

# McGann~ Mercy High School

*A Proud Tradition, Preparing Leaders for Tomorrow*

## **Mission Statement**

**Bishop McGann-Mercy High School, serving seventh through twelfth grades, is rooted in the teachings of the Roman Catholic Church and the traditions of the Sisters of Mercy. We aspire to serve the Lord with gladness **by excelling** in education and living works of **mercy**.**

**Our school community inspires students to live morally, prayerfully, and productively. The community models character through fairness and justice. A spirit of hospitality is cultivated. The responsibility of fulfilling this mission is shared by the school staff, students, and parents.**

# McGann~Mercy Diocesan High School

## Course Selection Guide



### **ADMINISTRATION**

Deacon John Hogan, *Principal*  
Mrs. Lisa M. Navarra, *Assistant Principal*  
Mr. Charles Bender, *Dean of Students*  
Ms. Heather Arciero, *Director of Student Services and Special Education*  
Mrs. Christine Lennon, *Business Manager*  
Ms. Melissa Edwards, *Athletic Director & Junior High Coordinator*

### **CAMPUS PRIEST**

Fr. Steven Maddaloni

### **GUIDANCE**

Mrs. Barbara Poerio, *Director of Guidance*  
Mr. Philip Lombardi, *School Counselor*

### **DIRECTOR OF STUDENT INFORMATION**

Mrs. Melissa Schlosberg

### **DIRECTOR OF INSTITUTIONAL ADVANCEMENT**

Dr. James Sheehan

### **ADVANCEMENT ASSOCIATE FOR ADMSSION**

Ms. Catherine Drew

### **PRINCIPAL'S SECRETARY**

Mrs. Kay Sapio

### **DEVELOPMENT SECRETARY**

Mrs. Elizabeth McBurnie

### **CAMPUS MINISTER**

Deacon Darrell Buono

### **SOCIAL WORKERS**

Ms. Michele Cole

### **SCHOOL NURSE**

Ms. Debbie Barth

### **TUITION MANAGER**

Ms. Kim Maier

### **MAIN OFFICE SECRETARY**

Mrs. Cathy Stakey  
Mrs. Susan Meyer

### **GUIDANCE SECRETARY**

Ms. Gabrielle Comanda

### **JUNIOR HIGH SECRETARY**

Mrs. Donna Galvin

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### **Grading**

Each quarter grade is worth 20% of the annual average. The midterm and the final exam (or Regents grade) each count for 10% of the annual average.

- Passing Grade 70% in all courses
- 55% lowest grade to appear on the Report Card
- A = 93-100
- B = 85-92
- C = 77-84
- D = 70-76
- F = 69-below
- Honor Roll: minimum grades of 85%; minimum GPA 90%
- Principal's List: minimum grades of 90%; minimum GPA 95%

# ***CREDIT***

# ***REQUIREMENTS***

for Bishop McGann~Mercy Diocesan High School include all NYS requirements for the Advanced Regents Diploma.

### Diploma Requirements

Religion	4 credits
English	4 credits
Social Studies	4 credits
Mathematics	3 credits
Science	3 credits
Health	0.5 credit
The Arts	1 credit
Foreign Language	3 credits
Physical Education	2 credits
Electives	5 credits

### Regents Examinations Schedule

Exam	Taken in
CC English	June: Junior Yr.
CC Algebra 1	June: 8 <sup>th</sup> Grade/Freshman Yr.
CC Geometry	June: Freshman / Sophomore/Junior Yr.
CC Algebra 2	June: Sophomore /Junior Year / Senior Year
Global History and Geography	June: Sophomore Year
US History and Government	June: Junior Year
Foreign Language	June: After third year/FLACs Exam
Science ( <b>two</b> Regents)	June: (after Earth Science; and/or Biology; and/or Chemistry; and/or Physics)

\*Students must pass **ONE Common Core math; Global History and Geography; US History and Government; English; ONE Science Regents** with a 65%, and a **Foreign Language Level 3** exam in order to be eligible for a NYS Regents Diploma.

\*\*Students must pass **all of the Above Regents in the Exam box** with a 65% in order to be eligible for a NYS Advanced Regents Diploma.

\*\*\*Students who achieve a **90% or above** on all Regents Exams will receive a NYS Advanced Regents Diploma **with honors**.

**TRANSFER STUDENTS** – are expected to complete **3 years of a foreign language sequence and meet or surpass all of the NYS and BMMDHS requirements as set forth in this book.**

# Graduation Requirement

## Requirement for Graduation:

Each senior will be responsible for the researching and the writing of a 10-12 page paper. This paper will show evidence of in-depth research from multiple sources and be a formal written presentation using the MLA format. The student will present the paper to a committee of teachers using Power Point as the venue to evaluate the public speaking component of the project. The written paper will count as 60% of the FINAL EXAM GRADE for English and the power point presentation will count for 40% of the FINAL EXAM GRADE for English.

All completed research papers will be due by February of Senior Year; Power Point Presentations will be presented before a committee of teachers beginning in the spring of the senior year.

Students will prepare for writing research papers as part of the English curriculum beginning in their freshman year through their sophomore year. By junior year, the English curriculum will focus directly on the topic, thesis statement, and the general outline of the paper. Junior year, teachers will introduce students to the process of saving their work to an account labeled "Portfolio," instruct them in the effective use of *Power Point*, and introduce the *MLA* format that will be used throughout the years. Senior year, students will discuss the paper in English class. The Librarian will play an integral role at each level of the process. It is suggested that all students choose a mentor with whom to work.

# PROGRAM OFFERINGS

McGann ~Mercy High School provides a variety of course offerings, which are designed to meet the individual needs of all students and prepare them for their future. With the help of their parents or guardians, teachers, and guidance counselors, students should be able to choose an educational program that is attainable, meaningful, and useful in meeting immediate goals, as well as preparing them for their objectives after graduation.

## COURSE SELECTION PROCESS

In requesting courses for next year, study the course descriptions carefully; there should be no surprises about what is expected of you. Evaluate yourself and be realistic. Review all the graduation requirements and make sure that they will be met by your senior year. Set high goals for yourself, but all Pre-requisites must be met before you sign up for advanced courses. Please note that your choices will be reviewed in June and will be accepted or denied according to your strengths and your needs.

The courses that are presented in this booklet are designed to assist you in making a good final decision about your future educational needs here at MMHS. Since staffing, textbooks, and the Master Schedule are planned on the basis of spring registration, it is imperative that you choose your courses wisely. Only under very specific and exceptional cases will you be permitted to change your classes after June.

**A fee is applied to any course change that has been approved by administration after June 30. Be advised that courses are not taken on a trial basis. Once the fall semester begins, there will be no course changes permitted unless a computer error was made.**

This booklet is designed to give you an over-all glimpse at what each course requires of you. The content is clearly outlined and any special instructions concerning the course are included in the description. The school and NYS require most courses that you will take, so you won't have a choice. However, beginning in your freshman year you will have a choice of a foreign language and which level of math and science is right for you. As you progress through your sophomore, junior, and senior years numerous elective courses will be offered to you. **Therefore, electives should be planned and chosen carefully. Keep in mind that a half-year elective MUST be paired with another half-year elective. In certain circumstances, in order to satisfy the selection of one choice, another non-selected course might be assigned.**

## Honors/AP Criteria

### **Criteria for Placement from NON-HONORS to HONORS in Grade 9:**

- **Class achievement of 90 or greater for annual average in same subject area**
  - **Meeting the course pre-requisites**

### **Criteria for Placement from NON-HONORS to HONORS for the following year in grades 10-12:**

- **Class achievement of 93 or greater for annual average in same subject area**
  - **Meeting the course pre-requisites**

### **Criteria for CONTINUING PLACEMENT for the following year in Grade 9-12 honors Classes:**

- **Class achievement of 85 or greater for annual average in same subject area**

### **Criteria for MOVE from HONORS to AP Level Placement for the following year in Grades 9-12:**

- **Class achievement of 93 or greater for annual average in same subject area**

### **Criteria to MOVE from NON-HONORS to AP Level Placement for the following year in Grades 9-12:**

- **Class achievement of 95 or greater for annual average in same subject area**
  - **Meeting the course pre-requisites**

### **Criteria for CONTINUING PLACEMENT for the following year in Grade 9-12 AP Classes:**

- **Class achievement of 85 or greater for annual average in SAME SUBJECT  
AREA**

\*Students have the right to appeal their placement in Honors or Advanced Placement classes. The Administration will make a final decision regarding the candidate's class placement.

