

# Scarsdale High School



**COURSE CATALOG**  
**2016-2017**



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# GENERAL INFORMATION

## GRADUATION REQUIREMENTS

To graduate, students must complete 22 credits of study. The following 18½ credits are required:

- English . . . . . 4 credits
- social studies . . . . . 4 credits
- science . . . . . 3 credits  
(biology, a physical science,  
and one additional science)
- mathematics . . . . . 3 credits
- world languages . . . . . 1 credit
- art and/or music . . . . . 1 credit
- health . . . . . ½ credit
- physical education . . . . . 2 credits

The art/music requirement can be satisfied by taking courses offered by the department of art and/or the department of performing arts, some of which involve participation in the high school's major performance organizations, such as band, chorus, orchestra, wind ensemble, and drama groups.

All would-be graduates of Scarsdale High School must pass five New York State Regents examinations, in English, mathematics, science, United States history, and world history.

### MINIMUM CREDIT REQUIREMENTS

All students must take a sufficient number of courses to meet the minimum credit requirement for their grade.

- Grade 9 . . . . . 5 credits
- Grade 10 . . . . . 5 credits
- Grade 11 . . . . . 4½ credits
- Grade 12 . . . . . 4 credits

Each quarter all students must take at least 20 periods per week of courses (exclusive of physical education).

### PROMOTION REQUIREMENTS

In order to be promoted to the next grade and enjoy the privileges associated with it, students must earn a minimum number of academic credits.

To Enter Grade	Academic Credits
12	14
11	8.5
10	4

### ENGLISH AND SOCIAL STUDIES

All students must be continuously enrolled in both English and social studies courses during both semesters.

### ENGLISH AS A NEW LANGUAGE (ENL)

The ENL program is for students who, by reason of foreign birth or ancestry, speak or understand a language other than English, speak or understand little or no English, and require support in order to become proficient in English.

All Scarsdale High School students must pass a New York State Regents examination in English before receiving a high school diploma. ENL students are not permitted to use dictionaries or glossaries during the English Regents exam.

### SUMMER SCHOOL CREDIT

Scarsdale High School awards credit for summer school courses when they are taken for credit recovery or to improve a course grade. Both the original and summer school grades appear on the student's transcript and are used in computing the student's grade point average. If a student retakes a Regents examination, the new Regents grade is not used to re-calculate the final grade in a course. Students seeking credit for a summer school course must secure in advance the written permission of the department chairperson and the dean.

Scarsdale High School awards no credit for courses taken for enrichment. Summer school course work for acceleration is not permitted in any subject other than mathematics, and then only in very exceptional circumstances.

## GRADUATION EXERCISES

A student who has not completed all graduation requirements established by the Scarsdale Board of Education and the New York State Board of Regents may participate in June graduation exercises if the student has:

- earned a minimum of 18 credits
- provided his or her dean with an approved summer-school program that will allow for the completion of all requirements by the September following graduation

### NEW YORK STATE REQUIRED TESTING

In order to receive a high school diploma, a student must pass five examinations, four of which must be Regents examinations (one each in English, mathematics, science, and social studies). The fifth assessment may be one of the following:

- a fifth Regents examination
- a state-approved pathway assessment
- a career and technical education (CTE) pathway assessment (following the successful completion of an approved CTE program)
- an arts pathway assessment
- one of the following state-approved alternative assessments (minimum passing score listed for each):

#### *English*

AP = 3

#### *Mathematics*

AP = 3

SAT Subject Test, Level I = 470

SAT Subject Test, Level II = 510

#### *Science*

AP Biology = 3

SAT Subject Test, Biology = 520

SAT Subject Test, Chemistry = 540

SAT Subject Test, Physics = 530

#### *U.S. History*

AP = 3

SAT Subject Test = 560

#### *Global History*

AP = 3

This New York State Department of Education requirement is supplementary to Scarsdale High School's graduation requirements.

For students classified by the Committee on Special Education, scores of 55 to 64 are passing scores on any Regents examination required for graduation with a local diploma.

All Regents examinations are offered in June. Some Regents examinations are offered in January. Although Regents examinations are not given at Scarsdale High School in August, the deans can help students arrange to take them at other high schools.

### SENIOR OPTIONS

The Senior Options program takes place during the last six weeks of the senior year. Participants learn and grow in new ways by performing community service or serving an internship or working on an independent project. All seniors collaborate with mentors from the high school faculty midway through the year to plan the experience and, later on, to chart and reflect on their work with the professionals and other consultants who serve as their field sponsors. The Senior Options Steering Committee reviews, approves, and monitors all Senior Options projects, each of which culminates in a presentation for classmates, parents, faculty, staff, and sponsors. Grades for this graduation requirement are awarded on a pass/fail basis.

## GRADING SYSTEM

Letter Grade	Numerical Equivalent	Grade Point Equivalent
A+	97 and above	4.4
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.4
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.4
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.4
D	65-66	1.0
F	below 65	0.0

Students are issued quarterly report card grades. The final course grade is cumulative, a combination of grades from individual marking periods and a final assessment, if one is given. Each department has its own policy for weighting individual marking periods. Students may obtain this information from their teachers and the department chairs.

For seniors, the first-semester grade appears on the mid-year college report.

## COLLEGE-LEVEL COURSES

Advanced Topics courses, the high school's most rigorous offerings, are designated with a "5" as the last digit of the course number. Course descriptions appear in the following departmental sections of this catalog: art, English, mathematics, music, science, social studies, and world languages. Students in these college-level courses may choose to take Advanced Placement (AP) examinations linked to the subject area. Offered in May, they are administered and rated by the College Board. Students for whom the AP exam fee presents a financial hardship are eligible to apply for a fee reduction through the Counseling Department. Except in rare cases (and only following the principal's approval of recommendations from both the dean and the department chairperson), students are not permitted to drop an Advanced Topics course after the course has begun.

## ACADEMIC HELP

Scarsdale High School provides a number of resources for students who need extra academic help. First and foremost among them are a student's teachers. When not teaching classes, they are available to provide students with individualized assistance, support, and enrichment materials. They post their schedules in their classrooms and offices at the start of the school year, explain procedures for making appointments, encourage students to seek them out, and invite students to meet with them. By engaging in this process, students become increasingly responsible and independent, develop organizational skills and learning approaches that foster productive one-to-one meetings, and build important relationships that support and sustain them throughout their years at the high school. The mathematics and world languages departments also offer similar assistance in their departmental centers. Signifer, the Scarsdale High School Honor Society, provides

student tutors whom the deans can help to match up with students in need. The Learning Resource Center supports students whom the Committee on Special Education has classified as having special needs. Academic intervention services are available to students, upon recommendation. Supplementary academic services are provided to students whose teachers feel they need extra preparation for Regents examinations.

## COURSE CODES

This is the key to coded course numbers:

- first digit represents department
- second digit represents year of sequence
- third digit represents level of work

0-level courses are remedial.

1-level courses are skills.

2-level courses are regular.

3-level courses are accelerated.

4-level courses are honors.

5-level courses are advanced topics.

Enrollment in all remedial, skills, honors, and college-level courses requires permission of the department. A course will not be offered if enrollment for it is insufficient.

## PASS/FAIL

Courses at Scarsdale High School that are not pass/fail courses can be taken on a pass/fail basis only in extraordinary situations. The student, parent, dean, teacher, department chairperson, and administrator must all agree, in writing, to the implementation of the pass/fail option.

## ACADEMIC INTEGRITY

If a student cheats, the person most harmed is the student. The integrity of the school is also compromised. The following statements reflect the seriousness with which we at Scarsdale High School view cheating.

Cheating includes, but is not limited to:

- representing someone else's work as one's own, including test answers, papers, creative work, homework, and labs
- using unauthorized auditory, visual, or written assistance on a quiz, test or other assignment
- knowingly providing others with the opportunity to cheat in one of the ways described above

All incidents of cheating are reported to the department head, the student's dean, and the student's parents. Consequences for a first incident are determined by the teacher and the department head. While any incident *may* be referred to the principal, all second incidents *must* be so referred and result in a meeting between the principal and the student and his or her parents or guardians. The principal determines appropriate consequences. If there are subsequent incidents, the student will be required to appear before the Academic Integrity Committee. The committee recommends consequences to the principal, who renders a final determination.

All teachers have the obligation to make clear to students that cheating is not tolerated, to proctor in-class evaluations, and to monitor assignments with vigilance and seriousness; however, the primary responsibility for honorable behavior resides with the student.

## SPORTS

### TEAMS AND TEAM MEMBERSHIP

Scarsdale High School fields a wide variety of teams during the fall, winter, and spring sports seasons. When a sport is not offered at all three levels (freshman, junior varsity, and varsity), qualified younger athletes play on the next-to-highest team. In some sports, all interested players are usually retained on the team, except when facilities and/or safety considerations require a reduced squad size. In most sports, however, team membership is selective. Students are expected to report in shape to the first practice, since evaluations for team membership begin on that day.

### GOLD CARDS

Students must have an Interscholastic Sports Clearance Card, known as the Gold Card, to practice for or compete in interscholastic sports. A new Gold Card must be obtained for each new sports season. The requirements for the Gold Card include:

- an annual sports physical by a private physician or the school's doctor, which must be recorded on the school's form
- a signed parental response to a health questionnaire
- an interview of the student by the school nurse
- the student's signature

In June the school nurse mails detailed information about the Gold Card to the parents of incoming ninth-grade students, including a schedule of dates on which she and the school doctor will be available during the summer vacation. Parents who enroll their children in school too late to receive the mailing should telephone the high school health office at 721-2550.

