writing component.

## SCIENCE

The mission of the Science Department of Blind Brook High School is to help students develop their science skills to become independent thinkers and problem solvers. With this in mind, the department sees as its goals to:

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

### Science Options at Blind Brook High School



**NYS diploma requirements include three years of science with at least one course in physical science and one course in life science. Beginning with the Class of 2015, Computer Science courses can satisfy science or math requirements. Students are required to pass one science Regents exam or approved alternative assessment.**

## Overview of Science Courses

### Biological Sciences:

Biology Regents (Living Environment) 9<sup>th</sup> grade  
AP Biology 11<sup>th</sup> or 12<sup>th</sup> grade

### Physical Science

Earth Science 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade  
Applied Chemistry 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade  
Chemistry Regents 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade  
Honors Chemistry 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup> grade  
AP Chemistry (next offered in 2018-19) 11<sup>th</sup> or 12<sup>th</sup> grade  
Applied Physics 11<sup>th</sup> or 12<sup>th</sup> grade  
Physics Regents 11<sup>th</sup> or 12<sup>th</sup> grade  
AP Physics 1+ 11<sup>th</sup> or 12<sup>th</sup> grade

### Interdisciplinary Science

Introduction to Science Research 9<sup>th</sup> grade  
Honors Science Research 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade  
Forensic Science 11<sup>th</sup> or 12<sup>th</sup> grade  
Science and Society 12<sup>th</sup> grade  
AP Psychology 11<sup>th</sup> or 12<sup>th</sup> grade



## INTRODUCTION TO SCIENCE RESEARCH

Full Year

Grade 9

301033 .50 credit

Prerequisite: B+ or better in Earth Science or Science 8.

This course will meet every other day and is designed to introduce students to the research process using their passion for science as motivation. Participants will work in groups on several long-term and open-ended projects during the school year, conducting exciting and advanced scientific studies, doing science as scientists do it. This course involves extensive technical reading and writing, and students will be expected to present the results of their work to their classmates and other members of the school community, including at our annual Science Symposium in June. Students will also be required to observe at least one local Science Fair in the spring. Successful students will have the opportunity to research, design and implement sophisticated research projects in grades 10-12. Enrollment in this course fulfills the Effective Communication credit requirement.

## BIOLOGY (Living Environment)

Full Year

Grade 9

301010 1 credit

Prerequisite: Earth Science or Science 8

This course is an introduction to and survey of modern biology. Students will develop an understanding of (1) the unity and diversity among living things, (2) the anatomy and physiology of living things, (3) reproduction, (4) genetics, (5) evolution, (6) ecology and, (7) biotechnology. Double laboratory periods are scheduled on alternating days, and a minimum of 1200 minutes of laboratory time is required of each student. **Regents exam required.**

## HONORS SCIENCE RESEARCH

Full Year

Grades 10-12

308113

1 credit

This three year program affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. Students are required to work in conjunction with research scientists and professionals within their field of research. Students may do independent research in mathematics, life sciences, physical sciences, psychology or the social sciences. Although classes meet every other day for a single 40 minute period, the extensive independent work students are expected to complete outside of the classroom warrants granting them full credit status for this course. In addition, students are required to complete summer work while enrolled in the program, and are required to enter local, regional, national, and international scientific competitions. Students may also choose to take this course in conjunction with the University at Albany's, University in the High School Program. This optional program will allow students to earn up to 12 college credits in their junior and senior years. Parents and students are encouraged to contact the instructor before enrolling in this course.



Mindy Leder

## Grades 11-12

1 credit

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

## Grades 10-12

1 credit

## Paige Maizes

## Grades 10-12

1 credit

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

## Grades 10-12

1 credit

Students in this course learn about the structure and properties of matter and how the following factors influence their interactions: the kinetic-molecular theory, the mole concept, atomic structure, quantum mechanics and molecular geometry, chemical energy and equilibrium. An appreciation of the consequences that result from the ways we interact with our

environment will be gained. Laboratory experiences are an integral part of the course, and include guided inquiry investigations. Double laboratory periods are scheduled on alternating days, and a minimum of 1200 minutes of laboratory time is required of each student. **Regents exam required.**

### **HONORS CHEMISTRY**

Full Year

Grades 10-12

308060

1 credit

Prerequisite: Algebra I

Students in this course will cover the identical topics as the standard NYS Regents Chemistry Course, namely the study of the structure and properties of matter. This course differentiates itself from the standard Regents Course in both the depth and breadth of the content. Quantitative or mathematical approaches to the solution of various problems will be emphasized and students enrolling in this course should be comfortable with that approach. In addition, with 40% more content than Regents Chemistry, this course will have a significantly faster pace. Laboratory investigations will stress more inquiry-based experiments. Double laboratory periods are scheduled on alternating days, and a minimum of 1200 minutes of laboratory time is required of each student. Students are required to take both the Regents examination in Chemistry and an Honors Final Exam in June. Upon successful completion of the course, the student should be adequately prepared for the SAT II examination in Chemistry. **Regents exam required.**

### **ADVANCED PLACEMENT CHEMISTRY**

(Next offered in 2018-19, and in alternating years thereafter.)