# GUIDANCE DEPARTMENT

## Guidance Courses – Required Scheduling Annually

### Fall Semester

Freshmen are divided into small groups with their guidance counselor to orient them to the school, the Naviance program, the guidance area, the services offered, and to initiate a rapport between student and counselor. The counselor gives academic and emotional support as needed. The groups focus on the means of developing good study habits (Study Guide). Other topics are appropriate as interest indicates.

### Sophomore – Spring Semester

The purpose of sophomore groups is to reestablish contact between student and counselor. Academic progress, career development, self-esteem building, values clarification, standardized testing preparation and course selection for junior year are discussed. Also, the results of the PSAT are fully explained. Students should begin early in planning for their future.

### Junior – College Advisory

Juniors are introduced early to the college evaluation, selection and application process. A counselor will meet with students individually to explain the over-all process of planning for the future and to evaluate the specific needs of each. The taking of ACT, SAT I, and SAT II tests is fostered where appropriate. The Naviance computer program is available to all students, parents, faculty, and guidance counselors to assist in the choice of colleges and career opportunities. This program can be accessed from school and from home making it an invaluable tool for student searches. Informational parent meetings are scheduled to help assist families in the college search experience.

### Senior Groups – Fall Semester

Senior Groups dovetail with the previous years in continuing the college application process. Standardized testing, dealing with stress and “senioritis”, the submission of completed college applications, and preparation for college arrival are discussed.

### College Counseling

The Counselors are available to meet with any student at any time in any grade level. These counselors meet with college representatives and keeps abreast of the latest college developments. The office has computer search capabilities, audio/visual aids, college catalogs and literature, all of which are readily available to students. Counselors work closely with all students in the college search and selection process, and coordinate the entire college application process.

## NAVIANCE

The McGann~Mercy Guidance Department is pleased to introduce Family Connection from Naviance, a web based service designed especially for students and parents. Family Connection is a comprehensive website that you and your child can use to help in making decisions about courses, colleges and careers. Family Connection is linked with Naviance Succeed, a service that we use in our office to track and analyze data about college and career plans, so it provides up-to-date information that is specific to our school.

**When requested, the Guidance Department may generate 6 college applications per senior. Seniors will be charged \$25.00 for *each* application above the maximum of 6.**

## COLLEGE TESTING INFORMATION

Each student must make course selections that will satisfy individual diploma requirements. In addition, students should be familiar with any requirements that relate to post-secondary goals. Since most students will seek college admission, it is important for all students to be familiar with admission requirements. Most colleges use standardized tests as part of the admissions process. Exams such as SAT I/ II and ACT help colleges in selecting potential enrollees, help determine a student's placement level upon admission, and may be used by the college in awarding scholarships. Please review the following:

### College Board Exams:

**SAT 1**- The Scholarship Aptitude Test, or SAT 1, includes mathematics, critical reasoning and as of March 2005, writing. It is taken by most students in May of their junior year, though some students elect to take it earlier. Students looking to improve their scores may take the SAT 1 again in the Fall of their senior year. SAT 1 Materials are available in the guidance office. Students must register directly with the College Board and may use the registration booklet found in the Guidance Office, or they may register by telephone or on-line.

**PSAT** -The Preliminary Scholastic Aptitude Test, or PSAT, is offered only once a year, in mid-October to all sophomores and juniors. While the PSAT is considered "practice" for the SAT, juniors who achieve the highest scores may be considered for the National Merit Scholarship Competition. Unlike the SAT I/ II, students take this test on campus.

**SAT II** - This exam is an achievement test. Students who are applying to more selective or competitive colleges will want to be familiar with each college's SAT II requirements. Please note – students enrolled in honors science are encouraged to take the respective subject area SAT II.

### American College Testing Service Exam:

**ACT**- The ACT is a test of skills in English, Mathematics, Reading, Writing, and Science reasoning. The test may be taken by students in addition or as an alternative to the SAT 1. Students should discuss the differences between the SAT 1 and the ACT with their guidance counselor to determine if taking the ACT exam should be considered.

### CLASS RANK

- At the end of junior year, the top 5% of students will be notified.
- At the end of 1<sup>st</sup> quarter senior year, the top 5% of students will be notified.
- FINALLY, at the **end of the 2<sup>nd</sup> quarter senior year**, class ranking is done to solely determine the valedictorian and salutatorian.

No other students will be ranked, but instead given a percentile (ex. Top 5%, top 20%).

<u>Course Type</u>	<u>Weighted Factors</u>
Core Classes (1credit)	1.00
Semester Classes (1/2 credits)	0.50
PTLW Classes	1.03
Honors Classes	1.05
AP Courses	1.10
College Courses	1.10

**Students enrolled in AP classes and who DO NOT take the AP exam (for whatever reason) will NOT receive the course weighting.**

**\* Only students who have attended McGann~Mercy for four years (9-12 grades) are eligible for valedictorian and salutatorian.**

**\* Students WHO DO NOT SIT FOR AP or REGENTS EXAMS will lose the weighting for the applicable course.**

# NCAA FRESHMAN ELIGIBILITY STANDARDS QUICK REFERENCE SHEET

## Core Courses

NCAA Division I requires 16 core courses.

Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the seventh semester and cannot be retaken for grade improvement.

Beginning August 1, 2016, *it will be possible for a Division I college-bound student athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement but would not be able to compete.*

## Test Scores

- Division I has a sliding scale for test score and grade-point average.
- Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the four sections of the ACT: English, mathematics, reading and science.
- All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility code of 9999 to make sure the score is reported to the Eligibility Center.

## Grade-Point Average

- Only **core courses** are used in the calculation of the grade-point average.
- **Be sure to look at your high school’s list of NCAA-approved core courses on the Eligibility Center’s Web site to make certain that courses being taken have been approved as core courses.** The Web site is [www.eligibilitycenter.org](http://www.eligibilitycenter.org)
- REMEMBER, the NCAA grade-point average is calculated using NCAA core courses only.
- The Division II grade-point average requirement is a minimum of 2.000.

### **DIVISION I**

#### **16 core-course rule:**

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 1 year additional English, mathematics or natural/physical science
- 2 years of social studies
- 4 years additional courses (from any area above, foreign language or comparative religion/philosophy).

### **DIVISION II**

#### **16 core-course rule:**

- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school)
- 3 years additional English, mathematics or natural/physical science
- 2 years of social studies
- 4 years additional courses (from any area above, foreign language or comparative religion/philosophy).

## BUSINESS/TECHNOLOGY

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Sports Marketing</i>	11-12	HALF YEAR	½	.50

Students will be led into the two most exciting and competitive businesses in the world. Sports is a subject to which all students can relate; not just in ballparks, but at schools, in stores and on the Internet. Our mission is to help students develop skills to succeed in their careers. Sports marketing teaches solid academic skills such as math, reading, and language arts skills, as well as foundation skills such as critical-thinking and problem-solving skills and key workplace competencies, such as responsibility, self- management, leadership and integrity.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Entertainment Marketing</i>	11-12	HALF YEAR	½	.50

Students will be led into the two most exciting and competitive businesses in the world. Entertainment is a subject to which all students can relate; not just in theaters, but at schools, on television and radio, in stores, and on the Internet. Our mission is to help students develop skills to succeed in their careers. Entertainment marketing teaches solid academic skills such as math, reading, and language arts skills, as well as foundation skills such as critical-thinking and problem-solving skills and key workplace competencies, such as responsibility, self- management, leadership and integrity.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Business Law</i>	11-12	FULL YEAR	1	1.00

Students who complete this course will have an understanding of the world in which they live. The course emphasis is on the individual as he/she encounters business law in his/her personal, family and occupation life. Students will be equipped to recognize legal problems and to utilize professional assistance.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Tech Team Practicum</i>	11	FULL YEAR	1	1.00

Students with a passion for technology will gain hands-on experience with the day-to-day operations of our computer network. Safety, network security and equipment protection will be strictly followed as students learn the basics of network setup and maintenance. This includes but is not limited to servers, switches, patch panels and computer wiring. The course will include how to install PCs, laptops, printers, software, repairing these items and troubleshooting. A basic knowledge of Windows, Mac, and Linux is essential and an interest in technology and networking is a must. SPACE IS LIMITED!