### FALL SPORTS

	Fr	JV	V
Cheerleading (G)		▪	▪
Cross Country (B&G)	▪	▪	▪
Field Hockey (G)		▪	▪
Football (B)	▪	▪	▪
Soccer (B&G)		▪	▪
Swimming (G)			▪
Tennis (G)		▪	▪
Volleyball (G)		▪	▪

### WINTER SPORTS

	Fr	JV	V
Basketball (B)	▪	▪	▪
Basketball (G)	▪	▪	▪
Bowling (B&G)		▪	▪
Cheerleading (G)		▪	▪
Gymnastics (B)			▪
Ice Hockey (B)		▪	▪
Skiing (B&G)		▪	▪
Swimming (B)			▪
Track (B&G)	▪	▪	▪
Wrestling (B)		▪	▪

▪ = sport offered



## SPRING SPORTS

	Fr	JV	V
Baseball (B)	▪	▪	▪
Crew (B&G)		▪	▪
Golf (B&G)			▪
Lacrosse (B)	▪	▪	▪
Lacrosse (G)	▪	▪	▪
Softball (G)		▪	▪
Tennis (B)		▪	▪
Track (B&G)	▪	▪	▪

▪ = sport offered

# COUNSELING SERVICES

## COUNSELING AT SCARSDALE HIGH SCHOOL

Counseling services at Scarsdale High School are designed to meet the educational, social, and emotional needs of students at each grade level. Incoming freshmen are assigned a dean (counselor) who works with them throughout their four years at Scarsdale High School. The deans are both academic advisors who guide students toward the fulfillment of their academic potential and trained counselors who help them develop socially and emotionally. Transitioning into and out of the high school, dealing with changing family structures, coping with academic pressures, managing a busy life, navigating the college process: These issues are common to all, but they play out in as many ways as there are students. Sometimes they are best addressed in group seminars; sometimes they require individualized attention and counseling. The deans provide both.

The formal counseling program begins in the spring before students enter the high school, when eighth-graders meet their new deans. In addition, the deans meet with the middle school house counselors for transition conferences and run an evening information session for parents. Planned counseling activities are scheduled as follows:

### Grade 9

- Freshman Seminar or Civic Education
- Report Card and Progress Review
- Course Planning Conference
- Schedule Review and Follow-up

### Grade 10

- Schedule and Program Review
- Report Card and Progress Review
- Sophomore Seminar
- Course Planning Conference

### Grade 11

- Schedule and Program Review
- College Information Program for Parents
- Junior Seminar
- Parent/Student College Conference
- Course Planning
- College Panel Presentations for Students and Parents

### Grade 12

- Parent/Student College Planning Conference
- College Application/Admission Process
- Post-High-School Planning
- Senior Day Program

The formal counseling sessions planned for each student are supplemented by frequent informal contacts about issues of individual concern. The deans are available for meetings at the request of a student, parent, or teacher and help their students resolve academic and personal issues.

Deans receive copies of all progress, academic, and discipline reports. Their ongoing communications with teachers, administrators, and parents provide them with a comprehensive understanding of each student in their case load and enable them to coordinate resources to help the student achieve and grow in personally meaningful ways.

For a more complete description of the counseling services available at Scarsdale High School, please visit the Counseling Center website via the Scarsdale High School web page: [www.scarsdaleschools.k12.ny.us](http://www.scarsdaleschools.k12.ny.us).

## THE COLLEGE TESTING PROGRAM

### Grade 9

- SAT subject test (if appropriate)

### Grade 10

- SAT subject test (if appropriate)

### Grade 11

- PSAT/NMSQT: (see description below)
- SAT
- SAT subject tests (if appropriate)
- ACT
- TOEFL (if appropriate; see description below)
- Advanced Placement examinations (optional)

### Grade 12

- SAT
- SAT subject tests (if appropriate)
- ACT
- TOEFL (if appropriate; see description below)
- Advanced Placement examinations (optional)

**SAT Subject Tests:** SAT Subject Tests are standardized, subject-specific tests offered by the College Board. A small number of colleges require two of these tests as part of the admission process. Tests are offered in literature, biology, chemistry, physics, math level I, math level II, United States history, world history, Chinese, French, German, Italian, Japanese, Korean, Latin, Modern Hebrew, and Spanish. In determining which test(s) to take, students should consider: (1) when they are terminating a course (i.e., biology or English) or a sequence in a course (i.e., mathematics); (2) the level of achievement they have attained in the course; (3) the necessity of the subject test(s) for college admission; (4) the advice of the teacher and dean.

**PSAT/NMSQT:** The PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test) is a standardized test offered by the College Board. It is taken in the fall of 11th grade and is the basis for the National Merit Scholarship competition. Juniors who take the PSAT are automatically considered for Merit competition.

**SAT:** The SAT is a standardized college entrance test offered by the College Board. Many colleges require this test or an ACT (see below) as part of the admission process. Students are encouraged to seek the advice of their deans about whether and when to take the SAT. Information on the SAT can be found online at [www.collegeboard.com](http://www.collegeboard.com).

**ACT:** The ACT is a standardized college entrance test offered by ACT (formerly known as American College Testing). Many colleges require this test or an SAT (see above) as part of the admission process. Students are strongly encouraged to seek the advice of their deans about whether and when to take the ACT. Detailed information on the ACT can be found online at [www.act.org](http://www.act.org).

*Important note: Almost every college that requires a standardized college entrance test accepts either the SAT or the ACT.*

**TOEFL:** The TOEFL (Test of English as a Foreign Language) is a standardized test offered by the Educational Testing Service for students whose first language is not English. Colleges may require that students who are not native speakers of English must take this test. Detailed information on the TOEFL can be found online at [www.ets.org/toefl](http://www.ets.org/toefl).

## ART

The program in visual arts encourages students to express themselves creatively and discuss art critically by learning fundamentals, using their imaginations, taking risks, solving problems, and articulating their thinking processes. Student work is exhibited throughout the year in room 277, the Positive Space Gallery.

The Visual Arts Department is committed to meeting the needs of a diverse student population. Studio art foundation classes introduce various modes of expression (drawing, print-making, painting, etc.), provide relevant background into art history and visual culture, and offer trips to museums, sculpture parks and other venues that exhibit art. All students are required to take a foundation course before enrolling in an elective in a specific art subject. Advanced Topics courses are open to qualified seniors (and some juniors) who wish to engage in college-level study. Independent study is available to highly motivated, highly focused students who have completed the most advanced level of a given course. It cannot be used to fulfill the graduation requirement in art.

Those who expect to make art their college major and/or a career choice should consult with an art teacher early on to plan a sequential art program. Students who need to create a portfolio for college admission should seek their teacher's guidance and assistance during junior year.

Visual art courses that satisfy the arts/music graduation requirement are noted with an asterisk (\*).

### **\*STUDIO ART FOUNDATION**

#### **Grades 9 through 12**

4 periods per week, half year, ½ credit

In this one-semester course students use a range of materials and apply critical thinking skills to produce a variety of studio projects that grow out of their study of the elements and principles of art, visual culture, and art history.

## ELECTIVES

Successful completion of the Studio Art Foundation course is prerequisite to enrolling in any elective. Not all elective courses run every year.

### **\*ARCHITECTURE AND DESIGN I**

#### **Grades 9 through 12**

4 periods per week, half year, ½ credit

This introductory course in architecture and design teaches fundamental design skills, spatial visualization, model making, and creative design problem solving. Study of the history of architectural styles is accomplished through presentations, projects, and field trips.

### **\*CERAMICS I**

#### **Grades 9 through 12**

4 periods per week, half year, ½ credit

Ceramics I focuses on the hand building techniques of pinch, coil, and slab. It also provides an introduction to throwing vessels on the potter wheel. Students are introduced to pottery styles from past cultures, traditional works, and contemporary works. Surface decoration techniques are introduced, as are basic firing and finishing techniques.

### **\*COMPUTER ANIMATION I**

#### **Grades 9 through 12**

4 periods per week, half year, ½ credit

Students work with both cartoon-based and realistic images to create 3-D characters and virtual environments that seem real. Become a visual storyteller by using Cinema 4D and Adobe Premier software applications to create a 3-D animated movie.

### **\*DIGITAL PHOTOGRAPHY I**

#### **Grades 9 through 12**

4 periods per week, half year, ½ credit

In this introductory course, students examine the world through the lens of a 35mm, digital, SLR camera. Studies in the history of film and digital photography combine with instruction in camera basics (shutter speed, aperture, and ISO) to facilitate the composition of artful, personally meaningful photographs. Students develop skill and confidence as they investigate and apply Adobe Photoshop's tools and filters

for refining, transforming, and printing finished images.

### **\*DIGITAL VIDEO I**

#### **Grades 9 through 12**

4 periods per week, half year, ½ credit

This course introduces students to the basics of cinematography, screenwriting, storyboarding, and editing. The study of film and video history inspires individual and collaborative efforts to translate ideas from paper to the screen. Students work with Adobe Premiere to capture, edit, and export movies to DVD.

### **\*DRAWING AND PAINTING I**

#### **Grades 9 through 12**

4 periods per week, half year, ½ credit

This course helps students sharpen their skills of visual observation and creative expression while developing their drawing and painting abilities. Students keep a personal sketchbook and work in a variety of media, such as pencil, ink, charcoal, watercolor, and acrylic.

### **\*FASHION DESIGN AND ILLUSTRATION I**

#### **Grades 9 through 12**

4 periods per week, half year, ½ credit

This course introduces students to the basics of fashion design and illustration, including an overview of fashion history, the apparel industry, and current trends. Students learn the fundamentals of fashion proportions, the fashion face, garment construction details, and a range of professional rendering techniques. Assignments challenge students to create original designs and presentations based on specific themes and target markets.

### **\*GRAPHIC ARTS I**

#### **Grades 9 through 12**

4 periods per week, half year, ½ credit

Students learn the essentials of graphic arts by combining study of the elements and principles of design with their use of technology, such as Adobe's Illustrator, Photoshop, In-Design, Cinema 4D and After Effects. Core topics: illustration, typography, identity, package, publication, advertising design, and three-dimensional animation. Supporting material: a history of graphic arts from the Art Nouveau era to the present day.

### **\*PRINTMAKING I**

#### **Grades 9 through 12**

4 periods per week, half year, ½ credit

Printmaking I exposes students to the practices, principles, and terminology of a broad range of printmaking techniques (relief, intaglio, stencil, planography, etc.) and printing techniques (monoprints, stamping, collagraphs, linoleum, dry point etchings, paper plate lithography, and silkscreen). Since printmaking is both a technical and a creative process, equal emphasis is placed on learning traditional printmaking processes and on experimentation. Some historical study of the art form will contextualize these efforts, from the etchings of Durer and Rembrandt to the pop screen prints of Warhol to the fantastic photorealist mezzotints of Chuck Close.

### **\*SCULPTURE I**

#### **Grades 9 through 12**

4 periods per week, half year, ½ credit

This course explores a variety of additive, subtractive, traditional, and contemporary approaches to assembling, constructing, and carving three-dimensional forms. Students can expect to work with wire, stone, clay, plaster, glass, and non-traditional materials.