Full Year

Grades 11-12

309070

1 credit

Prerequisite: Chemistry or Honors Chemistry

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



**Jamie Broitman**

### **APPLIED PHYSICS**

Full Year

Grades 10-12

301080

1 credit

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

## PHYSICS

Full Year

Grades 11-12

301090

1 credit

Prerequisite: Algebra II/Trigonometry (or concurrent enrollment).

This course is concerned with matter and energy; the application of vector analysis to force and motion; work and energy; wave motion as a means of energy transfer in the form of sound; light; fundamentals of static and current electricity; magnetism; and Modern Physics including models of the atom and the dual nature of light. The basic principles and their application to problem solving are emphasized. This course will follow the NYS Regent's curriculum. Double laboratory periods are scheduled on alternating days and a minimum of 1200 minutes of laboratory time is required of each student. **The Regents examination is required for all juniors and seniors not participating in the Senior Options program.** Seniors participating in Senior Options will take a local final exam prior to the start of the program.



Mindy Leder

## ADVANCED PLACEMENT PHYSICS

1+

Full Year

Grades 11-12

309030

1 credit

Prerequisite: Pre Calculus (or concurrent enrollment), Chemistry or Honors Chemistry.

AP Physics 1+ is a college-level physics course designed for motivated students who have successfully completed high school Chemistry. Students will be introduced to the fundamental principles and laws that govern the world around us, including the mechanics of motion and rotation, thermodynamics, fluids, wave phenomena and an understanding of electricity and electrical circuits. This course will approach these topics using both advanced conceptual and mathematical frameworks. Due to the pace and use of mathematics in this course, interested students should have the recommendation of their high school chemistry and most recent mathematics teacher. This course has a mandatory summer assignment. As the syllabus of this course covers the entirety of AP Physics 1 and only a selection of topics from AP Physics 2 (hence our designation of AP Physics 1+) all students must sit for only the AP Physics 1 Examination in May.

## ADVANCED PLACEMENT PSYCHOLOGY

Full Year

Grades 11-12

309120

1 credit

Offered as either Social Studies or Science elective credit.

This college level course introduces students to the scientific study of behavior and the brain. Some of the topics studied include: Neuroscience, Sensation and Perception, Intelligence, Psychological Disorders, and Social Psychology. There is a mandatory summer assignment and all students will sit for the AP Psychology Examination in May.

**This course does not satisfy the traditional college preference of 3 lab sciences, hence it is strongly advised that interested students also complete a traditional 3 credit sequence in science.**