**Pre-requisite: Approval by Mr. Abbatiello**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Tech Team Practicum II</i>	12	FULL YEAR	1	1.00

Students who began their hands on experience with technology have the opportunity to continue this passion further.

**Pre-requisite: Successful completion of Tech Team Practicum I with teacher's approval.**

# S.T.E.M

## PROJECT LEAD THE WAY: ENGINEERING

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>PLTW: Introduction to Engineering Design</i>	10, 11, 12	FULL YEAR	1	1.03

The major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer's notebook, and communicate solutions to peers and members of the professional community. This is the first of two core courses.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>PLTW: Principles of Engineering</i>	11, 12	FULL YEAR	1	1.03

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. This is the second of two core courses.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>PLTW: Computer Science &amp; Software Engineering</i>	11, 12	FULL YEAR	1	1.03

This course aims to develop computational thinking, generate excitement about career paths that incorporate computing, and introduce professional tools that foster creativity and collaboration. A tutorial preview is MANDATORY before committing to take this class. See your guidance counselor.

# ENGLISH

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>English 9 CC</i>	9	FULL YEAR	1	1.00

The curriculum for this course is aligned with the 9<sup>th</sup> grade Common Core English-Language Arts Standards for reading, speaking and listening, language, and writing. Students will be required to read and respond to various genres of literature, including the novel, poetry, the short story, and drama. In addition, students will work to analyze rhetorical features of non-fiction, informative texts for the purpose of evaluating complex arguments and credible sources.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>English 9 CC Honors</i>	9	FULL YEAR	1	1.05

The curriculum for this course is aligned with the 9<sup>th</sup> grade Common Core English-Language Arts Standards for reading, speaking and listening, language, and writing. Students will be required to read and respond to various genres of literature, including the novel, poetry, the short story, and drama. In addition, students will work to analyze rhetorical features of non-fiction, informative texts for the purpose of evaluating complex arguments and credible sources. Students will be held accountable for reading and annotating independently, and will be responsible for completing regular extended writing assignments.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>English 10 CC</i>	10	FULL YEAR	1	1.00

This course is based on the Common Core English Language Arts Standards for tenth grade. Students will be responsible for reading and interpreting works of literature from a wide variety of writers including J.D. Salinger, John Steinbeck, Niccolò Machiavelli, and William Shakespeare. The short story, the novel, poetry, drama, and an array of non-fiction pieces will be examined through essay writing and discussion in class. Students will work to analyze an argument, find evidence-based claims in non-fiction texts, and assess credible sources. Emphasis will be placed on honing writing process skills, enhancing vocabulary acquisition, and usage of literary elements and poetic devices.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>English 10 CC Honors</i>	10	FULL YEAR	1	1.05

This course is designed to facilitate connections between reading, writing, and analyzing writing. Students will read and respond to diverse literary genres which include: poetry, fiction, non-fiction, drama, articles, and essays. In addition, each student will be able to effectively compose for an array of audiences and purposes with an awareness of writer's intention, audience expectations, and the resources of language. Students will work collectively to create an open forum for the purpose of making authentic connections between texts, ideas, and literary themes. Also, students will work to analyze an argument, find evidence based claims in non-fiction texts, and assess credible sources, and write a formal research paper. Students will read *The Catcher in the Rye* by J. D. Salinger, *Lord of the Flies* by William Golding, *Of Mice and Men* by John Steinbeck, and *Macbeth* by William Shakespeare

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>English 11 CC</i>	11	FULL YEAR	1	1.00

This course is designed to facilitate connections between reading, writing, and analyzing writing. Students will read and respond to diverse literary genres which include: poetry, fiction, non-fiction, drama, articles, and essays. In addition, each student will be able to effectively compose for an array of audiences and purposes with an awareness of writer's intention, audience expectations, and the resources of language. Students will work collectively to create an open forum for the purpose of making authentic connections between texts, ideas, and literary themes. Furthermore, students will work to analyze an argument, find evidence based claims in non-fiction texts, assess credible sources, and write a formal research paper. Students will read *A Raisin in the Sun* by Lorraine Hansberry, *The Crucible* by Arthur Miller and *Othello* by William Shakespeare.

**Students will be required to take the NYS Common Core English in June.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>English 11 CC Honors</i>	11	FULL YEAR	1	1.05

This course is designed to facilitate connections between reading, writing, and analyzing writing. Students will read and respond to diverse literary genres which include: poetry, fiction, non-fiction, drama, articles, and essays. In addition, each student will be able to effectively compose for an array of audiences and purposes with an awareness of writer's intention, audience expectations, and the resources of language. Students will work collectively to create an open forum for the purpose of making authentic connections between texts, ideas, and literary themes. Furthermore, students will work to analyze an argument, find evidence based claims in non-fiction texts, assess credible sources, and write a formal research paper. Students will read *The Great Gatsby* by F. Scott Fitzgerald, *A Raisin in the Sun* by Lorraine Hansberry, *The Crucible* by Arthur Miller and *Othello* by William Shakespeare.

**Students will be required to take the NYS Common Core English in June.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>AP English Literature and Composition</i>	11	FULL YEAR	1	1.10

This course is designed to challenge the brightest of our school's English students by offering the experience of a college introductory literature class. Intensive readings of major literary works, close examination of texts, weekly essay assignments that model AP examination questions and immersion in the process of writing are the major characteristics of this course. In other words, this course follows the latest guidelines found in *AP English Course Description* published by the College Board. You will be asked to write interpretations of literary works based on careful observations of textual details (i.e., poetic and literary devices.) Essays will examine the structure, styles, and themes of the literature we read. Where appropriate, discussions will explore the social and historical values that the literary works reflect and embody. The course includes frequent opportunities for students to write and rewrite formal, extended analyses and timed, in-class responses. The course requires reading seven novels throughout the year. The title list and the dates due will be distributed during the fourth quarter of the 10<sup>th</sup> grade.

**All students in this class MUST sit for the AP exam in May and take the NYS English Regents in June.**

**There is a fee associated with this course/exam.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>AP English Language and Composition</i>	12	FULL YEAR	1	1.10

Advanced Placement English and Language composition is an intensive course that is designed to engage students in becoming critical readers of prose from varied periods, disciplines, genres and rhetorical contexts as well as becoming proficient writers who compose for various purposes. The combined reading and writing experiences will cause students to have a greater awareness of the mélange of a writer’s purpose, audience, effectiveness, subject and how these works persuade, engage, inspire and entertain us. Students will be able to comprehend complex texts and write mature, sophisticated prose to permit communication with mature readers. This course will ultimately provide diligent students with the necessary skills to write confidently and effectively in college courses.

**Pre-requisites:** A 3 or higher on AP English Literature and Composition AP Examination in 11<sup>th</sup> grade.

**There is a fee associated with this course/exam.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>English 12 CC</i>	12	FULL YEAR	1	1.00

This course is developed to advance collegiate level writing skills in conjunction with the Common Core English Language Arts Standards for twelfth grade. Students will be responsible for reading and interpreting diverse works of literature, informational texts, and essays in order to analyze rhetorical strategies and literary techniques. In addition, students will be required to respond to the examined texts employing the use of various rhetorical modes of writing and writing styles. Emphasis will be placed on writing-intensive instruction, utilizing the text selection for the purpose of honing writing process skills. Twelfth grade students are also required to complete a Senior Thesis Project as part of their English curriculum.

Assessments:

Midterm=Final Draft of Thesis Paper

Final= Writing Portfolio + Senior Thesis Project Presentation

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>English 12 CC Honors</i>	12	FULL YEAR	1	1.05

This course is developed to advance collegiate level writing skills in conjunction with the Common Core English Language Arts Standards for twelfth grade. Students will be responsible for reading and interpreting diverse works of literature, informational texts, and essays in order to analyze rhetorical strategies and literary techniques. In addition, students will be required to respond to the examined texts employing the use of various rhetorical modes of writing and writing styles. Emphasis will be placed on writing-intensive instruction, utilizing the text selection for the purpose of honing writing process skills. Twelfth grade students are also required to complete a Senior Thesis Project as part of their English curriculum.