### **\*HOT GLASS AND JEWELRY BASICS**

#### **Grades 10 through 12**

4 periods per week, half year, ½ credit

In this introduction to jewelry making and working with glass, students learn a variety of techniques--glass torchworking, wire wrapping, soldering, bead stringing, finishing--and use them to create functional and sculptural works of art.

*Prerequisite: Sculpture I*

## **ADVANCED ELECTIVES**

*Prerequisite: completion of an elective course in the same area as the advanced elective*

### **\*ARCHITECTURE II**

#### **Grades 10 through 12**

4 periods per week, half year, ½ credit

In addition to preparing plans, elevations, sections, and perspective drawings, students practice model-making techniques. Preparatory

readings, research, and fieldwork expose students to architectural history and complex principles of design, which they apply to several extended studio projects.

### **\*CERAMICS II**

#### **Grades 10 through 12**

4 periods per week, half year, ½ credit

This course focuses on advanced sculptural hand-building and wheel-throwing techniques. Students are challenged to create a body of work with lids, flanges, and handles. Creative problem solving is central to this course, as is the ability to think and work independently.

### **\*ADVANCED 2-D OPEN STUDIO**

#### **Grades 10 through 12**

4 periods per week, half year, ½ credit

For those who have taken both Drawing and Painting I and Drawing and Painting II, this open studio course offers opportunities for participants to develop compositions on personal themes in their own choice of materials. Participants may express their ideas in drawing, painting, printmaking, and mixed-media. Emphasis is placed on portfolio development.

### **\*COMPUTER ANIMATION II**

#### **Grades 10 through 12**

4 periods per week, half year, ½ credit

Participants will create realistic models, work with typography, and use camera, lights and animation to explore ways of applying three-dimensional modeling and animation techniques to the creation of motion graphics and visual effects. Computer Animation II investigates the creative capacity of digital technology to improve communication, develop creative self-expression, and explore perception and interaction among people, objects, and ideas.

### **\*DIGITAL PHOTOGRAPHY II**

#### **Grades 10 through 12**

4 periods per week, half year, ½ credit

In this second-level elective, students expand their knowledge of both the camera and related software programs, such as Adobe Photoshop and Corel Painter. Participants may focus on specific photographic genres (portrait, still life, photojournalism, fashion, landscape/architecture) as they develop personally relevant portfolios that demonstrate technical proficiency.

Participants study the history of film and digital photography, contemporary fine art, and the work of commercial photographers.

### **\*ADVANCED STUDIO IN PHOTOGRAPHY/DIGITAL VIDEO**

#### **Grades 10 through 12**

4 periods per week, half year, ½ credit

This course is for students who have completed Digital Photography II or Digital Video I and would like to continue to explore the media. Students of digital photography study specific genres in greater depth while continuing to develop technical skills and an increasingly critical eye for photography. Students of digital video study the work of directors, cinematographers, editors, and screenwriters, with the goal of transforming their own creative visions into narrative films, experimental video art, and commercial video projects. Students create portfolios and participate in exhibitions and film festivals.

### **\*DRAWING AND PAINTING II**

#### **Grades 10 through 12**

4 periods per week, half year, ½ credit

This course facilitates a fuller investigation into drawing and painting methods, processes, and techniques, with attention to the development of personal vision. Although emphasis is placed on drawing and painting observation, stylized and non-objective work is also included.

### **\*FASHION DESIGN & ILLUSTRATION II**

#### **Grades 10 through 12**

4 periods per week, half year, ½ credit

In this second-level elective, fashion enthusiasts study fashion history and current trends, learn advanced techniques for rendering textiles, learn the principles of accessory design, and use a variety of drawing and painting media--such as Adobe Photoshop and Illustrator--to design their own collections.

### **\*SCULPTURE II**

#### **Grades 10 through 12**

4 periods per week, half year, ½ credit

This course provides further study of three-dimensional design as it applies to traditional and contemporary sculptural techniques. Students work on problems that challenge their creativity and broaden their awareness of sculp-

tural possibilities. Advanced techniques with mixed media, clay, glass casting, and welding are introduced.

## **ADVANCED TOPICS COURSES**

### **ADVANCED TOPICS ART HISTORY 715**

#### **Grades 11 and 12**

4 periods per week, full year, 1 credit

This college-level course provides a solid foundation in painting, sculpture, and architecture from ancient through modern times, largely through the study of art objects in New York City museum collections. The course exposes students to the discipline through textbook readings, field trips, museum projects, current exhibition and gallery reviews, and research in museum databases. Participants will learn and use the most current visual and critical thinking strategies to shape and present their ideas, and to explore their own creative interpretations and analyses of the art they study.

### **ADVANCED TOPICS STUDIO ART COURSES**

Advanced Topics Studio Art courses are for committed students whose passion for art and seriousness of purpose allow them to commit the significant time and energy required of participants in these college-level offerings. The recommended preparation for Advanced Topics courses includes a portfolio review in January of the junior year and previous experiences in a variety of art classes. Students intending to enroll in Advanced Topics courses as seniors should confer with their teacher during the sophomore or junior year to plan an appropriate course of study.

### **\*ADVANCED TOPICS IN 2-D STUDIO ART**

#### **Grades 11 and 12**

6 periods per week, full year, 1 credit

This course provides opportunities to engage in practical exploration, critical art investigation, and artistic production. Students explore traditional and non-traditional 2-D media and techniques in drawing, painting, printmaking, and mixed media. In-depth study of artists, artworks, art movements, and visual culture informs participants' efforts to create quality studio pieces that articulate their personal artistic visions.

*Prerequisite: portfolio review by the instructor.*

*Recommended: prior enrollment in a minimum of two courses focusing on two-dimensional studio art*

### **\*ADVANCED TOPICS IN 3-D STUDIO ART**

#### **Grades 11 and 12**

6 periods per week, full year, 1 credit

This course provides highly motivated students with opportunities to use a variety of 3-D materials, such as ceramics, glass, metal, and mixed media. Instruction and assignments provide students with opportunities to create work based on personal themes and styles, with high attention to fine craftsmanship.

*Prerequisite: portfolio review by an instructor.*

*Prior enrollment in a minimum of two of the following 3-D courses is recommended: Ceramics I, Ceramics II, Sculpture I, Sculpture II.*

## ELECTIVES IN DESIGN, ENGINEERING, & TECHNOLOGY

### COMPUTER SCIENCE COURSES

#### COMPUTER SCIENCE 912

**Grades 9 through 12**

4 periods per week, half year, ½ credit

This course provides students with a knowledge base and basic programming skills that are both applicable in the classroom and marketable. After becoming familiar with the functionality of spreadsheets and learning how to construct and apply the formulas that drive them, students create their own macros/programs to address a variety of tasks and a range of programming challenges.

#### COMPUTER SCIENCE 913

**Grades 9 through 12**

4 periods per week, 1 credit

Computer Science 913 provides an introduction to a wide range of topics in computer science, including database development and SQL, computer-relevant number systems and information encoding, computing hardware and digital logic and circuit design, and physical computing and web development. Core computing concepts, such as problem solving, computational thinking, and algorithm development, are stressed in each unit of the course.

*Corequisite for ninth graders: Math 412 or higher*

#### COMPUTER SCIENCE 925

**Grades 10 through 12**

4 periods per week, 1 credit

This Advanced Topics offering is comparable to an introductory college-level computer science course. Topics include program design, principles of object-oriented programming, programming constructs, testing and debugging programs, analysis of algorithms, standard data structures, standard algorithms, recursion, and responsible use of computer systems. Most work is done using the Java programming language. Much of this course's challenging, project-based work takes place outside of class.

*Prerequisites: in addition to teacher recommen-*

*ation, a grade of B+ or higher in Computer Science 913 or a class at least as challenging as Math 433*

### DESIGN AND ENGINEERING COURSES

The course sequence will provide students with hands-on learning experiences through open-ended projects in which they will design, prototype, and test solutions to authentic, human-centered problems. Course projects will gradually increase in scale and complexity as students develop their knowledge and skills. The two introductory courses, *Introduction to Design and Fabrication* and *Introduction to Engineering*, are prerequisites for participation in a yearlong course in design and entrepreneurship.

#### INTRODUCTION TO DESIGN & FABRICATION 912

**Grades 10 through 12**

2 periods per week, half year, ¼ credit

This course engages students in design thinking, effective documentation, and engineering processes. Through design challenges, students learn safety protocols and become certified in using the tools of the Design Lab, including 3-D printers and laser cutters.

#### INTRODUCTION TO ENGINEERING 912

**Grades 10 through 12**

2 periods per week, half year, ¼ credit

This course introduces students to general principles and methods that shape the practice of engineering. Participants explore various fields of engineering, such as mechanical, civil, electrical, and environmental, through individual and team projects.



## ENGLISH

### FRESHMAN ENGLISH

#### **ENGLISH 211**

##### **Grade 9**

4 periods per week, 1 credit

The cornerstones of the ninth-grade program in English are close reading, expressive and expository writing, performance, and interdisciplinary connections. Class size for this course is limited in order to facilitate the especially close relationship between students and teacher that facilitates the development of these skills. Course themes include the reluctant journey home, the quest for experience and self-knowledge, and the confrontation with mortality.

#### **ENGLISH 212**

##### **Grade 9**

4 periods per week, 1 credit

The cornerstones of the ninth-grade program in English are close reading, expressive and expository writing, performance, and interdisciplinary connections. This course develops and sharpens students' understanding of such literary devices as irony, foreshadowing, symbol, and figurative language; clarifies the difference between the concrete and the abstract, the stated and the inferential, the specific and the general; and provides opportunities for self-expression in which students demonstrate their ability to compare, analogize, link cause and effect, and develop and express ideas by both reason and example. Ninth grade English and social studies classes are scheduled into blocks that allow those who teach them to share students, design and teach interdisciplinary units, and work closely with deans to build strong learning communities that facilitate the transition from middle school to high school. Course themes include the reluctant journey home, the quest for experience and self-knowledge, and the confrontation with mortality.

*Note: Some sections of English 212 are part of the Civic Education program. For a description of that program, see page 45.*

### SOPHOMORE ENGLISH

#### **ENGLISH 221**

##### **Grade 10**

4 periods per week, 1 credit

Students address course themes by contributing personal efforts to group projects (debates, mock trials, and newspapers) in which they express themselves in expository, declamatory, descriptive, and creative modes. The course literature, like the discussions and writings it inspires, investigates the individual's journey from home into worlds where these conflicts play out in the debate over the nature of law and the struggle to achieve justice. Class size for this course is limited in order to facilitate the especially close working relationship between students and teacher that allows for ongoing work on reading, writing, and speaking skills.