## SCIENCE AND SOCIETY

Full Year

Grade 12

301120

1 credit

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



Mindy Leder

## FORENSIC SCIENCE

Full Year

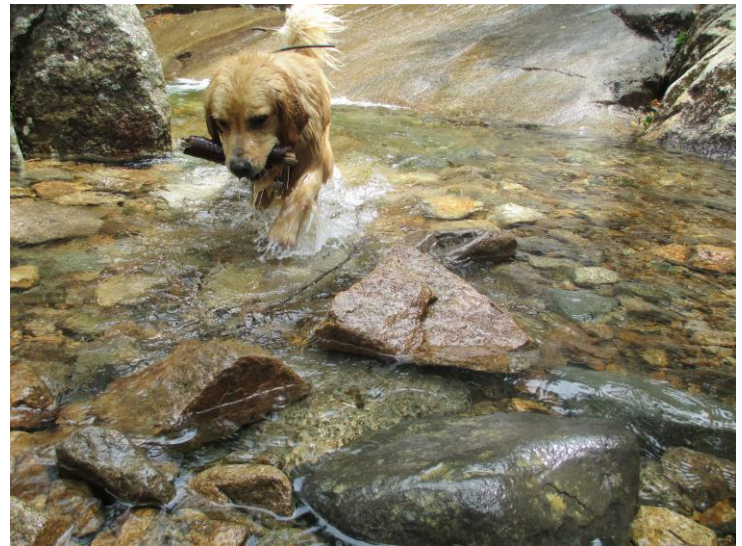
Grades 11-12

301130

1 credit

Prerequisite: Biology and Chemistry

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



Jamie Broitman

## SOCIAL STUDIES

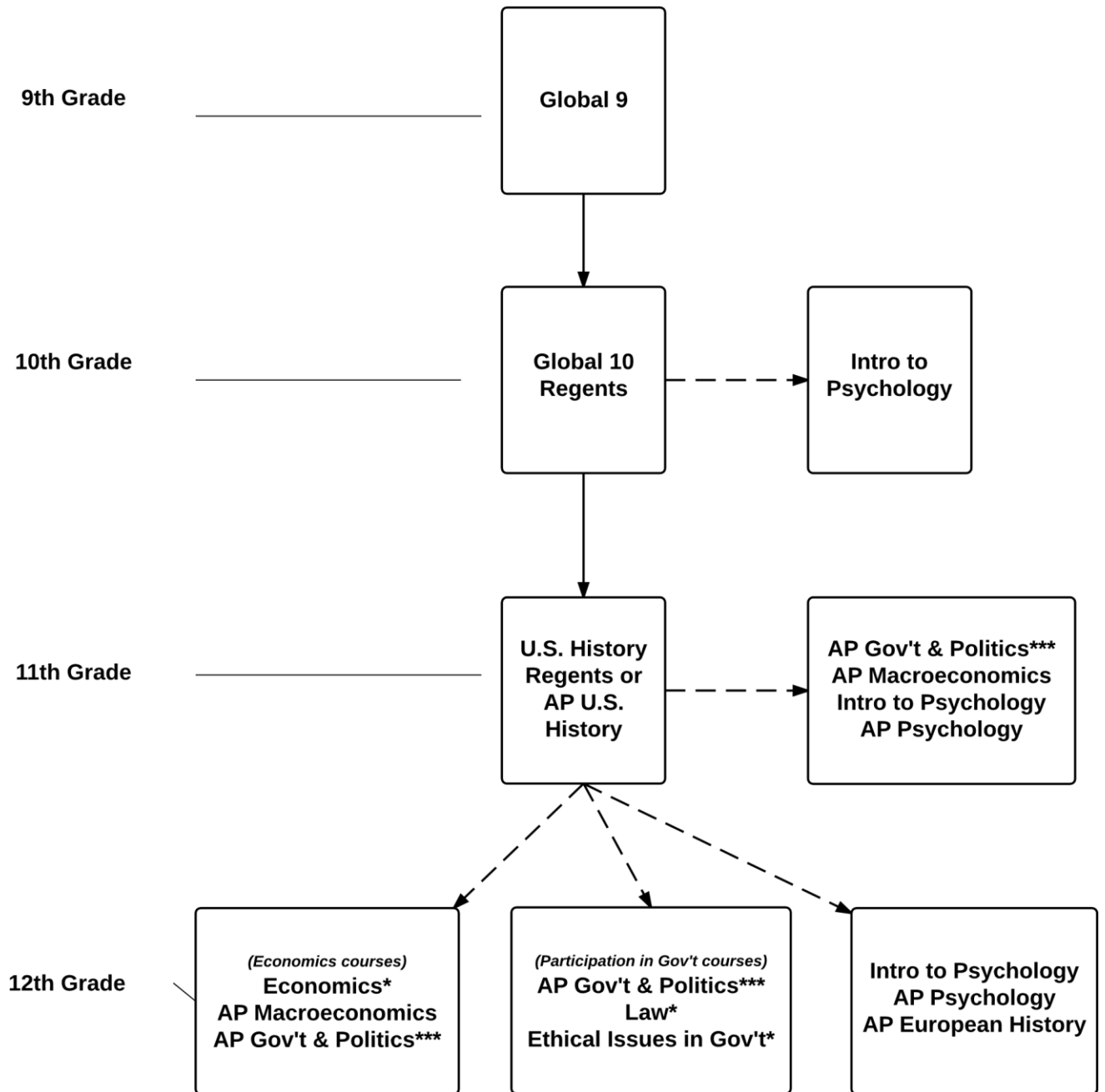
The mission of the Social Studies Department of Blind Brook High School is to help students develop social science skills and become reflective thinkers and active citizens. The department goals are as follows:

- Provide a curriculum that challenges the broad spectrum of Blind Brook students.
- Emphasize the mastery of social science skills; provide enrichment opportunities for all students.
- Instill in the student an appreciation for the diversity of the social sciences.
- Show the applications of the social sciences to everyday life.
- Emphasize the mastery of oral and written communication skills.
- Encourage and develop analytical skills through the use of primary and secondary source material.
- Inspire intellectual curiosity in a continuing desire to understand the increasingly interconnected world.
- Demonstrate sensitivity to, and respect for, the perspectives, opinion, needs and customs of others.
- Access and evaluate multi-media and print information efficiently and critically.
- To help prepare students for active, informed, participatory citizenship in this country and in an interdependent world.
- Skills are taught developmentally, with significant emphasis on research, critical thinking, and geography.
- Students recognize the relevance of their studies to their past, present and future.
- Instruction meets the needs of all learners and is guided by best practices and credible research.
- Engage students to become informed and participatory citizens.