Assessments:

Midterm=Final Draft of Thesis Paper

Final= Writing Portfolio + Senior Thesis Project Presentation

## ENGLISH ELECTIVES

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Creative Writing</i>	11-12	FULL YEAR	1	1.00

A writer learns to write by writing and all young writers are inherently creative. This workshop is designed for students who possess creative writing ability and a strong reading aptitude. Therefore, students will be able to develop writing skills through various instructional units on narrative writing, fiction writing, and poetry. Students will use resources from the *Writing for Teens* magazine for additional writing activities. A wide variety of authors and styles will be explored within the genre of children’s literature.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Film Study</i>	11-12	FULL YEAR	1	1.00

Students will study the art film and its capabilities. Students will survey film history and study theory through selected works from the 100 years of cinema history. Students will view classic older films and explore how movies have come to have meaning and literary value. Students will identify and examine the “language” of film, and study examples of various genres and styles including both landmarks in film history and contemporary films. Requirements include eight essays to evaluate films studied in class, eight chapter outlines from the text, and one end-of-course project.

## FINE ARTS

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Studio in Art</i>	9	FULL YEAR	1	1.00

This course is a prerequisite to other elective art courses. It is a year-long introductory course into the nature, function, and techniques of the visual arts of the past and present. Two-dimensional artwork will be explored in a variety of media. Dry will include pencil, charcoal, and pastels; wet will include inks, tempera, and acrylic paints. Three-dimensional art forms will be explored in a wide variety of media.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Basic Art 10</i>	10	HALF YEAR (5x) FULL YEAR (2x)	½	.50

This is an intermediate course combining theory and creative applications in the study of the elements of visual art and design. Media used includes pencil, ink, watercolor, temper, and pastels. Units of Art History are woven into the course. Requirements include completed projects and presentation/paper.

**Pre-requisite: Successful completion of 9<sup>th</sup> grade Fine Arts course.**

**Supplies: \$20.00**

## FINE ARTS ELECTIVES

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Painting and Drawing</i>	11-12	FULL YEAR	1	1.00

This course includes work in mastering techniques: pencil, pastel, charcoal, pen and ink, watercolor, and acrylics. This course builds upon the theory and practice experienced in Studio Art. Perfecting of skills according to one’s ability and completion of projects determines grades. Requirements include all projects completed.

**Pre-requisite: A grade average of 90% or better in previous Art classes.**

**Supplies: \$40.00**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Computer Graphics</i>	11-12	HALF YEAR	½	.50

This course will cover the basic fundamentals of communication design. The design process will be emphasized in order to create a framework for problem analysis, concept development, use in the marketplace, and an appreciation of style and artistic design. Software used in this course will include *Adobe Photoshop, Adobe Page Maker, Adobe in Design and Microsoft Power Point.*

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Digital Photography</i>	11-12	HALF YEAR	½	.50

Students will expand their knowledge of photography by moving into the digital realm. Students will gain knowledge of the differences in capabilities between digital and traditional photography. Adobe Photoshop will be utilized to manipulate and enhance photographs. Roxy Easy Media Creator will be used to produce a music video.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Portfolio</i>	12	FULL YEAR	1	1.00

This course is geared toward those students planning to continue the study of Art after high school. Each student works in the areas of interest of his/her choosing while preparing a portfolio required by colleges for entrance into Art programs. Other talented students, working on a sequence in Art, may be admitted to this course. A conference with the chairperson is required before signing up for this course. Students will purchase their own art supplies. Requirements include a ten piece portfolio matted, using several different mediums.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>High School Chorus</i>	9, 11, 12	FULL YEAR (5x)	1	1.00
	10	FULL YEAR (3x)	½	.50

Students who join the chorus will receive instruction on a rotating basis throughout the school week. Group practice will be during Club Day and other times designated by the teacher. At present the chorus has grown not only in size but also in professionalism. Under the direction of dedicated teachers and musicians, the extraordinary ability of these young voices transform our First Friday Liturgies and all other liturgical celebrations into prayer-filled experiences. On the secular side, the Christmas Tree lighting ceremony would be nothing without them, and the concerts and theatre productions continue to showcase the diversity of talent found within our walls.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Band</i>	9, 11, 12	FULL YEAR (5x)	1	1.00
	10	FULL YEAR (3x)	½	.50

This course is designed for students who play percussion, brass, and wind instruments. Student will have the opportunity to refine their performance skills as individuals and as an ensemble. Students will participate in a winter and spring concert, and have a chance to perform a solo/ensemble piece for NYSSMA. Performances are a major part of the class and students are expected to participate in both school concerts. NYSSMA is optional, but recommended to further develop students' skills as musicians.

**Prerequisites:** Students are required to have a minimum of 2-3 years instrumental experience.

## FOREIGN LANGUAGE

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>French III</i>	10 <sup>th</sup> or 11 <sup>th</sup>	FULL YEAR	1	1.00

Students are brought beyond the basic listening, speaking, reading, and writing skills that they have strengthened throughout the preliminary levels of instruction. Grammar concepts become more intense. Proper sentence structure and more descriptive vocabulary are encouraged. The third quarter is reserved for reviewing and perfecting the students' acquired second language skills and vocabulary. The fourth quarter familiarizes students with the Regents exam by investigating writing samples, passages and comprehension questions from prior exams. Through the use of Discovering French Rouge, supplementary materials, and adherence to the *National Standards for Foreign Language* students are well prepared and have achieved the level of mastery necessary to perform appropriately on the **FLACS Examination**.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Spanish I</i>	8 <sup>th</sup> or 9 <sup>th</sup>	FULL YEAR	1	1.00

This course will explore the Spanish language, its literatures and cultures, through grounding in art, film, music, humor, legends, feelings, land and nationalism, fantasy and imagination, and institutions, such as family, school, and restaurants. This course will expand students view of the Spanish-speaking world and its diverse subcultures; develop vocabulary; increase linguistic proficiency with practical applications of grammar; apply multi-modal approaches to the “reading and writing” of Spanish.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Spanish II</i>	9th or 10th	FULL YEAR	1	1.00

This course will begin with a review of Level 1 and expand with more complex vocabulary, detailed conversation, and intricate grammar, through grounding in art, music, film, humor, feelings, nationalism, fantasy, and institutions such as the travel industry, restaurants, telecommunication processes and leisure activities. This course will expand students view of the Spanish-speaking world and its diverse subcultures; develop vocabulary; increase linguistic proficiency with practical applications of grammar; apply multi-modal approaches to the “reading and writing” of Spanish. **Pre-requisite: Passing grade in Level I.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Spanish III</i>	10 <sup>th</sup> or 11 <sup>th</sup>	FULL YEAR	1	1.00

A comprehensive course which integrates the skills acquired in Level I and Level II to increase understanding and proficiency in the language. Students must be able to utilize each of these skills – listening, speaking, reading, and writing – in a coherent manner in order to successfully pass the year end NYS Regents examination. A portion of the class time will be used to review and prepare for this exam. Requirements: All students will take the Regents Examination in Spanish. NOTE: Any student seeking to obtain an Advanced Regents Diploma must pass this Regents examination.

**Pre-requisite: Passing grade in Spanish II.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Spanish IV H</i>	11th or 12 <sup>th</sup>	FULL YEAR	1	1.05

A course designed specifically for those students who have successfully completed the three levels of Spanish and who have shown an aptitude and a desire to engage in an intensive study of Spanish. The course will be divided as follows: a brief review of grammar, literature readings and discussions, and cultural studies. An emphasis will be placed on speaking in the target language. Requirements: An advanced ability to communicate in the target language; completion of cultural projects in South America and Mexico; a reading and discussion of the diary of Christopher Columbus.

**Pre-requisite: Recommendation of teacher and a minimum grade of 90 on the FLACS examination in Spanish.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>AP Spanish Language and Culture</i>	11 <sup>th</sup> or 12 <sup>th</sup>	FULL YEAR	1	1.10

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretative, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. This course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products, practices, and perspectives.