#### **ENGLISH 222**

##### **Grade 10**

4 periods per week, 1 credit

The literature for this course builds on the freshman-year study of the hero's journey, facilitates an examination of factors that shape the individual's perspective on the world, and explores what happens when the values of the individual clash with those of the group. In studying both fiction and non-fiction texts, students continue to develop their close-reading skills and apply them in class discussions and writing assignments. Students receive extensive practice in both creative and argumentative writing, learn strategies for structuring their work in sophisticated ways, and use digital media like PowerPoint to construct and present their arguments.

### JUNIOR ENGLISH

#### **ENGLISH 231**

##### **Grade 11**

4 periods per week, 1 credit

This course continues the skills development work of English 211 and English 221 and helps students prepare for the English Regents exam they take at the end of the year. Short stories, plays, short novels, radio and television broadcasts, films, and blogs stimulate class discus-

sions and provide material for debates and presentations. Students write informal reflections on current events topics and more formal and developed essays on literary, cultural, and human-interest topics. Class size is limited in order to facilitate an especially close working relationship between students and teacher.

### **ENGLISH 232**

#### **Grade 11**

4 periods per week, 1 credit

What is "home"? Security? The place where, "when you have to go there, they have to take you in"? Is it a battlefield on which generation wounds generation? A place that one is lucky to survive? English 232 explores these questions through the study of literature, current events, newspaper articles, and films. Students sharpen their writing skills in preparation for the research paper they write during spring semester and the New York State Regents examination in English that they take at the end of the year.

### **ENGLISH 233 (The American Experience)**

#### **Grade 11**

4 periods per week, 1 credit

This course uses American fiction, poetry, essays, music, art, and films to explore questions about our unique national identity. It helps students become critical readers, close listeners, thoughtful viewers, and effective communicators. During the spring semester students write their first research paper with citations and bibliography. At the end of the year they take the New York State Regents examination.

### **ENGLISH 233 (American Studies)**

#### **Grade 11**

4 periods per week, 1 credit

American Studies is designed for juniors interested in taking an interdisciplinary English and social studies course in which historical contexts inform the study of literature and literature provides insight into American history. Although two separate classes, English and social studies are scheduled so as to enable those who teach them to share students, design and teach interdisciplinary units, and coordinate workloads and due dates. At the end of the year students take the New York State Regents examination.

*Note: Students who select this version of*

*English 233 must also select the American Studies version of United States History and Government 632.*

### **ENGLISH 234**

#### **Grade 11**

4 periods per week, 1 credit

Passionate and accomplished readers and writers will thrive in this honors-level course that uses works by American writers, musicians, artists, and filmmakers to explore questions about our national identity. It helps students become critical readers, close listeners, thoughtful viewers, and skillful communicators. Many aspects of this course (especially its frequent and challenging writing assignments, the research paper project among them) prepare students to enter confidently the Advanced Topics English course in senior year.

*Prerequisites: the recommendation of the teacher of English 222 and successful performance on a qualifying examination*

## **SENIOR ENGLISH**

### **ENGLISH 242**

#### **Grade 12**

4 periods per week, 1 credit

Like English 232, its precursor, this course offers students opportunities to write frequently and read both classic and modern literature, all at a rate appropriate to their abilities. The cross-cultural curriculum explores these questions: What nourishes or sustains us as we journey through life? If disaster strikes, how does one overcome it? What are the sources of courage and inspiration? How can one change in the face of profound challenges and daunting odds? What does it mean to be a survivor?

### **ENGLISH 243**

#### **Grade 12**

4 periods per week, 1 credit

Students who plan to take English 243 may select from among three electives that use canonical literature and contemporary media to explore the "big ideas" of Western culture. The courses share a core curriculum, yet each has its own focus and unique way of blending analysis and creativity. Details follow.

**Words and Images:** The media are most certainly the message. If we are not to confuse ourselves with someone else's version of who we are, we must learn to read closely and actively--texts and images alike.

**Creative Writing:** The impulse to share stories is strong, but the opportunity to do so in an academic setting is rare, and the storyteller in each of us often takes a back seat to the analyst, the critic, the problem solver. In this course, however, analysis becomes the vehicle for creative exploration and expression, and the traditional research paper is a stepping-stone for a larger, more personal, final writing project.

**Dilemmas:** The media bombard us with dilemmas. Some are real-life situations that shock us; some are fictions that exhilarate us. How do we learn to see accurately and make sound, ethical decisions? How do we balance "I want" with "I should"?

## **ENGLISH 243 (Man and the Environment) Grade 12**

4 periods per week, 1 credit

In this interdisciplinary environmental science and English course, participants study the interdependence of the Earth's natural systems, explore the ways in which humans have impacted this delicate balance, and use tools provided by English and other courses in the humanities to analyze and discuss these issues from a variety of perspectives. In particular it examines the consequences of the human desire to control and re-make nature, and it explores the roles of science, language, culture, politics, and economics in the continuing debate on environmental issues.

*Note: Students who select this version of English 243 must also select the corresponding version of Environmental Science 523.*

## **ENGLISH 245, Advanced Topics English Grade 12**

4 periods per week, 1 credit

Advanced Topics English is a college-level course about language-- an investigation into the ways it invites and confounds interpretation. The course revels in irony, feasts on complexity, and celebrates ambiguity. Topics vary somewhat from year to year, depending on teachers' and students' interests, as do the readings, all of which are philosophically and formally chal-

lenging classics or contemporary masterpieces of prose, theater, or poetry. Students hone their close-reading skills, explore and emulate the finer points of writing, and examine literature through a variety of critical lenses.

*Prerequisites: English 234 or both the recommendation of the teacher of English 233 and successful performance on a qualifying examination*

## HEALTH EDUCATION

### HEALTH EDUCATION

#### Grade 10

4 periods per week, half year, ½ credit

Health Education teaches students how to define and achieve physical and mental well-being. Topics include stress, nutrition, human sexuality, mental health, sexually transmitted diseases, AIDS, suicide, substance abuse, and safety. Course materials and lessons provide opportunities for students to explore the issues, discuss their ideas, assess risk-taking behaviors, clarify their values, and evaluate their health. Most students complete this graduation requirement during the sophomore year.

### WHAT TO EAT: FOOD POLICY AND NUTRITION

#### Grade 12

2 periods per week, full year, ½ credit

The course is designed for seniors interested in taking an interdisciplinary health and social studies course that explores hot topics relating to food, such as supply, pricing, genetic modification, supplements and other performance enhancers, advertising, and obesity. It investigates the political controversies and influences surrounding food policy, exposes the media's confusing, often contradictory, and sometimes false messages about food and exercise, and provides current, relevant information about nutrition and sports science. Textbook readings are supplemented by contemporary accounts, short fiction, and films. Students have opportunities to create personal nutrition plans and grow their own food.

*Note: Students who select this version of "What to Eat" must also select the corresponding version of Social Studies 642.*

## MATHEMATICS

The Department of Mathematics offers a program that integrates the study of traditional branches of math (algebra, geometry, and trigonometry) with the study of functions, probability, statistics, calculus, logic, and mathematical systems. All courses and levels of study help students develop conceptual understanding, build strong problem-solving skills, and learn to apply critical and creative thinking skills to real-world challenges and problems.

### **MATHEMATICS 410**

#### **Grade 9**

4 periods per week, 1 credit

This course is designed for students who have experienced difficulties in mathematics over an extended period of time. Through special instruction in small groups, students work on basic principles of arithmetic and are introduced to topics in algebra, geometry, and statistics.

### **MATHEMATICS 411**

#### **Grade 9**

4 periods per week, 1 credit

This course is the first in a two-year study of integrated algebra that prepares students for the New York State Regents Algebra 1 (Common Core) exam. Topics include introductory concepts in algebra, the writing and solving of linear and quadratic equations, and statistics.

### **MATHEMATICS 412**

#### **Grade 9**

4 periods per week, 1 credit

This algebra course emphasizes foundational concepts and problem-solving strategies that are common to all branches of mathematics. Topics include the real number system, linear equations and inequalities, quadratic equations, and an in-depth study of functions. At the end of the course students take the New York State Regents Algebra 1 (Common Core) exam.

### **MATHEMATICS 424**

#### **Grade 9**

4 periods per week, 1 credit

This honors-level course emphasizes the structure and nature of proof in the study of logic, algebra, mathematical systems, probability, and Euclidean, analytic, and solid geometry.

### **MATHEMATICS 421**

#### **Grade 10**

4 periods per week, 1 credit

Topics in Mathematics 421 include all operations with polynomial expressions, number systems, first and second degree equations, systems of equations, graphing, statistics, inequalities, and work with functions. At the end of the course students take the New York State Regents Algebra 1 (Common Core) exam.

### **MATHEMATICS 423**

#### **Grades 9 and 10**

4 periods per week, 1 credit

Topics in this advanced course include rational expressions, probability, logic, formal plane geometric proofs, and Euclidean, analytic, solid, and circle geometry.

*Prerequisite: teacher recommendation*

### **MATHEMATICS 422**

#### **Grades 9 and 10**

5 periods per week, 1 credit

Topics in this course include rational expressions, probability, logic, formal plane geometric proofs, and Euclidean, analytic, solid, and circle geometry. The course meets five times per week to allow sufficient time to cover these topics in appropriate depth.

*Prerequisite: Math 412 and teacher recommendation*

### **MATHEMATICS 434**

#### **Grade 10**

4 periods per week, 1 credit

This rigorous, honors-level course builds on the ideas introduced in Math 424 and includes a study of functions, exponential and logarithmic functions, trigonometric functions, transformations, the complex number system, probability, and statistics.

*Prerequisites: Math 424 and teacher recommendation*

**MATHEMATICS 431****Grade 11**

4 periods per week, 1 credit

Topics in this college-preparatory course include inductive and deductive reasoning, types of sequences, trigonometry, analytic and Euclidean geometry, functions and their graphs, conic sections, and use of the TI-89 graphing calculator. Students also review topics in preparation for the mathematics component of standardized exams.

**MATHEMATICS 432****Grades 10 and 11**

4 periods per week, 1 credit

In this college-preparatory course in intermediate algebra, the concept of function provides a unifying theme for the study of polynomial and rational expressions, exponents, complex numbers, logarithms, and probability.