**Mindy Leder**

## High School Social Studies Offerings



*Participation in Gov't & Economics course is required in senior year if not taken in junior year.*

*\* ½ credit semester course*

*\*\*\* Satisfies Economics & Participation in Gov't requirement*

*- - - - - Elective courses*

1<sup>st</sup> year of a two year sequence

401010 1 credit

The Grade 9 curriculum will explore all of the following themes:

While the course emphasizes the importance of historical events, there will be a central focus on the development of reading and writing skills. Attention will be given to notetaking, the examination of primary documents, essay writing and stimulus based questions in order to prepare for the Global History New York State's Regents. Students will also continue to develop their organizational and communication skills.

## Full Year Grade 10

This course is a chronological study of the world from 1750 to the present. The following themes and concepts will be examined as the course progresses:

- Industrialization
- Nationalism
- Imperialism
- Conflict
- Technology
- The Interconnected World

Skills developed in 9<sup>th</sup> grade will continue to be developed in 10<sup>th</sup> grade as the students prepare for the Global Regents examination. These include stimulus based questions, examination of historical and geographic context, and document based essays which require students to identify and define an enduring issue based on several documents spanning different time periods. Students will examine several key historical events through an inquiry-based approach which will allow for a more in-depth study.

Students will explore current events focused on the major themes and concepts. Students will continue to develop research and communication skills throughout the course. A Regents examination will be taken at the end of the course.

## Full Year Grade 11

401030 1 credit  
Prerequisite: Global History & Geography 10

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

## Full Year Grade 11

409040 1 credit  
Prerequisite: Global History & Geography 10, teacher  
teacher recommendation and consideration of  
the departmental rubric.

Students will study the historical development of the United States from the founding of the colonies to the present. This



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

## ECONOMICS

Semester

Grade 12

401055

.50 credit

**This course satisfies the graduation requirement for economics.**

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



Mindy Leder

## ADVANCED PLACEMENT MACROECONOMICS

Full Year

Grades 11-12

409090

1 credit

Prerequisite: Teacher recommendation and consideration of the departmental rubric. **This course satisfies the graduation requirement for economics.**

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

## ADVANCED PLACEMENT GOVERNMENT & POLITICS

Full Year

Grades 11-12

409100

1 credit

Prerequisite: Teacher recommendation and consideration of the departmental rubric.

**This course satisfies the graduation requirement for participation in Government and Economics.**

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

## ADVANCED PLACEMENT EUROPEAN HISTORY

Full Year

Grade 12

409110

1 credit

Prerequisite: Teacher recommendation and consideration of the departmental rubric

The Advanced Placement European History course will develop an appreciation for the rich cultural contributions made by those who created our Western heritage. This is an accelerated course designed for the extremely self-motivated and above-average ability student; it encourages a commitment

on the part of the student to a never-ending quest for objective knowledge and understanding of the past through reading and thematic conceptual discussions. To be successful in this class students need above-average reading and writing skills and must be prepared to participate on a daily basis. This course seeks to heighten the student's ability to see relationships and distinctions in European political, social, economic and intellectual history. The student will develop an awareness of the consequences of European contacts with other areas of the world with regard to past and contemporary issues. **There is a mandatory summer assignment and all students enrolled in the course are required to take the Advanced Placement examination given by the College Board in May.**

## ADVANCED PLACEMENT PSYCHOLOGY

Full Year

Grades 11-12

409120

1 credit

Offered as either Social Studies or Science elective credit.