**Pre-requisite: Successful completion of Pre AP Spanish, 85 or higher on FLACS, and teacher's endorsement**  
**All students in this class MUST sit for the AP exam in May.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Latin I</i>	8 <sup>th</sup> or 9 <sup>th</sup>	FULL YEAR	1	1.00

The emphasis of this course is on pronunciation, basic grammar, vocabulary, and English words derived from Latin. Students learn to translate Latin passages into English and to respond in Latin to simple conversational questions. They will also demonstrate knowledge of Greco-Roman culture, history, geography, and mythology. There is selective participation on the Level I National Latin Exam, the Latin Declamatio, and first level Certamen at Stony Brook University. Requirements: Daily homework and various mini projects.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Latin II</i>	9 <sup>th</sup> or 10 <sup>th</sup>	FULL YEAR	1	1.00

This course offers a continuation of grammar and vocabulary within a context of increasingly challenging Latin passages for translation. Students will demonstrate knowledge of facts about Greco-Roman life, mythology and history. Special attention is given to Caesar and the republic. There is selective participation in the National Latin Exam Level II, the Latin Declamatio, and the second level Certamen at Stony Brook University. Requirements: Daily homework and two cultural projects.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Latin III</i>	10 <sup>th</sup> or 11 <sup>th</sup>	FULL YEAR	1	1.00

Latin III offers more advanced grammar with emphasis on the subjunctive mood and a continuation of vocabulary. Students are introduced to rhetorical figures, the ancient Roman calendar, and Latin poetry. Emphasis is given to the life and works of Caesar, Cicero, Pliny, and selections from the story of Jason Argonauts. Students demonstrate knowledge of Greco-Roman history and mythology and a connection from the ancient world to the present. Comprehension of spoken Latin is developed and students are able to write dictated passages in Latin. This course includes preparation for the New York State Regents examination. There is Selective participation in the Level III National Latin Exam, the Declamatio, and the third level Latin Certamen at Stony Brook University.

Requirements: Daily homework, two projects, biographical research on Cicero, and the influence of mythology on the arts.

## MATHEMATICS

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Common Core Algebra A</i>	8 <sup>th</sup> or 9 <sup>th</sup>	FULL YEAR	1	1.00

The course follows the same New York State Algebra curriculum, but proceeds at a slower pace. The second half of the course will be presented the following year.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Common Core Algebra B</i>	9 <sup>th</sup> or 10 <sup>th</sup>	FULL YEAR	1	1.00

The course follows the same New York State Algebra curriculum, but proceeds at a slower pace. Students will prepare for the Common Core Algebra Exam.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Common Core Algebra 1</i>	8 <sup>th</sup> or 9 <sup>th</sup>	FULL YEAR	1	1.00

The focal point of this course is the algebra content strand. Algebra provides tools and ways of thinking that are necessary to solving problems in a wide variety of disciplines, such as science, business, social sciences, arts, and technology. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in various settings. Students will sit for the New York State Regents Exam at the end of the course.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Common Core Algebra 1 Honors</i>	8 <sup>th</sup> or 9 <sup>th</sup>	FULL YEAR	1	1.05

This course follows the same New York State curriculum as Integrated Algebra with additional topics. Additionally, depth of understanding of core curriculum is greater than that in Integrated Algebra. Students will sit for the New York State Regents Exam at the end of the course.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Common Core Geometry</i>	9 <sup>th</sup> or 10 <sup>th</sup>	FULL YEAR	1	1.00

This course will follow N.Y.S. Geometry curriculum that includes (1) Experiment with transformations in the plane, understand congruence in terms of rigid motions, prove geometric theorems, make geometric constructions; (2) understand similarity in terms of similarity transformations, prove theorems involving similarity, define trigonometric ratios and solve problems involving right triangles, apply trigonometry to general triangles, (3) understand and apply theorems about circles and find arc lengths and areas of sectors of circles; (4) Translate between the geometric description and the equation for a conic section and use coordinates to prove simple geometric theorems algebraically; (5) explain volume formulas and use them to solve problems, visualize relationships between two-dimensional and three-dimensional objects; (6) apply geometric concepts in modeling situations. Mathematical Practices addressed in this course 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; and (8) Look for and express regularity in repeated reasoning.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Common Core Geometry Honors</i>	9 <sup>th</sup> or 10 <sup>th</sup>	FULL YEAR	1	1.05

This course follows Integrated Algebra Honors and will challenge students to justify relationships in plane and solid geometry. Concepts will include (1) Experiment with transformations in the plane, understand congruence in terms of rigid motions, prove geometric theorems, make geometric constructions; (2) understand similarity in terms of similarity transformations, prove theorems involving similarity, define trigonometric ratios and solve problems involving right triangles, (3) understand and apply theorems about circles and find arc lengths and areas of sectors of circles; (4) Translate between the geometric description and the equation for a conic section and use coordinates to prove simple geometric theorems algebraically; (5) explain volume formulas and use them to solve problems, visualize relationships between two-dimensional and three-dimensional objects; (6) apply geometric concepts in modeling situations. Common Core State Standards will prepare students through sequential scaffolded development of the prerequisite skills and knowledge needed for the success in future AP courses. Such items include, but are limited to, analyze, solve and explain complex math problems, higher order thinking skills, knowledge, and behaviors necessary to be successful in AP class and beyond.

**Pre-requisite: Passing grade on Integrated Algebra Regents**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>CC Algebra 2</i>	10 <sup>th</sup> , 11 <sup>th</sup> , or 12 <sup>th</sup>	FULL YEAR	1	1.00

This is the third course required for an advanced Regents diploma. Students will study (1) polynomial, rational, and radical relationships; (2) Trigonometric Functions; (3) Modeling with Functions; (4) Inferences and conclusions from Data. Mathematical Practices addressed in this course 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; and (8) Look for and express regularity in repeated reasoning.

**Pre-requisite: A Passing grade on the CC Geometry exam is essential!**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>CC Algebra 2 Honors</i>	10 <sup>th</sup> , 11 <sup>th</sup> , or 12 <sup>th</sup>	FULL YEAR	1	1.05

This course follows Integrated Geometry Honors and will challenge students through ongoing exposures to rigorous mathematics content and experience with the thinking processes needed. In addition to Trigonometry and the Unit circle, more advanced topics in Algebra will be covered such as (1) polynomial, rational, and radical relationships; (2) trigonometric functions; (3) Modeling with Functions; (4) Inferences and conclusions from data. Common Core State Standards) will prepare students through sequential scaffolded development of the prerequisite skills and knowledge needed for the success in future AP courses. Such items include, but are limited to, analyze, solve, and explain complex math problems, higher order thinking skills, knowledge, and behaviors necessary to be successful in AP class and beyond.

**Pre-requisite: Minimum passing grade on the CC Geometry exam of 85**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Applications in Algebra 2</i>	10 <sup>th</sup> , 11 <sup>th</sup> , or 12 <sup>th</sup>	FULL YEAR	1	1.00

High School mathematics generally consists of algebra, geometry, and trigonometry. This course will cover the fundamentals of trigonometry which will give students a foundation with which to pursue further study. Students will learn and discover about the six trigonometric functions and their relationships. Students will also see how they relate to algebra, geometry, and the real world. Mathematical Practices addressed in this course 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; and (8) Look for and express regularity in repeated reasoning.

### MATH ELECTIVES

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Finite Math</i>	12	FULL YEAR	1	1.00

This senior year elective is for those students who are not going to major in a math or science related field in college. The course will revolve around the use of the graphing calculator for analysis of mathematical theories and their applications to business and financial applications. This course will allow the non-math major to stay involved with math and prepare for a basic college math course.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>CC Pre-Calculus</i>	11-12	FULL YEAR	1	1.00

This course is an elective for those seniors who wish to prepare for college level calculus, and for those juniors who wish to take A.P. Calculus their senior year. Students will study (1) Complex Numbers and Transformations, (2) Matrices and Vectors, (3) Functions, (4) Trigonometry, and (5) Probability. The graphing calculator will be used with most topics.

**Pre-requisite: Successful completion of Algebra 2 course.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>CC Pre Calculus Honors</i>	11-12	FULL YEAR	1	1.05

Students will study (1) Complex Numbers and Transformations, (2) Matrices and Vectors, (3) Functions, (4) Trigonometry, and (5) Probability. The graphing calculator will be used with most topics.