*Prerequisite: Math 422 or 423*

**MATHEMATICS 433****Grades 10 and 11**

4 periods per week, 1 credit

In this accelerated course in intermediate algebra and trigonometry, the concept of function provides a unifying theme for the study of polynomial and rational expressions, exponents, complex numbers, and logarithms. Students study trigonometry in depth and continue the work they started on the probability strand. The TI-89 graphing calculator is introduced in this course.

*Prerequisites: teacher recommendation and Math 423 with a grade of B or higher or Math 422 with a grade of A- or higher*

**MATHEMATICS 444 HH (PRECALCULUS)****Grade 11**

4 periods per week, 1 credit

This high honors course offers an in-depth study of the properties of functions, sequences and series, mathematical induction, limits, analytic geometry, vectors, matrices, polar coordinates and the conic sections. A graphing calculator is used in this course.

*Prerequisites: Math 434 and teacher recommendation*

**MATHEMATICS 441****Grade 12**

4 periods per week, 1 credit

This course further develops and strengthens students' understanding of mathematical concepts they must have to continue their study of mathematics in college. New topics include probability, voting apportionment, statistics, and graph theory. The TI-89 graphing calculator is used in this course.

*Prerequisite: Math 431*

**MATHEMATICS 443 (PRECALCULUS)****Grades 11 and 12**

4 periods per week, 1 credit

This course covers many of the fundamental concepts necessary for one to succeed in college mathematics courses, including elementary functions, theory of equations, modeling of real-world situations, limits, continuity, trigonometry, sequence and series. A graphing calculator is used in this course.

*Prerequisite: a grade of C or better in Math 433*

**MATHEMATICS 444 (PRECALCULUS)****Grades 11 and 12**

4 periods per week, 1 credit

This course in advanced mathematics provides a strong foundation for future study in mathematics or science and offers a rigorous treatment of elementary functions, theory of equations, modeling of real-world situations, analytic geometry, limits, continuity, and trigonometry. A graphing calculator is used in this course.

*Prerequisite: a grade of B+ or better in Math 433*

**MATHEMATICS 442 (TRIGONOMETRY and PRECALCULUS)****Grades 11 and 12**

4 periods per week, 1 credit

This course begins with an in-depth study of trigonometry, including right triangle trigonometry, trigonometric graphs, identities, and equations. A brief unit in statistics, which explores standard deviation and the normal curve, is followed by investigations into topics in precalculus, including functions, transformations, polynomials, sequence, and series.

*Prerequisite: successful completion of Math 432*

## **MATHEMATICS 442A**

### **Math Aide Program**

4 periods per week, full year, ½ credit

This program gives juniors and seniors an opportunity to explore in greater depth the nature of the teaching-learning process. Students in the program work with a teacher in the department, under whose guidance they assist individual students, teach some classes, and help in checking student work.

*Prerequisite: approval of the department chair*

## **MATHEMATICS 453 (PRECALCULUS/CALCULUS)**

### **Grade 12**

4 periods per week, 1 credit

This course continues to build a foundation in precalculus and examines the basic concepts and applications of calculus. Topics include functions, limits, modeling of real-world situations, derivatives and their applications, and an introduction to anti-differentiation. The major concepts in this course are applied only to polynomial functions and some rational and square root functions. The TI-89 graphing calculator is used in this course.

*Prerequisites: teacher recommendation and successful completion of Math 442*

## **MATHEMATICS 454 (CALCULUS)**

### **Grade 12**

4 periods per week, 1 credit

This introduction to concepts and applications of calculus explores such topics as limits, differential calculus, integral calculus and applications, and modeling of real-world situations. The graphing calculator is used in this course.

*Prerequisites: teacher recommendation and successful completion of Math 443 or Math 444PC*

## **HONORS INTERDISCIPLINARY MATH 454**

### **Grade 12**

4 periods per week, 1 credit

This honors-level course is for motivated students who want to apply mathematics (probability, statistics, sequences/series, etc.) in a range of disciplines. Topics include finance, voting apportionment, and cryptography. Tests, projects, and presentations serve as assessments.

*Prerequisites: Math 444. With teacher recommendation, Math 442 or Math 443.*

## **ADVANCED TOPICS COURSES**

## **MATHEMATICS 455 (AT STATISTICS)**

### **Grades 11 and 12**

4 periods per week, 1 credit

This Advanced Topics course in statistics introduces students to key concepts and tools for collecting, analyzing, and drawing conclusions from data. Students study mathematical principles and communicate their interpretation of data in writing. This course is equivalent to an introductory, one-semester, college-level statistics course.

*Prerequisites or corequisites: teacher recommendation and Math 442, Math 443, Math 444 HH or Math 444 (Precalculus)*

## **MATHEMATICS 455 (AB CALCULUS)**

### **Grade 12**

5 periods per week, 1 credit

This Advanced Topics course closely parallels standard college freshman calculus and analytic geometry courses. An informal and intuitive approach is used to develop participants' understanding of the concepts, methods, and applications of differential and integral calculus.

*Prerequisites: teacher recommendation and Math 444 HH, Math 444 (Precalculus) or Math 443*

## **MATHEMATICS 455 (BC CALCULUS)**

### **Grade 12**

6 periods per week, 1 credit

This Advanced Topics course provides an in-depth study of extremely challenging concepts and methods of calculus. Strong emphasis is placed on formal proof.

*Prerequisites: teacher recommendation and Math 444 HH or Math 444 (Precalculus)*

## **MATHEMATICS 465**

### **Grade 12**

4 periods a week, 1 credit

This course is designed for exceptional students who have successfully completed BC Calculus. Student strengths, backgrounds, and interests determine the selection of topics, which could include multivariable calculus, linear algebra, non-Euclidean geometry, number theory, and game theory.

## PERFORMING ARTS

The Performing Arts Department (Music/Drama) offers every student, whether performer or simply enthusiast, opportunities to become more knowledgeable in the arts, improve vocal and instrumental skills, learn the literature, and develop an appreciation for music and theater. The intelligent use of leisure time towards creative ends gives breadth to a student's program of studies and provides rewarding experiences throughout life.

The department recommends that all non-performance students consider taking "Music Appreciation," which meets the arts requirement established by the New York State Department of Education. Performing arts courses that lead to the fulfillment of the arts/music graduation requirement are noted with an asterisk (\*).

Most performance groups have one mandatory rehearsal per week that begins at 7:30 a.m. These courses are marked with the following symbol: †.

*NOTE: Unless otherwise specified, courses are open to all students.*

### NYSSMA/WCSMA

Scarsdale High School participates in music festivals offered by New York State and Westchester County. Students audition at one of two levels, either grades seven through nine or grades 10 through 12. The appropriate music is selected by level from the current NYSSMA Manual. All students auditioning for a festival performance group must be members of the corresponding performance organization at Scarsdale High School at the time of both audition and performance. Additionally, the NYSSMA eligibility requirement mandates that participating students be members in good standing of their school performing organization, with a minimum class attendance of 50% for the year.

### APPLIED MUSIC

½ credit

Credit is granted for Applied Music in accordance with regulations established by the New York State Department of Education and

Scarsdale High School. Students wishing to enroll in this program must register with their dean at the time course selections are made. Participants must also file registration forms with the chairperson of Performing Arts in the fall of each school year and adhere to the requirements of the Applied Music program. The private music teacher is responsible for submitting timely grades (either pass or fail) to the chairperson of the Performing Arts Department. The student is responsible for making all arrangements with the private teacher. Credit for applied music is granted only if the student is enrolled in one of the school's performance organizations. Those who play non-orchestral instruments must be registered for a course offered by the Department of Performing Arts.

### \*†SYMPHONIC BAND

4 periods per week, ½ credit per semester

Any student who is studying an instrument may enroll in symphonic band. NYSSMA level-four music is used for this group, which performs at least twice a year in programs that also feature the wind ensemble. Once a week this class meets from 7:30 to 8:05 a.m.

### \*†WIND ENSEMBLE

4 periods per week, ½ credit per semester

Acceptance into this course is contingent on a successful, mandatory, springtime audition using prescribed solo material comparable to a NYSSMA level five or six, as well as additional criteria that are available from the Director of Bands. NYSSMA scores may be used for acceptance into this course. The ensemble performs at least two concerts a year for the school and community. Music ranges from standard concert literature to transcriptions to show tunes. Once a week this class meets from 7:30 to 8:05 a.m.

### \*PERCUSSION ENSEMBLE

2 periods per week, ½ credit

This alternative to the concert band and wind ensemble, allows players to improve their skills on a wide range of percussion instruments, including bells, xylophone, marimba, and timpani. It utilizes literature that cannot be performed in large ensembles. Students are not required to audition for this group.



## **VARSITY BAND**

¼ credit

All members of the wind ensemble and concert band should make a musical contribution to school and community by electing varsity band. This band plays more often and for larger audiences than any other performing group, so the number of participants is important. Performances include all home football games and the Memorial Day parade. Members are eligible for varsity letter awards. Although the course does not compete for school time, students should sign up at the same time that they select their other courses, so that the director can design the band's roster.

## **\*✦MIXED CHORUS**

4 periods per week, ½ credit per semester

Mixed chorus is intended for all students who wish to sing but have not had previous choral experience in the high school. Members of the mixed chorus learn basic elements of singing technique, ear training, and the reading of choral parts. They perform a variety of choral works in school concerts. Once a week this class meets from 7:30 to 8:05 a.m.

## **\*✦CONCERT CHOIR**

4 periods per week, ½ credit per semester

Concert choir is open to students with high school choral experience and the consent of the instructor. The members of the concert choir continue their development of singing technique, ear training, and the reading of choral parts. They perform in school concerts and sing a wide range of music. Once a week this class meets from 7:30 to 8:05 a.m.

## **\*✦CHAMBER CHOIR**

2 periods per week, full year, ½ credit, or  
1 period per week, full year, ¼ credit

The Chamber Choir is open to qualified students who are also enrolled in either Concert Choir or Mixed Choir. This organization is for advanced singers who are interested in exploring challenging choral repertoire, usually performed a capella. Performances occur in conjunction with the regular school concerts, and some take place at community venues. A balanced voicing is determined and maintained by the instructor.

## **\*✦SYMPHONIC ORCHESTRA**

4 periods per week, ½ credit per semester

The orchestra, open to qualified students, performs symphonic works from a wide range of periods and styles and also participates in public concerts. A balanced instrumentation is required. Brass, wind, and percussion players are admitted by consent of the instructor. Once a week this class meets from 7:30 to 8:05 a.m.