This college level course introduces students to the scientific study of behavior and the brain. Some of the topics studied include: Neuroscience, Sensation and Perception, Intelligence, Psychological Disorders, and Social Psychology. There is a mandatory summer assignment and all students will sit for the AP Psychology Examination in May. **There is a mandatory summer assignment and all students will sit for the AP Psychology Examination in May.**

## INTRODUCTION TO PSYCHOLOGY

Full Year

Grades 10-12

401070

1 credit

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

## ETHICAL ISSUES IN OUR GOVERNMENT & SOCIETY

Semester

Grade 12

401075

.50 credit

**This course satisfies the graduation requirement for participation in Government.**

This semester course is designed to challenge students to become active and informed citizens in a rapidly changing society. Students will learn to take, defend, and evaluate positions on controversial policy issues. Furthermore, students will focus and analyze a myriad of historical, contemporary and hypothetical dilemmas. Students will be forced to examine conflicts and assess their own position regarding these ethical and societal issues. The course will foster a sense of group solidarity, closeness, improve listening skills, and develop a sense of trust by engaging in open discussion and taking risks. Informed citizens can influence public policy in a representative democracy. The Ethical Issues in our Government & Society course offers students an opportunity to enter the arena of civic responsibility.

## CRIMINAL LAW

Semester

Grade 12

401085

.50 credit

**This course satisfies the graduation requirement for participation in Government.**

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

## AMERICAN HISTORY THROUGH POP CULTURE

(Not offered in 2017-18)

Full Year

Grades 11-12

401110

1 Credit

This course provides an introduction to critical issues and approaches in the study of American popular culture from 1900 to the present day. We will explore the ways in which each of us is both used by and user of popular culture. The 20<sup>th</sup> century was marked with problematic governmental policies, labor movements, wide-scale protests, political scandals, cultural diversification and technological advancements. We will look primarily at television, film, advertising, popular music, art, sports and computer cyber culture, in addition to other types of pop culture. We will analyze how such critical factors as ethnicity, race, gender, class, age, and sexuality are shaped by popular culture. Through interpretations of popular culture, students will be able to relate personal statements made through popular culture, to the broader context of American History.

## TECHNOLOGY

Computer Science

Engineering

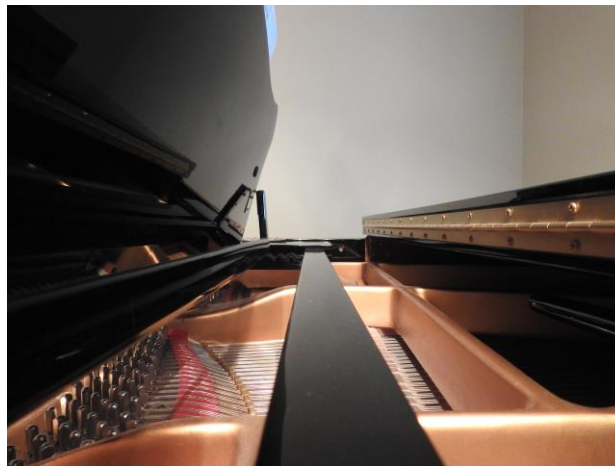
Robotics

Honors Computer Science

Principles of  
Engineering

AP Computer Science

Honors Engineering  
Design



Paige Maizes

## **PRINCIPLES OF ENGINEERING**

Full Year

Grades 9-12

721010

1 credit

Engineering is a human activity in which problems are solved by developing and applying technology. In this course, students will learn about how technology is used in a number of real-world situations and Industries – Manufacturing, Construction, the Power and Energy Industry, and Information and Communication. They will then learn the process Engineers use to solve problems – the Engineering Design Cycle – and use it to solve problems in each of these industries and/or to develop novel products. Sample projects might include designing a communications system for a lunar colony spread out over several buildings or using CAD software to develop a new surgical tool. This course meets for 1 period daily and much of our coursework will be spent on hands-on learning experiences. As in the engineering world, this course emphasizes group work. This course is a pre-requisite for the final course in our Engineering Pathway – Honors Engineering Design.

## **ROBOTICS**

Full year

Grades 9-12

721063

.50 credit

This course is a great introduction to both Engineering Design principles and Computer programming, teaching students STEM concepts and interdisciplinary skills that are valued by institutions of higher education, and is recommended for any students interested in pursuing either our Engineering or Programming pathways. Using goal/task-oriented engineering design projects (i.e. build a device that accomplishes some task) as the focus, students will learn in an incremental fashion the design, construction and programming skills that are at the heart of Robotics, using a Lego EV3 platform. Students will learn how to program the “brain” of the Robot

using Lab View (a visual and excellent introduction to programming languages) and how to build a Robot that has the structural integrity needed to function properly.

Towards the end of the course, students will start designing their own structures and use CAD software to model them.



**Jamie Broitman**

## **HONORS COMPUTER SCIENCE**

Full Year

Grades 10-12

728010

1 credit

This course is an introductory course in computer programming. Through programming in Java, the students will learn the fundamental principles of computer programming. Topics covered will include: binary, hexadecimal and other bases, programming basics, data types, conditional statements, characters and strings, single and two-dimensional arrays, loops, methods, classes, and objects. Students who successfully complete this course will be eligible (with teacher recommendation) to take AP Computer Science the following year.