**Pre-requisite: Successful completion of 3 year sequence in Math (Algebra, Geometry, Algebra with Trigonometry) AND a MINIMUM grade of 75 on the Algebra 2 Regents.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Calculus</i>	12	FULL YEAR	1	1.00

This course covers the derivatives of algebraic trigonometric functions with applications to rates, maximization, integration, the fundamental theorem, applications of the definite integral, the calculus of trigonometric, logarithmic, and exponential functions, methods of integration, improper integrals and infinite series.

**Prerequisite: Successful completion Pre-Calculus or Pre-Calculus Honors.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>AP Calculus</i>	12	FULL YEAR	1	1.10

This is a college level course designed for those accelerated students who wish to receive college credit while still in high school. **Students must take an A.P. Test.** College credit will be based on grades received on this test. Many colleges accept this test for 3 college credits, but not all colleges do so. The course follows the curriculum set by the College Board. A graphing calculator is a must for this course.

**Students are required to take the AP Examination in May.**

**There is a fee associated with this course/exam.**

**Pre-requisite: A final average of 85% or higher in Pre-Calculus and teacher recommendation.**

## PHYSICAL EDUCATION

Physical Education is a 4-year state requirement for high school students. Physical Education classes are designed to develop physical, cognitive and social skills as well as promote general fitness, self-confidence, and cooperation. Students are introduced to and develop skills that are reinforced in game situations. There is also a degree of emphasis on lifetime fitness. Co-educational activities are also offered as an integral part of the program. Classes meet for a total of five sessions over a two week span. The school gym uniform is required for class. The physical education grade is based on both participation and effort. One written test is administered each quarter.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Physical Education</i>	9 <sup>th</sup> and 10 <sup>th</sup>	FULL YEAR 2 days per week	½	.50

Students will learn advanced skills while participating in individual or team sports and activities. The focus of the class includes advanced skill cues for movements in order to be successful in modified game situations, important health concepts for a healthy life and advanced strategies for team play.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Physical Education</i>	11 <sup>th</sup> and 12 <sup>th</sup>	FULL YEAR 2 days per week	½	.50

Students will participate in team and individual sports. The focus of the class includes game play, advanced team strategies, emphasis on sport as a healthy option for one's life, and team cohesion. Emphasis is also on promoting fitness into one's life style.

**Students must successfully complete all four years of physical education in order to graduate.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Health</i>	10	HALF YEAR (5x) FULL YEAR (2x)	½	.50

This course is required for every student and is generally offered in the tenth year. It is designed to offer the student an understanding of the inter-relatedness of mind, body, and emotions and how these affect one's well being. This course follows the Christian teaching in presenting issues of family life and sexual relationships.

## RELIGIOUS STUDIES CAMPUS MINISTRY

Theology, the understanding of God, can also be described as “faith seeking understanding”. As a Catholic school, we are working within the context of the Catholic Faith seeking to understand God’s love for us as it unfolds in: Creation; the Old Testament stories of God’s relationship with His chosen people; the person of Jesus our savior; and the response of the church to the call of Jesus to “follow me”. The Campus Ministry department works in close cooperation with the Theology Department, particularly in the areas of:

- Liturgy and Sacraments
- Community service as our appropriate response as disciples of Christ
- Retreat days
- Living a Christian lifestyle

While Religion classes intend to give students an opportunity to study Christianity as a subject, Campus Ministry strives to help build bridges: from head to heart; from information to formation.

*My God  
I am Yours  
For time and eternity.  
Teach me to cast myself entirely  
Into the arms of  
Your loving Providence with the most lively unlimited confidence in Your compassionate,  
tender pity.  
Grant me,  
O most merciful Redeemer,  
That whatever  
You ordain or permit  
May be acceptable to me.*

*Prayer of Mother Catherine McAuley*

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Jesus and the Church</i>	9	FULL YEAR	1	1.00

This course is an overview of Catholic Christian faith using the Nicene Creed as its foundation. The first half of the course will study the following topics in some depth: the meaning of Catholic Christian faith as a personal commitment and relationship with the triune God and as part of a community and tradition; the person and meaning of Jesus Christ in both Scripture and Tradition; the Holy Spirit as the foundation of the Church; and the Church as one holy, catholic and apostolic. The second semester will study the following topics in depth: the Church as the body of Christ in the world; the hierarchical nature and structure of the Church; the nature of sacraments and their role in the life of the Church; the sacramental meaning of baptism and confirmation of the Church; the Eucharist as the “source and summit” of faith; sacraments of healing: reconciliation and anointing of the sick; Holy Orders: bishop and priest, “in persona Christi”, the deacon in service to the Church; the role of Mary; the communion of saints; the “last things”: heaven, hell and purgatory.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Sacred Scripture</i>	10	FULL YEAR	1	1.00

This course is an introduction to understanding the Sacred Scriptures as God’s revealed word. The course will prioritize the person of Jesus Christ and the gift of the Spirit establishing the Church as the culmination of the word of God. Students will become familiar with the Catholic understanding of inspiration and revelation. Special emphasis will be placed on how to read and interpret the Bible as the Church’s book in the context of the community of faith and the many books that make up one book. The following areas in the Old Testament will be explored in some depth: the narrative history of Israel; Genesis 1-11: the story of the creation and the fall; Abraham and the notion of covenant; Moses, the exodus and the ten commandments; David and the rise of Israel; the Babylonian Exile; the prophetic call to justice and conversion; Isaiah and the suffering servant of God. In the New Testament students will explore the following topics in depth: the life and message of Jesus and the proclamation of the Kingdom of God; John’s unique theological perspective of Jesus as the Word made flesh; the last supper and Jesus as the new covenant; the passion, death, resurrection and ascension of Jesus (the paschal mystery); the gift of the Spirit and the formation of the Church explored in the Acts of the Apostles and letters of Paul.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Catholic Christian Morality</i>	11	FULL YEAR	1	1.00

This course consists of two basic components: foundations of Catholic Christian morality and contemporary issues of Catholic morality. The first part will explore the Biblical foundations of morality including the Ten Commandments and teaching of Christ. It will explore the following topics in some depth: the meaning of conscience, and its need to be formed and informed in the context of faith and the teaching of the Church; the authoritative role of the Pope and bishops; the meaning of natural law; the authoritative role of the Pope and bishops; the meaning of natural law; the nature of sin: original, personal, venial, and mortal; theological and cardinal virtues; love and justice: Deus Caritas Est. The second part of the course will explore Church teaching on contemporary moral issues: It will explore the following topics in some depth: human sexuality and the Catholic theology of the body; Catholic moral teaching in the public square; the major themes of Catholic social teaching; abortion and the right to life; the just war tradition; peacemaking and the pursuit of justice; prejudice, racism and human dignity; fighting poverty locally and globally; the stewardship of creation; capital punishment; and euthanasia: protecting life until natural death.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Apologetics</i>	12	FULL YEAR	1	1.00

*Why Believe? A Senior Year Course in the New Apologetics*

Building on previous courses in Scripture and religion, this summative course will introduce students to philosophical questions concerning the nature of God and human identity. With a curriculum designed and supported by the Augustine Institute (an accredited graduate school of Theology), this course will include a dedicated textbook and multimedia elements. Students will have opportunities for discussion and debate in a course of study that will propose and examine the claims of reason and the mysteries of faith. More than mere academic endeavor, the course will include elements drawn from the rich artistic traditions of the Church and from the witness offered by Saints across the ages.

## SCIENCE

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Living Environment</i>	8 <sup>th</sup> or 9 <sup>th</sup>	FULL YEAR	1	1.00

This Regents course follows the New York State core curriculum for “The Living Environment.” Basic biological concepts and systems are explored on a core level. Emphasis is placed on life as an entity, interacting with its outside environment as well as maintaining its own stable internal environment. Topics include scientific methodology, ecology, cytology, evolution and taxonomy, human anatomy and physiology, and molecular genetics. The development of laboratory skills and participation in selected activities is a requirement to receive credit. Specific laboratory exercises must be completed and reports submitted summarizing acquired skills and knowledge. Good reading skills are important in promoting an in-depth understanding of the topics covered.