## **\*✦STRING ORCHESTRA**

4 periods per week, ½ credit per semester

The string orchestra, designed primarily for students entering grade nine, prepares them for the Symphonic Orchestra by strengthening their technique, improving their ensemble work, and developing their sight-reading skills. This group performs orchestral works from a range of periods and styles on programs that also feature the Symphonic Orchestra. Once a week this class meets from 7:30 to 8:05 a.m.

## **\*CHAMBER ORCHESTRA**

2 periods per week, full year, ½ credit

The chamber orchestra, open to qualified, advanced players, studies and performs orchestral works from various periods in music history. This group's performances occur on programs that feature the regular orchestra, in which members of the Chamber Orchestra must also perform. A balanced instrumentation is determined and maintained by the instructor.

## **VOCAL ENSEMBLE**

2 periods per week, ¼ credit per semester

Vocal ensembles of varying types and sizes (madrigals, trios, quartets, etc.), are organized in September of each school year. These ensembles are for all students regardless of level and ability and are scheduled with the chorus director.

## **INSTRUMENTAL ENSEMBLE**

2 periods per week, ¼ credit per semester

Instrumental ensembles of varying types and sizes (trios, quartets, etc.), are organized in September of each school year. These ensembles are for all students, regardless of level and ability, and are scheduled with the band director.

### **\*JAZZ ENSEMBLE**

1 evening rehearsal per week, ½ credit

The literature for this course is taken from the swing, pop, rock, and fusion styles of twentieth-century American jazz. Students read jazz charts and develop their jazz stylization and improvisational skills. Membership is determined by the instructor and is shaped by the need to maintain balanced instrumentation.

### **PIANO CLASS**

2 periods per week, full year, ½ credit

Piano classes are designed to function as coaching sessions for experienced pianists. This course fulfills the eligibility requirements for participation in the Applied Music program and in NYSSMA sponsored events. The class includes sessions with the instructor and master class performances by and for registrants. It might include evening recitals. Aspirants must submit a resume and audition for the class. Membership is determined by the instructor.

### **INSTRUMENTAL MUSIC INSTRUCTION**

(no credit)

Instrumental instruction can be taken by the novice who wishes to learn to play an instrument or the continuing student who wants to improve. All members of the band and the orchestra are expected to select this course to supplement their training. The course should not be pre-elected and awards no credit.

### **\*MUSIC APPRECIATION**

4 periods per week, full year, 1 credit, or  
4 periods per week, half year, ½ credit

This course, a survey of great music by eminent composers from the Middle Ages to the present, promotes greater musical enjoyment and understanding through listening experiences and historical study. Because the approach to instruction is chronological, students can enroll for either a semester or the full year.

### **\*JAZZ APPRECIATION**

2 periods per week, full year, ½ credit

This course is designed for the student who wants to listen to and know more about great jazz. It provides an historical overview of the styles, cultural aspects, and personalities that have shaped this great American art form.

### **JAZZ IMPROVISATION**

2 periods per week, full year, ½ credit, or  
2 periods per week, half year, ¼ credit

This course uses standard jazz repertoire to help students develop and improve their improvisational skills. Some prior knowledge of jazz harmony and chords is beneficial. We strongly recommend that students taking this course also participate in jazz ensemble. This class is not a publicly performing ensemble.

### **DIGITAL MUSIC**

2 periods per week, full year, ½ credit

In this course, which integrates technology, multimedia, and music, students study analog and digital production, mixing, and editing. They use the latest software and devices to engineer music tracks for video games and clips.

### **\*MUSIC THEORY**

2 periods per week, full year, ½ credit

This course, open to both the serious musician and the student with little or no background in music, presents basic fundamentals: scales, intervals, chords, rhythms, ear-training, and music reading and writing.

### **\*MUSIC THEORY 825, Advanced Topics: Grades 10 through 12**

2 periods per week, full year, ½ credit

This college-level course provides an extensive, in-depth study of the elements and applications of music, offers analysis of stylistic tendencies, explores the reasons why music moves us aesthetically, and examines contemporary methods of music composition.

*Prerequisite: permission of the instructor and previous course work or comparable experience in music theory*

### **\*ACTING I**

4 periods per week, half year, ½ credit

In Acting I, students learn how to create interesting characters, gain self-confidence in front of a group, develop imagination, improve concentration, and work cooperatively. The course includes theatre games and activities, improvisation, and exercises that improve the speaking voice and physical expressiveness. Videos are used to study great acting. Course activities might include a field trip to a live theatre experience in New York City.

**\*ACTING II/ADVANCED ACTING**

4 periods per week, half year, ½ credit

Participants in Acting II deepen their explorations into the creation of character. Course texts range from classical to contemporary to absurdist works. Students research a famous person from history and develop their own one-person plays. The course culminates in an evening performance of student work.

*Prerequisite: Acting I*

**\*IMPROVISATION**

4 periods per week, half year, ½ credit

The study and application of improvisational techniques helps students create one-person shows that feature characters they have encountered in plays, current events, and newspaper articles. Class work leads to the formation of an improv troupe that performs in the spring showcase.

*Prerequisite: Acting I or permission of the instructor*

**\*MASTER CLASS IN THEATRE**

4 periods per week, half year, ½ credit

Master Class in Theatre is for students who have either participated in Drama Club performances or successfully completed Acting I and Acting II. Work with the techniques of Stanislavski, Stella Adler, Lee Strasberg, and contemporary acting teachers helps students prepare audition pieces, develop characters in a musical theatre song, and write their own theater pieces. Course work is featured in the spring showcase.

*Prerequisite: Acting I and II or permission of the instructor*

**THEATER TECH**

2 periods per week, half year, ¼ credit

This course in the technical aspects of theater arts is presented in two phases. The first focuses on stage mechanics, scenery design, and lighting design; the second, on the construction of scenery and properties, including maintenance and operation of stage equipment. Students develop essential skills and gain practical experience by assisting in the production of the many events held in the theater during and after school hours. Participation in after-school events is required each semester.

Theater Tech meets one evening per week, from 6:30 to 8:30 p.m.

## PHYSICAL EDUCATION

### Grades 9 through 12

**Philosophy:** Scarsdale High School's physical education program provides opportunities for students to attain skills, knowledge, and habits of mind necessary to lead a healthy, active, and productive life. Curricula, instruction, and assessment prepare students to manage their personal fitness today and throughout their lives.

**Skill Acquisition:** Each physical education unit of instruction has a specific scope and sequence, as does the entire program. During each year of their high school careers, students participate in units of instruction that cover a variety of lifetime sports, team sports, and other fitness activities. Among the ninth and tenth grade offerings are start-up fitness, step aerobics, yoga, floor hockey, soccer, pickleball, and cardio training. Representative units in the eleventh and twelfth grade years include start-up fitness, golf, tennis, volleyball, principles of modern fitness, ultimate games, and RaiderFit. The program provides students with a range of opportunities to apply essential concepts and principles to the learning and development of motor skills, and authentic skill assessments meaningfully evaluate performance and help students learn and grow.

**Physical Fitness:** All of the department's units of instruction teach fitness concepts that provide students with opportunities to develop and work continuously towards achieving appropriate personal fitness goals. By taking responsibility for designing, measuring, and evaluating their own fitness programs, students manage and maintain fitness levels and acquire skills and knowledge to participate in lifetime fitness activities.

**Habits of Mind:** Our physical education classes teach critical and creative thinking skills and present opportunities for problem solving, decision-making, and self-expression. Teachers emphasize the importance of learning and practicing responsible personal, social, and emo-

tional behaviors in both small-group and large-group settings. There are numerous opportunities for students to learn and practice the qualities necessary to become constructive teammates and effective leaders. Students also develop an awareness that meaningful relationships can grow out of participation in physical activity with others.

**Independent Study:** Students may apply to take independent study courses in physical education for a maximum of three quarters during their tenth through twelfth grade years, with a limit of one per year. Participants are required to have achieved "Healthy Fitness Zone Standards" for the FitnessGram Assessment, be current in meeting their physical education requirements, be engaged in an educational environment, be supervised by a certified professional, and pursue a course of study that the high school does not offer in any form. Recreational and competitive activities do not qualify for course approval. Interested students can get the required application from the office of the assistant principal for academics, in room 323.

*Prerequisite: approval of the department chair*

**Graduation Requirements:** New York State Department of Education graduation regulations mandate that students earn two high school credits in physical education. Students earn half a credit per year for successfully completing all four required quarters of physical education.

## SCIENCE

Science courses that satisfy the one-credit physical science graduation requirement are noted with an asterisk (\*). All others satisfy the one-credit life science graduation requirement.

### **BIOLOGY 511**

#### **Grade 9**

6 periods per week, 1 credit

This college-preparatory course provides a conceptual overview of the subject via an exploration of cellular and molecular biology, organismal structure and function, evolution and diversity, genetics, and ecology. Students practice and develop their scientific problem-solving skills in laboratory investigations. The final assessment for the course is the New York State Living Environments Regents exam.

### **BIOLOGY 512**

#### **Grade 9**

6 periods per week, 1 credit

Biology 512 is a college-preparatory course that provides a comprehensive overview of the concepts of biology and offers students many opportunities to practice and develop scientific problem-solving skills, particularly during laboratory investigations. Topics include cellular and molecular biology, organismal structure and function, evolution and diversity, genetics, and ecology. The final assessment for the course is the New York State Regents exam in Living Environments.

### **BIOLOGY 513**

#### **Grade 9**

6 periods per week, 1 credit

Biology 513 explores the topics covered in Biology 511 and 512; however, all topics are studied in greater depth and with significant emphasis on analysis and application.

### **\*EARTH SCIENCE 511**

#### **Grade 10**

6 periods per week, 1 credit

This college-preparatory course provides students with an overview of concepts in geology, including rocks and minerals, plate tectonics,

and surface processes. Astronomy, with a focus on Earth in space, is explored as well. The course emphasizes the sustainability of mineral, energy, and water resources. Laboratory investigations provide opportunities to practice and develop scientific problem-solving skills.

### **\*EARTH SCIENCE 512**

#### **Grade 10**

6 periods per week, 1 credit

This college-preparatory course explores topics in geology, including rocks and minerals, plate tectonics, surface processes, and Earth history. Astronomy, with a focus on Earth in Space, is explored as well. The course emphasizes the sustainability of mineral, energy, and water resources. It offers extensive, hands-on laboratory experiences.