## **ADVANCED PLACEMENT COMPUTER SCIENCE**

Full Year

Grades 11-12

729010

1 credit

Prerequisite: Honors Computer Science  
and/or permission of instructor.

The Advanced Placement Computer Science course covers topics typically found in a college-level first course in computer science, and provides a solid preparation for the AP Computer Science A examination. The course emphasis is on procedural abstraction, data abstraction, object-oriented design and programming methodology using the Java programming language, and the use of algorithms and data structures. Students are required to take the Advanced Placement exam in May.



**Mindy Leder**

## **HONORS ENGINEERING DESIGN**

Full Year

Grades 10-12

728020

1 credit

Prerequisite: Principles of Engineering

This course is a culmination of the Engineering pathway here at Blind Brook – a capstone course. Students will take an in-depth look at factors influencing Engineering Design – human, environmental, industrial – and follow a formal Design process from start to finish, including Market Research, Identification and prioritization of constraints, and Evaluation and Refining of models. Students will also examine core systems and technologies that are used by real-world engineers, and the many mathematical and scientific resources available. The course will end with students developing their own product from start to finish, incorporating advanced understandings of Project Management, Prototyping, Quality Assurance and more.



**Jamie Broitman**



|                        |  |
|------------------------|--|
| <b>WORLD LANGUAGES</b> |  |
|------------------------|--|

The mission of the Foreign Language Department of Blind Brook High School is ensuring that all students are able to communicate in at least one foreign language. We help our students develop increasing levels of proficiency in all four language skills as well as an understanding and appreciation of foreign cultures. We prepare our students to face the various challenges of our contemporary global world with the linguistic and cultural skills that will help them to be successful citizens. We strive to motivate and excite our students about language study and encourage them to be life-long learners.

**SPANISH I**

(Offered 2017-18, and in alternating years thereafter.)

Full year                      Grades 9-12

501070 1 credit

This course is for students interested in learning the Spanish Language and culture. It is designed to introduce students to the basic Spanish sound system, simple vocabulary, principles of grammar and verb usage. The four language skills; listening, speaking, reading and writing will be developed through authentic documents, simple readings, audio and video programs, language laboratory work and films. Students will learn to communicate both



## Heather Melvin

orally and in written form on a variety of thematic topics.

**SPANISH 2**

Full Year                      Grades 9-12

501080 1 credit

Prerequisite: Spanish 1

This course augments the material from first-year Spanish, specifically in listening, speaking, reading, writing, and cultural appreciation skills. Reading selections of intermediate difficulty are introduced. In-depth study of grammatical concepts facilitates oral and written expression. There is emphasis on conversation. Students will continue to study Latin American culture as well as the regions of Spain.

**SPANISH 3**

Full Year                      Grades 10-12

501090 1 credit

Prerequisite: Spanish 2

This is an intermediate level course based on the communicative approach to language learning. Comprehension and conversational skills are refined, and reading and writing skills will be further developed. There is an introduction to literature in its original form, and a cultural study of Spanish-speaking areas. Students are required to take the Checkpoint B FLACS Examination.





**Julia Mendelsohn**

### **HONORS SPANISH 3**

Full Year

Grades 10-12

508160

1 credit

Prerequisite: Spanish 2 and teacher recommendation.

This intermediate level honors course is designed for the student who is interested and motivated in pursuing a challenging, fast-paced and enriched language curriculum. It is preliminary preparation for continuation onto further advanced placement studies. This course is based on the communicative approach in which students will gain optimal proficiency in the skills of listening, speaking, reading and writing. Cross-cultural skills are developed through a variety of authentic readings, short films, Internet sites and integrated projects. Students are required to take the Checkpoint B FLACS Exam in June.

### **SPANISH 4**

Full Year

Grade 11

501100

1 credit

Prerequisite: Spanish 3 or 3H

This course is for students who have successfully completed Spanish 3 or 3H. It provides further refinement of the four language skills: listening, speaking, writing and reading, through daily discussions, language laboratory work, short films, and selected readings from literature and current events. Students will continue to study grammar as well as apply their knowledge in a variety of authentic contexts.