**This course fulfills the Life Science requirement for graduation. Each student must fulfill the mandatory NYS requirement 1200 minutes of lab work. A Regents examination is taken in June. Students who pass both the Physical Science Regents and this Living Environment Regents qualify for the Science requirement for an Advanced Regents Diploma.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Living Environment Honors</i>	8 <sup>th</sup> or 9 <sup>th</sup>	FULL YEAR	1	1.05

This is an intensive, fast-paced science course designed to challenge those students who have demonstrated a high aptitude and interest in the sciences. The goals of this course are to prepare students for Living Environment Regents Examination and for the SAT II: Biology Test as well as provide a foundation for future study in Advanced Placement Biology through a challenging college preparation atmosphere. Students will be required to complete additional preparation work, independent research, and extensive reading outside of class to achieve success.

**Pre-requisite: Year-end minimum average of 90 in 8<sup>th</sup> grade science.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Physical Setting/Earth Science</i>	9 <sup>th</sup> or 10 <sup>th</sup>	FULL YEAR	1	1.00

This course follows the core curriculum set up by the Department of Education for New York State, covering such topics as astronomy, meteorology, weather, climate, and geology. The class is structured so that the students will develop or strengthen their ability to explain, analyze and interpret Earth Science processes and phenomena and to generate scientific inquiry. The class consists of a lecture with formatted note taking. Weekly quizzes, unit tests, and a mid-term exam are tools used during the year to evaluate student progress. The laboratory periods assess students’ ability to understand major concepts while working in small group settings.

**Each student must fulfill the mandatory NYS requirement 1200 minutes of lab work in order to take part D, “The Performance Test,” of the Regents exam. The written portion and the performance part are both administered in June.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Physical Setting/Earth Science Honors</i>	9 <sup>th</sup> or 10 <sup>th</sup>	FULL YEAR	1	1.05

This challenging, intensive Earth Science course is offered to highly motivated, high achieving science students for the Physical Setting Earth Science Regents exam in June. Students will be required to complete Earth Science related investigations in the computer lab, supplemental readings, and independent research projects.

**Pre-requisite: Minimum Living Environment Regents exam grade of 85.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Physical Setting/Chemistry</i>	10 <sup>th</sup> or 11 <sup>th</sup>	FULL YEAR	1	1.00

This Regents course covers the following major areas: matter and energy, atomic concepts, bonding, periodic table, mathematics of chemistry, organic chemistry and nuclear chemistry. Working knowledge of algebra is essential. Students should also be familiar with the use of standard notations of numbers, significant figures, metric system of units, dimensional analysis and have an understanding of direct and inverse relationships. Every student is required to supply his/her own safety glasses since safety procedures are strongly enforced. Scientific calculators must also be supplied by the student. This course has two double period laboratory sessions scheduled per week. All laboratory reports require answering questions concerning the results of the laboratory research and mathematical calculations are always involved.

**A completed lab folder is necessary to pass this course. All students are expected to take a Regents examination in June.**

**Pre-requisite: Successful completion of CC Algebra 1 and enrollment in CC Algebra 2.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Physical Science</i>	11 <sup>th</sup> or 12 <sup>th</sup>	FULL YEAR	1	1.00

This is a one year non-Regents course which is designed to give an overview of Chemistry and Physics. It covers metrics, properties of matter, density, atoms, the periodic table, formulas, reactions and energy. Requirements: the course grades will be based on the quality of the unit packets, tests, projects, assignments and participation in class activities.

**This course meets the NYS requirement of a third science course needed for graduation.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Physics</i>	11 <sup>th</sup> or 12 <sup>th</sup>	FULL YEAR	1	1.00

This Regents course emphasizes laboratory activity. The topics to be covered include: matter at rest, matter in motion, heat energy, waves, electricity, sound, light, and nuclear structure. Rulers, protractors and a scientific or graphing calculator must be supplied by the student. Algebra and trigonometry are emphasized throughout the entire course. A completed laboratory folder is necessary and many laboratory reports must be completed at home. A Regents examination may be taken at the end of this course.

**Pre-requisite: Successful completion of Integrated Algebra and Algebra 2/Trigonometry and a Regents science course, preferably Chemistry.**

## SCIENCE ELECTIVES

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>AP Environmental Science</i>	11-12	FULL YEAR	1	1.10

This course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. This class is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, geography and incorporating our own wetland.

**Pre-requisite: Successful completion of life science (biology) and physical science (chemistry and earth science); at least one year of successful completion of algebra.**

**All students are required to take the AP Examination in May.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Human Disease and Pathology</i>	11-12	FULL YEAR	1	1.00

This course takes an in depth look at many of the diseases that affect humans. These diseases include viruses, bacteria, genetic, congenital, and infectious. Other pathologies and rare illnesses will also be studied. The history of how certain diseases emerged and the roles humans played in propagating them will be examined. Causes, symptoms, and treatments will also be addressed.

**NOTE: This course includes graphic descriptions and photographs of certain diseases.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Anatomy and Physiology</i>	11-12	FULL YEAR	1	1.00

This course covers the structure and function of tissues, organs, and organ systems of the human body. Emphasis is placed on anatomical structures and the physiological processes at work to maintain homeostasis. Body systems covered include the cardiovascular, endocrine, musculoskeletal, respiratory, circulatory, nervous, and integumentary systems. Interruptions in homeostasis including disease and injury will also be covered for each organ system. This course requires a great deal of reading and study time. It is intended for those students pursuing a career in the biological sciences.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Forensic Crime Scene Investigation</i>	11-12	FULL YEAR	1	1.00

This course combines scientific inquiry and analysis with law enforcement procedures. Students learn all of the skills necessary in solving real life crime/murder scenarios. This class is a very intensive, hands-on experience for those students who are motivated and team oriented. Some of the skills students will learn are crime scene search/protection; evidence recognition/collection; dusting, lifting, and analyzing latent fingerprints; analysis of hairs and fibers and interview/interrogation techniques.

**Pre-requisite: A 90% or higher annual average in Living Environment, a 88% or higher on the Living Environment Regents and teacher recommendation.**

**Course Fee: \$75.00**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>AP Chemistry</i>	11-12	FULL YEAR	1	1.10

The AP Chemistry course is the equivalent of a course in freshman college chemistry. Topics covered include structure of matter, states of matter, reactions, stoichiometry, equilibrium, kinetics and thermodynamics. For some students, this course enables them to take second year courses in their freshman year in college. This AP chemistry course may fulfill the pre-requisite laboratory science requirement for many colleges. The Advanced Placement exam will be given at the end of this course. Goggles are required.

**Pre-requisites: Successfully completed or currently enrolled in CC Algebra 2; cumulative average of 85% on previous Math and Science exams and/or courses, and satisfactory completion of Regents Chemistry. All students are required to take the AP Examination in May.**

**There is a fee associated with this course/exam.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>AP Biology</i>	11-12	FULL YEAR	1	1.10

Advanced Placement Biology is a college level biology course. The course content, work-load, and nature of exams and laboratory assignments are on the collegiate level. Students must be prepared to accept the level of responsibility and self-discipline necessary to be successful in this class. This class is for those who are pursuing a college career in biological sciences. The eight major themes covered in this course are: science as a process, evolution, energy transfer, continuity and change, structure and function, regulation, interdependence, and technology in science.

**All students are required to take the AP Examination in May.**

**There is a fee associated with this course/exam.**

**Pre-requisite: Minimum final average of 90% in Living Environment AND minimum final average of 85% in Chemistry WITH departmental approval and an 80 or above on both Regents.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Theoretical Physics</i>	11-12	FULL YEAR	1	1.00

Topics such as string theory or multiple dimension theory and how to apply them in the real world in a practical way will be discussed. In addition to talking about theoretical and astro-physics (as overviews), current developments in the scientific world (such as the large hadron collider) will be addressed. This class is meant for students who are interested in a scientific or engineering based career. This would be the physical science alternative to pathology.