### **\*EARTH SCIENCE 513**

#### **Grade 10**

6 periods per week, 1 credit

Earth Science 513 explores the topics covered in Earth Science 511 and 512; however, all topics are studied in greater depth and with significant emphasis on analysis and application.

### **\*CHEMISTRY 511**

#### **Grade 11**

6 periods per week, 1 credit

Chemistry 511 is a college-preparatory course that provides an overview of concepts in chemistry, focusing on the structure of matter and the changes it undergoes. The course emphasizes reading in the subject area, decision making, data analysis, and problem solving. Hands-on laboratory activities reinforce concepts learned in class.

*Prerequisite: Earth Science*

### **\*CHEMISTRY 512**

#### **Grade 11**

6 periods per week, 1 credit

Chemistry 512 is a college-preparatory course in which students are taught fundamental concepts of chemistry in the context of current local and global environmental issues. The course emphasizes reading in the subject area, decision making, data analysis, and problem solving. Hands-on laboratory activities reinforce concepts learned in class.

*Prerequisite: Earth Science*

**\*CHEMISTRY 513****Grades 10 and 11**

6 periods per week, 1 credit

Chemistry 513 explores the fundamental topics of chemistry in great depth, including the structure of matter, the changes that matter undergoes, and the energy that accompanies these changes. Hands-on laboratory activities reinforce concepts learned in class. Students must have strong mathematical problem-solving skills to master the quantitative relationships that are developed throughout the course. (Those who have done well in Math 423 or Math 424 are usually successful in this course, whereas those who have taken Math 422 may be challenged by the mathematical applications.)

**\*PHYSICS 511 (Conceptual Physics)****Grade 12**

6 periods per week, 1 credit

In this college-preparatory course, students develop the skills required to conduct experiments and do project-based work in physics and engineering. Topics include motion, forces, energy, momentum, and buoyancy. Students participate in an extensive laboratory program and group projects that focus on the applications of these topics to the everyday world.

*Prerequisite: Chemistry*

**\*PHYSICS 512 (Conceptual Physics)****Grades 11 and 12**

6 periods per week, 1 credit

This college-preparatory course surveys the topics of motion, forces, energy, momentum, buoyancy, electricity, and magnetism. Students participate in an extensive laboratory program and in group projects that focus on the applications of these topics to the everyday world.

*Prerequisite: Chemistry*

**\*PHYSICS 513****Grades 11 and 12**

6 periods per week, 1 credit

In this comprehensive physics course students explore the nature of motion and forces in the mechanical universe. Topics include the study of motion, force, energy, waves, sound, optics, electricity, magnetism, and an introduction to modern and nuclear physics. Laboratory exercises provide hands-on experiences.

*Prerequisite: Chemistry 513*

*Corequisite: Math 443 or higher*

*Note: Participation in Biology 525, Chemistry 525, Geology 524, and Physics 525 requires the approval of the science department. Selection criteria include grades in previous math and science courses, as well as recommendations of science teachers. Application MUST be made by January 22, 2016.*

**BIOLOGY 525, Advanced Topics Biology****Grade 12**

6 periods per week, 1 credit

This Advanced Topics course, the equivalent of a university-level introduction to biology, is appropriate for students with an interest in the subject and a demonstrated record of success in accelerated (513) science courses. Major themes include the transmission of biological information, the evolution of life, and the flow of energy through living systems. Laboratory work is an essential component of the course and culminates in the writing of lab reports.

*Prerequisites: Biology 513, Chemistry 513, and either Physics 513 or Earth Science 513*

**\*CHEMISTRY 525, Advanced Topics Chemistry****Grade 12**

6 periods per week, 1 credit

Advanced Topics Chemistry is the equivalent of a university-level introduction to inorganic chemistry. The course requires students to have the strong mathematical skills necessary to analyze and solve the problems that grow out of the in-depth presentation of many complex topics. Laboratory work is an essential component of the course and culminates in the writing of lab reports.

*Prerequisites: Chemistry 513 and Physics 513*

*Corequisite: Math 455*

**\*GEOLOGY 524, Honors Geology****Grade 12**

6 periods per week, 1 credit

This honors-level geology course explores topics in mineralogy, plate tectonics, surface and ground water, geologic history, and paleoclimatology. Students use real-time data for the analysis of natural disasters and hazard mitiga-

tion. Additionally, they evaluate global issues related to the need for mineral, energy, and water resources.

*Prerequisites: Chemistry 513 and Physics 513*

**\*PHYSICS 525, Advanced Topics Physics (Mechanics)**

**Grade 12**

6 periods per week, 1 credit

This course is similar to a first semester, calculus-based, college physics course. Students who have excelled in Physics 513 and enjoy the challenge of studying the mechanical universe will find this course an interesting extension of their physics knowledge. Studies in the history and philosophy of physics provide rich contextualizing information.

*Prerequisites: Chemistry 513 and Physics 513*

*Corequisite: Math 455*

**ENVIRONMENTAL SCIENCE 523**

**Grade 12**

6 periods per week, 1 credit

Environmental Science focuses on the interdependence of the Earth's natural systems and the ways in which humans have impacted this delicate balance. Topics include energy conservation, alternative energy, climate change, sustainability, and pollution of air, water, and land. Laboratory and field investigations are major parts of the course.

*Prerequisites: Biology and Chemistry*

**ENVIRONMENTAL SCIENCE 523 (Man and the Environment)**

**Grade 12**

6 periods per week, 1 credit

In this interdisciplinary environmental science and English course, participants study the interdependence of the Earth's natural systems, explore ways in which humans have impacted this delicate balance, and use tools provided by English and other courses in the humanities to analyze and discuss these issues from a variety of perspectives. The course examines the consequences of our desire to control and re-make nature, and it explores the roles of science, language, culture, politics, and economics in the continuing debate on environmental issues.

*Prerequisites: Biology and Chemistry*

*Note: Students who select this version of Environmental Science 523 must also select the*

*corresponding version of English 243.*

**SCIENCE RESEARCH**

**Grades 10 through 12**

4 periods per week, 1 credit

Science Research is designed to help students explore in depth a topic of interest in psychology, math, biological, chemical, or physical science. Students conduct bibliographic searches of international print and online databases, present selected journal articles, and work with a mentor who assists them in their original research projects.

This course is designed as a three-year sequence that commences in the sophomore year, during which students develop basic skills. The major portion of research and data collection takes place during the junior year. During the summer before senior year, students finish writing a paper based on that research, which they must submit to mandatory competitions and may elect to submit for publication. Participants are expected to complete independently a minimum of five hours of documented work each week. An annual summer research component is mandatory.

Students who are interested in taking the course must attend a meeting along with their parents as well as the annual Science Research Symposium, both of which take place in late spring. A mandatory assignment, to be completed during the summer between the freshman and sophomore years, must be handed in on the first day of class.

*Prerequisites: exemplary completion of the introductory assignment and approval of the department chair*

## SOCIAL STUDIES

### **WORLD HISTORY 611**

#### **Grade 9**

4 periods per week, 1 credit

This course examines world history from the origin of humans through the year 1700 by comparing and contrasting world cultures and exploring the ways in which social, intellectual, artistic, religious, technological, political, and economic developments have shaped human societies and produced cross-cultural changes. Instruction is designed to help students develop the reading, writing, note-taking, and research skills they will use during their high school careers. At the end of tenth grade, students take the state-mandated Regents exam that covers material from World History 611 and World History 621.

### **WORLD HISTORY 612**

#### **Grade 9**

4 periods per week, 1 credit

This course examines world history from the origin of humans through the year 1700 by comparing and contrasting world cultures and exploring the ways in which social, intellectual, artistic, religious, technological, political, and economic developments have shaped human societies and produced cross-cultural changes. Instruction is designed to help students develop the reading, writing, note-taking, and research skills they will use during their high school careers. At the end of tenth grade, students take the state-mandated Regents exam that covers material from World History 612 and World History 622.

Within the World History 612 program, some students may wish to elect the Civic Education program. For a description of that program, see page 45.

### **WORLD HISTORY 621**

#### **Grade 10**

4 periods per week, 1 credit

This course continues the study of the history of civilization, starting at the year 1700 and progressing to the present day. Continuing exploration of themes studied in World History

611 emphasizes the interdependence and interconnectedness of the world's cultures. Skills development in reading, writing, research, and use of the computer is tailored to the abilities and needs of the students. At the end of the course, students take the state-mandated Regents exam that covers material from World History 611 and World History 621.

### **WORLD HISTORY 622**

#### **Grade 10**

4 periods per week, 1 credit

This course continues the study of the history of civilization, starting at the year 1700 and progressing to the present day. Continuing exploration of themes studied in World History 612 emphasizes the interdependence and interconnectedness of the world's cultures. Skills development in reading, writing, research, and use of the computer are tailored to the abilities and needs of the students. At the end of the course, students take the state-mandated Regents exam that covers material from World History 612 and 622.

### **U.S. HISTORY AND GOVERNMENT 631**

#### **Grade 11**

4 periods per week, 1 credit

This course's chronological approach to the study of America's complex national heritage is reinforced by recursive investigations into major themes. Students trace the development of the United States into a major industrial and world power, explore the processes by which America's democratic ideals have become a reality for an increasing range of Americans, and develop an understanding of the ways in which the Constitution and the American political system have shaped U.S. history and their lives today. Primary and secondary sources as well as original student research, broaden and deepen understanding of the ways in which history is written and historians work. At the end of the year, students take the New York State Regents examination in United States history.

### **U.S. HISTORY AND GOVERNMENT 632**

#### **Grade 11**

4 periods per week, 1 credit

This course's chronological approach to the study of America's complex national heritage is reinforced by recursive examinations of major



themes. Students trace the development of the United States into a major industrial and world power, explore the processes by which America's democratic ideals have become a reality for an increasing range of Americans, and develop an understanding of the ways in which the Constitution and the American political system have shaped U.S. history and their lives today. Primary and secondary sources as well as original student research, broaden and deepen understanding of the ways in which history is written and historians work. At the end of the year, students take the New York State Regents examination in United States history.

### **U.S. HISTORY AND GOVERNMENT 632 (American Studies)**

#### **Grade 11**

4 Periods per week, 1 credit

The American Studies course is designed for juniors interested in taking an interdisciplinary social studies and English course that explores the underlying connections between American history and American literature. It helps students understand how historical context affects literature and how literature provides insight into particular historical periods. Although two separate classes, social studies and English are scheduled into blocks that allow those who teach them to share students, design and teach interdisciplinary units, and coordinate workloads and assignment due dates. At the end of the year, students take the New York State Regents examination in United States history.