### **HONORS SPANISH 4**

Full Year

Grade 11

508110

1 credit

Prerequisite: Spanish 3H and teacher recommendation

This course is for the student who has demonstrated a strong proficiency in Spanish 3H with the goal of taking Advanced Placement. This Pre-AP course is designed to refine reading, writing, and speaking skills in Spanish and the three modes of communication (interpersonal, interpretive and presentational). The rigor of the course will also emphasize grammatical accuracy enabling students to attain a higher degree of fluency. Students will explore the cultural differences and similarities of Spanish-speaking countries with their own. In addition, students will utilize a variety of authentic resources that will strengthen their language skills and prepare them for the Advanced Placement course.

**SUPA COLLEGE SPANISH**

Full Year

Grade 12

507010

1 high school credit  
4 college credits

Prerequisite: Spanish 4 or 4H and teacher recommendation

Syracuse University Project Advance (SUPA) Spanish is a cooperative program between Syracuse University (SU) and Blind Brook High School that allows students to enroll in SU courses. Blind Brook students wishing to earn 4 college credits pay a reduced tuition fee and receive an official Syracuse University transcript. Approximately 90% of graduates receive recognition for their SUPA credits at their destination colleges. Spanish 201, Intermediate Spanish, is a course designed to further develop, strengthen, and refine the skills of students who have completed a level 4/4H course. The course, which is completely conducted in Spanish, offers students a full review of Spanish grammar together with the development of speaking and writing skills, and a consistent exposure to Spanish language and culture. By the end of the course, students can be expected to communicate effectively in the language: giving and getting information, navigating predictable and complicated situations, narrating and describing in present, past and future time, supporting opinions and hypothesizing comfortably in the language. To achieve these goals, students engage in interactive oral activities, write compositions, read and discuss a variety of authentic texts that include current events, cultural life, and literary selections. In addition, students will watch films, documentaries, and footage from Spanish television, which they will write about and discuss. Grading in the course is based on the quality of work in these activities and daily participation throughout the course as well as on oral and written examinations.

**ADVANCED PLACEMENT SPANISH LANGUAGE**

Full Year

Grade 12

509140

1 credit

Prerequisite: Spanish 4H/5H, teacher recommendation and permission of the department coordinator

This course presents a unique opportunity to experience the most advanced language study available to high school students. It is a college-level course that follows the guidelines established by the College Board. The emphasis on the three modes of communication (interpersonal, interpretive, and presentational) as well as grammatical accuracy will enable students to attain a higher degree of aural, oral, reading and writing fluency. Students will utilize a variety of multi-dimensional authentic resources that will strengthen their language skills and help them acquire a deeper knowledge and understanding of cultures in the Spanish-speaking world. Students will be qualified and expected to take the Advanced Placement Spanish Language & Culture examination in May

**ITALIAN 1**

(Next offered in 2018-19)

Full Year

Grades 9-12

501150

1 credit

This course is for students who are interested in learning about the Italian language and its culture. The offering of this course is based on students' interests; therefore the possibility exists that students may take this level in a Middle School class. It is designed to introduce students to the Italian sound system, necessary vocabulary for communication, principles of grammar and verb usage. Students will learn to communicate both orally and in written form on a variety of topics. The four language skills: listening, speaking, reading and writing are developed through authentic

documents, simple readings, audio and video programs and films.

### **ITALIAN 2**

Full Year                                      Grades 9-12

501160                                      1 credit

Prerequisite: Italian 1

This course augments the material from Level 1 Italian, specifically in the four language skills, listening, speaking, reading and writing. Reading selections of intermediate difficulty are introduced. In-depth study of grammatical concepts facilitates oral and written expression. There is emphasis on conversation, listening and reading comprehension as well as composition writing. Students will continue to study the Italian culture in depth.

### **ITALIAN 3**

Full Year                                      Grades 10-12

501170                                      1 credit

Prerequisite: Italian 2

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

### **HONORS ITALIAN 3**

Full year                                      Grades 10-12

508170                                      1 credit

Prerequisite: Italian 2 and teacher recommendation

This intermediate level honors course is designed for the student who has a strong foundation of the grammar and vocabulary acquired in earlier levels of study by refining reading, writing, speaking and analytical skills. The course is a preliminary preparation for continuation onto further advanced placement studies. In conjunction with the textbook, students will be exposed to longer excerpts from authentic sources such as newspapers, internet sites, television broadcasts and short stories. Students will use advanced grammatical concepts to express themselves in spoken and written form. The course will provide students with the skills necessary for success in more advanced courses such as Italian 4H as well as Advanced Placement Italian. Students are required to take the FLACS Checkpoint B exam in June.