**Pre-requisite: Successful completion of Chemistry and a minimum of an 85 on Chemistry Regents.**

## SOCIAL STUDIES DEPARTMENT

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Global History &amp; Geography I</i>	9	FULL YEAR	1	1.00

This Regents course begins a two-year long study of the “Global Village.” Students will examine basic geography (including physical geography, culture, and maps), history (up to the Age of Exploration), economics, political science, sociology, comparative religion, culture and contemporary issues. The students will study the following regions: the Islamic World, Sub-Saharan Africa, China and Japan, and early Europe. The course aims to achieve analytical understanding of the material presented according to the Standards of the State of New York. The students will be required to read and understand the text book. Workbooks, as part of the textbook, will be used extensively. Current Events will be assigned weekly. Class projects such as political and physical maps will be done for the Middle East, Africa, China and Japan. Tests and quizzes will be given frequently. Other projects, such as reports and term papers, may be used.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Global History &amp; Geography I Honors</i>	9	FULL YEAR	1	1.05

This Regents course begins a two-year long study of the “Global Village.” The students will examine basic geography (including physical geography, culture, and maps), history (up to the Age of Exploration), economics, political science, sociology, comparative religion, culture and contemporary issues. The students will study the following regions: the Islamic World, Sub-Saharan Africa, China and Japan, and early Europe. The course aims to achieve analytical and a deep understanding of the material presented according to the Standards of the State of New York.

**Students in this honors class are expected to have strong reading and writing ability and be able to participate in in-depth class discussions on matters pertaining to world history and geography.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Global History &amp; Geography II</i>	10	FULL YEAR	1	1.00

This Regents course concludes the mandatory two-year study of the “Global Village” begun in Global History and Geography I. Students must study *all* world regions, but with stronger emphasis on Europe, Latin America, Russia, and the Indian Subcontinent. Students will also study world history from the Age of Exploration up to the present times. Thematic essays and Document Based Questions (DBQs) will be assigned throughout the year relating to topics covered in the ninth and tenth grades in preparation for the NYS Regents Exam given in June. In addition, maps (geography) and reports on world leaders, past and present, will be assigned. All students must pass both the course and the Global History and Geography Regents examination in order to graduate.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Global History &amp; Geography II Honors</i>	10	FULL YEAR	1	1.05

This section of the course follows the same curriculum as above, however the text used challenges the most gifted students to go beyond what is required under NYS Regents requirements. Presentations on world leaders (past and present), political and economic systems are required. In addition thematic essays and DBQs will be used in preparation for the NYS Regents Exam given in June.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>U.S. History &amp; Government</i>	11	FULL YEAR	1	1.00

This is a one-year survey course of American History from Colonization to the present. Major components of this course include constitutional issues, industrial and technological development within the United States and our country's increasing involvement in international and global concerns. Content is presented in chronological order with special attention given to the U.S. Constitution. Passing this course and the Regents Examination administered in June is a requirement for all students who must pass the NY State Regents examination at the end of the year.

**Pre-requisite: Passing grade in Global History and Geography II.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>U.S History &amp; Government Honors</i>	11	FULL YEAR	1	1.05

Students will take a one-year survey course of American history from colonization to the present. This is a New York State mandated core subject. All the NY curriculum and state regulations are followed. Content is presented in chronological order. Outside readings are required. These readings aim at developing the ability to weigh facts and interpret the results. Eleventh grade students must take the NY State Regents examination at the end of the year.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>AP United States History</i>	11	FULL YEAR	1	1.10

This course covers the whole of the United States history from pre-Columbian times to the present. There is a great deal of work required of students including a higher level textbook and many outside readings. Additionally, students will be required to write essays on a frequent basis as well as participate in simulations of historical events. Outlining of chapters and participation in class discussions are mandatory. Included will be readings of primary source material, art, and music. A passing grade in a U.S. history course is required for graduation. Students who take this course must take the AP test in May.

**Pre-requisite: A 90 or higher on the Global Regents. A 90 or higher year end average in Global class.**

**All students are required to take the AP Examination in May.**

**There is a fee associated with this course/exam.**

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Participation in Government</i>	12	HALF YEAR	½	.50

This course enlarges on what students have learned in U.S. history in their junior year. Areas of study will include: how nation states emerge, the basic structure of the United States government, the philosophy that underlies the Constitution, and the study of Supreme Court cases, which define our liberties. Students will be required to participate in a mock Supreme Court hearing in which they will participate as either attorneys or justices. Field trips and/or virtual observations and involvement in local and county government will further develop critical thinking skills by learning first-hand the constitutional rights and limitations of citizens. Successful completion of this course is required for graduation.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Participation in Government Honors</i>	12	HALF YEAR	½	.55

This course enlarges on what students have learned in U.S. history in their junior year. Areas of study will include: how nation states emerge, the basic structure of the United States government, the philosophy that underlies the Constitution, and the study of Supreme Court cases, which define our liberties. Students will be required to participate in a mock Supreme Court hearing in which they will participate as either attorneys or justices. Field trips and/or virtual observations and involvement in local and county government will further develop critical thinking skills by learning first-hand the constitutional rights and limitations of citizens. Successful completion of this course is required for graduation.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Economics</i>	12	HALF YEAR	½	.50

This is a survey course which will help students to develop an understanding of economic principles, which affect their lives in both a general and a day-to-day sense. Students will study the basics of capitalism including supply and demand, budgeting, and the stock market. Students will participate in life simulation activities in which they will have \$200,000 of imaginary money to invest in the stock market. Additionally, students will cover the market place and the influence of economic factors on individual investment instruments as well as their regulatory agencies.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Economics Honors</i>	12	HALF YEAR	½	.55

This is a survey course which will help students to develop an understanding of economic principles, which affect their lives in both a general and a day-to-day sense. Students will study the basics of capitalism including supply and demand, budgeting, and the stock market. Students will participate in life simulation activities in which they will have \$200,000 of imaginary money to invest in the stock market. Additionally, students will cover the market place and the influence of economic factors on individual investment instruments as well as their regulatory agencies.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>AP Government and Politics</i>	12	FULL YEAR	1	1.10

This course provides an analytic perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret US policies and the analysis of specific case studies. Topics include: Constitutional Underpinnings of the US Government; Political Beliefs and Behavior; Political Parties, Interest Groups, and Mass Media; Congress, the Presidency, Bureaucracy, and the Federal Courts; Public Policy; Civil Rights and Civil Liberties. All students must take the AP exam in May. **All students are required to take the AP Examination in May.**

**There is a fee associated with this course/exam.**

**Pre-requisite: 90% average in American History and teacher recommendation.**

## SOCIAL STUDIES ELECTIVES

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Psychology</i>	11-12	HALF YEAR	½	.50

This introductory course will cover broad areas of psychology which may include the following topics: abnormal psychology, behavior development, child psychology, criminal psychology, hypnosis, personality theories and tests, sleep and dream analysis, sports psychology and social psychology.

<u>COURSE</u>	<u>GRADE OFFERED</u>	<u>DURATION</u>	<u>CREDIT</u>	<u>WEIGHT</u>
<i>Sociology</i>	11-12	HALF YEAR	½	.50

This course views human interaction and the influence of groups, organizations, and culture on ways of thinking, acting and feeling, and on values and lifestyles. Theories and methods for analyzing social issues and social trends will be included. Students will be responsible for researching and analyzing data, presenting projects to the class, reading and interpreting articles/books, and discussing issues in class. Psychology is paired with this course.

## **SUFFOLK COMMUNITY EARLY COLLEGE PROGRAM**

- Academically eligible sophomores or juniors may qualify to apply for admission
- ECP courses supplement, and do not duplicate, that which is offered by Bishop McGann-Mercy DHS.
- An official college transcript reflecting completed courses, as well as grades and credits earned, can be mailed to other colleges at the student's request.
- Students receive the benefits for a fraction of the College's current tuition and fees, saving themselves and parents/guardians thousands of dollars.
- ECP-reduced tuition can only be applied during the fall and spring semesters. ECP students who take courses during the summer or winter sessions ARE NOT eligible for reduced tuition.
- Please see your guidance counselor for more information.

## **St. JOHN'S UNIVERSITY COLLEGE ADVANTAGE PROGRAM**

**Qualifying Juniors and Seniors may have the opportunity to earn high school and college credit at a minimal cost. In order to qualify, students MUST have the following:**

**PSAT – MINIMUM of 100 combined for math and critical reading**

**SAT – MINIMUM of 1000 combined for math and critical reading**

**ACT – MINIMUM score of 21**

**Seniors – MUST have a GPA of 80 or higher in the 5 major subjects (does not include religion)**

**Juniors - MUST have a GPA of 85 or higher in the 5 major subjects (does not include religion)**

**Cost: The fee PER COLLEGE COURSE is \$400.00. A student may earn 3 college credits and 1 high school credit upon successful completion of each class.**