### **ITALIAN 4**

Full Year                                      Grades 11-12

501180                                      1 credit

Prerequisite: Italian 3

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

### **HONORS ITALIAN 4**

Full Year                                      Grades 11-12

508180                                      1 credit

Prerequisite: Italian 3H and teacher recommendation

This course is designed for a student who has demonstrated a strong proficiency in Italian 3H with the goal of taking Advanced Placement. The course is designed to refine reading, writing, and speaking skills in Italian and the three modes of

communication (interpersonal, interpretive and presentational). Students learn about modern day Italy, making comparisons between the Italian culture and their own. Authentic materials such as news broadcasts, television programs and news articles and internet sites are used in conjunction with the text in order to enhance students' exposure to authentic Italian language. The course is designed to provide students with the skills necessary for success in more advanced courses such as Advanced Placement Italian.

**SUPA COLLEGE ITALIAN**  
Full Year                      Grade 12

507020                      1 high school credit  
                                    4 college credits  
Prerequisite: Italian 4 or 4H and teacher recommendation

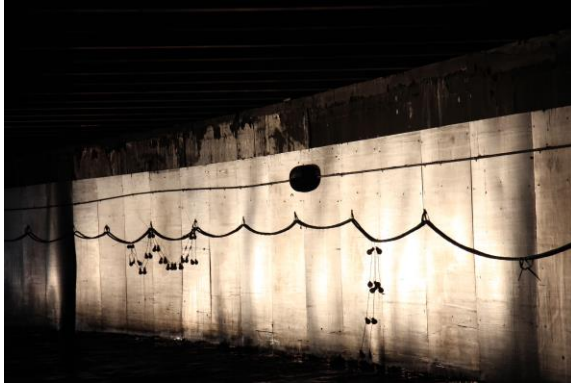
Syracuse University Project Advance (SUPA) Italian is a cooperative program between Syracuse University (SU) and Blind Brook High School that allows students to enroll in SU courses. Blind Brook students wishing to earn 4 college credits pay a reduced tuition fee and receive an official Syracuse University transcript. Approximately 90% of graduates receive recognition for their SUPA credits at their destination colleges. SUPA Credits are recognized by 90% of colleges and universities nationwide. ITA 201, Intermediate Italian, is a course designed to further develop, strengthen, and refine the skills of students who have completed a level 4/4H course. The course, which is completely conducted in Italian, offers students a full review of Italian grammar together with the development of speaking and writing skills, and a consistent exposure to Italian language and culture. By the end of the course, students can be expected to communicate effectively in the language: giving and getting information, navigating predictable and complicated situations, narrating and describing in present, past and future time, supporting opinions and hypothesizing comfortably in the language.

To achieve these goals, students engage in interactive oral activities, write compositions, read and discuss a variety of authentic texts that include current events, cultural life, and literary selections. In addition, students will watch films, documentaries, and footage from Italian television, which they will write about and discuss. Grading in the course is based on the quality of work in these activities and daily participation throughout the course as well as on oral and written examinations.

**ADVANCED PLACEMENT ITALIAN**  
Full Year                      Grade 12

509190                      1 credit  
Prerequisite: Italian 5, teacher recommendation and permission of the department coordinator.

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



**Mindy Leder**

### **LATIN I**

Full Year

Grades 9-12

501200

1 credit

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

### **LATIN II**

Full Year

Grades 10-12

501210

1 credit

Prerequisite: Latin I

This course is for the student who has demonstrated a strong proficiency in Latin I and would like to complete a second year of study. It is designed to reinforce and expand the vocabulary and grammatical structures learned in the first year. Students' English word-building processes and reading skills are enhanced. Students will further research and study Roman culture, history and literature.

### **LATIN III**

Full Year

Grades 11-12

501220

1 credit

Prerequisite: Latin II

This course is designed for the motivated student who has demonstrated their desire to complete the Latin sequence. This course will focus heavily on grammar and vocabulary and will begin the students' journey into authentic Latin texts. Students will further their study of ancient Roman history and culture through the literature of Vergil, Ovid, Cicero and other Latin poets and prose writers.



**Lyric Enright**



## SENIOR OPTIONS

Grade 12

901016

The Senior Options program is intended to provide motivated seniors who have met all requirements for graduation and are in good standing an opportunity to explore an area of interest outside the classroom. Seniors are encouraged to pursue an internship in a field of interest, conduct an independent research project, or perform community service beyond the hours required for graduation. By helping to foster independence and decision-making skills, the program will provide students with an opportunity to make a smoother transition from high school to college or the workplace. Interested seniors must adhere to the application timeline and submit a completed proposal to the coordinator. Proposals will be reviewed by a committee of teachers and administrators. Seniors whose proposals are approved will begin their internship/independent study/service in May.



Jamie Broitman