*Note: Students who select this version of United States History and Government 632 must also select the American Studies version of English 233.*

### **U.S. HISTORY AND GOVERNMENT 635**

#### **Grade 11**

4 Periods per week, 1 credit

Advanced Topics in United States History explores the historical forces that shaped the nation from the colonial era to the present. A range of instructional techniques, a variety of assignments, and regular opportunities to research, learn actively, and write, provide students with opportunities to master a significant body of content and develop and apply thinking and research skills. The course teaches skills for reading historiography critically, which

enable students to distinguish among and assess various interpretations of American history. Admission is based on recommendations of previous teachers, course grades, and a test given in late January of the sophomore year. Students taking this course may elect to take the Advanced Placement exam in United States history.

### **TWELFTH GRADE SOCIAL STUDIES**

Successful participation in any of the following courses fulfills state requirements for participation in Government and Economics. To promote the skills and knowledge base necessary for effective functioning in a democratic society, each of these courses studies the philosophies, structures, and functions of various forms of government; examines the rights, roles, and responsibilities of citizens functioning in the global community; and teaches students to think and express themselves independently and insightfully. Each course also provides an understanding of major economic concepts and principles of economic decision-making in both domestic and increasingly interdependent global economies.

### **FOOD FOR THOUGHT: THE POLITICS, ECONOMICS, AND CULTURE OF FOOD 642**

#### **Grade 12**

4 periods per week, full year, 1 credit

Food for Thought explores eating habits, cultural assumptions about food, and economic, social, and political issues related to food production and distribution. Topics include sustainability, social identity and food, scarcity, government policies, gender and class issues, food marketing and cultural diffusion, economic philosophies and trends, and food as a political and personal statement. Readings are drawn from contemporary news and analysis, historical primary and secondary accounts, and fiction. Students should expect some reading each night, debates, in-depth research, tests, papers, and projects throughout the year. Cooking skills are not required.

## **PEACE-ING IT TOGETHER: GLOBAL CITIZENSHIP IN THE 21st CENTURY 642**

### **Grade 12**

4 periods per week, full year, 1 credit

Peace-ing It Together is a senior-level public policy course for students who are interested in understanding their role in creating a livable, equitable, and ecological global community. Students apply critical thinking skills to their study of current domestic and international human rights concerns and reform movements. The course also explores the ways in which political and economic systems both support and undermine human rights. Participants are expected to read primary and secondary sources, utilize media resources, conduct interviews, write essays, and participate in discussions, debates, and simulations.

## **LIVING IN AMERICA 642**

### **Grade 12**

4 periods per week, full year, 1 credit

Living in America examines social, economic, and political life in America today through interactive projects and a variety of print and media resources. Research, simulations, and independent and collaborative projects provide students with opportunities to explore areas of personal interest and share what they have learned.

## **WHAT TO EAT: FOOD POLICY AND NUTRITION 642**

### **Grade 12**

4 periods per week, full year, 1 credit

The course is designed for seniors interested in taking an interdisciplinary social studies and health course that explores hot topics relating to food, such as supply, pricing, genetic modification, supplements and other performance enhancers, advertising, and obesity. It investigates the political controversies and influences surrounding food policy, exposes the media's confusing, often contradictory, and sometimes false messages about food and exercise, and provides current, relevant information about nutrition and sports science. Textbook readings are supplemented by contemporary accounts, short fiction, and film. Students are given opportunities to create personal nutrition plans and grow their own food.

*Note: Students who select this version of Social*

*Studies 642 must also select the corresponding version of "What to Eat" that is offered by the Health Department.*

## **CITY 2.0: REDESIGNING URBAN LIFE IN REAL TIME 642**

### **Grade 12**

4 periods per week, full year, 1 credit

In City 2.0, students apply a range of disciplines to an exploration of New York City and design real, viable solutions to improve an aspect of urban life that interests them. Thematic units of study include Ethnic New York, How New York Works, Artistic New York, and New York by the Numbers. Readings, web research, interviews, visits to New York City, and guest appearances by experts and mentors introduce students to "Design Thinking," Stanford Design School's collaborative, human-centered, problem-solving process. For some students, City 2.0 may become a launch pad for a Senior Options project.

## **ADVANCED TOPICS COURSES**

*Prerequisites: recommendations of previous teachers, grades in previous courses, and a test given in late January of junior year*

## **COMPARATIVE GOVERNMENT WITH ECONOMICS 645**

### **Grade 12**

4 periods per week, full year, 1 credit

Advanced Topics in Comparative Government with Economics is a college-level course that introduces students to fundamental concepts used by political scientists to study the processes and outcomes of political and economic systems in Cambodia, China, England, India, Iran, Mexico, Nigeria, and Russia. This course conveys the rich diversity of political, economic, and social life of each of these nations, explores institutional variation, considers the significance of political change, and examines the effects of globalization. Extensive primary source readings, critical essays, case studies, and historical fiction are source materials for small group discussions, simulations, debates, and research projects.

## **MACROECONOMICS WITH AMERICAN GOVERNMENT AND POLITICS 645**

### **Grade 12**

4 periods per week, full year, 1 credit

This college-level course leads participants to an understanding of public policy through an integrated study of the American economy and government. Students examine political and economic concepts and institutions and then analyze issues and case studies at the local, national, and international levels. Economic topics include national income, price determination, economic growth, and international economics. Students apply economic principles to the investigation of such real problems as income inequality, globalization, and the economics of environmental protection.

The political focus of the course includes investigations into constitutional concepts and institutions: federalism, separation of powers, Congress, the presidency, the federal judiciary, political parties and interest groups, civil rights, and civil liberties. Course requirements include extensive primary-source and secondary-source readings, critical essay assignments, and simulations.

## **AMERICAN GOVERNMENT AND POLITICS WITH ECONOMICS 645**

### **Grade 12**

4 periods per week, full year, 1 credit

This college-level course is designed to cultivate an in-depth understanding of America's relationship with the world through the multiple lenses of American government, economics, international relations, diplomatic history, and current events. The government portion of this course focuses on our structures and processes for making foreign policy, the role of interest groups in shaping our relationship with other nations, civil liberties issues, and the role of foreign affairs in presidential and congressional campaigns. The economics component of this course includes such topics as globalization, economic competitiveness, and the nature and operation of global financial and currency markets. Participants analyze contemporary global issues, the historical and contemporary sources of American national power, and important events, recurring themes, and principles that are part of our history of making foreign policy. Course requirements include reading and cur-

rent events quizzes, critical and analytical essays, simulation projects, case studies, and in-class presentations.

## **WESTERN POLITICAL, ECONOMIC, AND CULTURAL TRADITIONS 645**

### **Grade 12**

4 periods per week, full year, 1 credit

This college-level course explores from economic and political perspectives the development of the Western Tradition. Students examine how Europe and the United States have shaped and defined the Western Tradition, explore diplomatic, cultural, and military themes, and draw connections between Western literature and major historical, political and economic themes. Throughout the course, students analyze selected governmental and economic developments in detail. Course requirements include extensive readings in primary and secondary sources, and the writing of short essays and research papers.

## **UNITED STATES CONSTITUTIONAL LAW 645**

### **Grade 12**

4 periods per week, full year, 1 credit

In this college-level course students study the evolution of the United States Constitution. They examine the conflicts that initially emerged on constitutional rule and consider the roles that race, gender, class, views on federal and state power, etc., played in shaping the Constitution. Students identify trends in constitutional law, consider the "organic" nature of the Constitution, and consider forces that shape and change constitutional interpretation: marriage equality, reproductive rights, economic policies, the Affordable Healthcare Act, privacy rights, and immigration, among others.

## **INTERNATIONAL POLITICS AND ECONOMICS 645: GLOBAL ISSUES IN THE 21st CENTURY**

### **Grade 12**

4 periods per week, full year, 1 credit

International Politics is a college-level course in which students investigate the complex political, economic, and social challenges that characterize our increasingly interconnected, globalized world. Using the conceptual framework of political science, participants engage academically and exper-

entially in a comparative study of the ways in which and reasons why countries and their citizens collectively respond to real-world conditions.

Course requirements include primary source readings and case studies, critical essays, simulations, social media, blogs, investigative journalism, and field work. In the culminating activity, students design and develop a project in which they bring their own academic interests, experiences, and passions to the exploration of a global issue relevant to the themes and ideas of the course.

## SOCIAL STUDIES ELECTIVES

### PSYCHOLOGY

#### Grades 10 through 12

4 periods per week, half year, ½ credit

This course serves as an introduction to psychology for students who have had little or no exposure to this discipline's theories and methods for understanding human behavior. Major units include aggression, motivation, theories of personality, humanistic psychology, educational psychology, perception, emotions, and stress. Case studies for the course are taken from both fiction and non-fiction sources.

*Note: Tenth graders are admitted to this course if space is available.*

### PSYCHOLOGY 645

#### Grades 11 and 12

4 periods per week, full year, 1 credit

This introductory college-level course offers a systematic study of concepts, principles, and practices associated with the major subfields of psychology. Topics include research methods, biological bases of behavior, learning and cognition, developmental psychology, social psychology, treatment of psychological disorders, and ethics. Course requirements include extensive primary- and secondary-source readings, the writing of numerous critical essays, and experimental research projects.

*Prerequisites: teacher recommendations, grades in previous courses, and a qualifying test*

## THE GREAT DIVIDE: RACE AND ETHNICITY IN AMERICA

### Grades 10 through 12

4 periods per week, half year, ½ credit

This course examines the roles that race and cultural identity play in America's pluralistic society. Students learn how our history, mythology, and beliefs have contributed to our sense of who we are as individuals and as a nation. They examine the values that shape their common identity, those that can lead to conflict, and the role of the media as a shaper and reflector of social attitudes. Analysis of the consequences of a range of responses to ethical and moral dilemmas around issues of race, ethnicity, and prejudice, help students make informed decisions about their attitudes and behavior when those dilemmas arise in their lives. Students read primary and secondary sources, conduct interviews, write several short papers, and participate in discussions and simulations.

*Note: Tenth graders are admitted to this course if space is available.*

### SEXUAL POLITICS

#### Grades 10 through 12

4 periods per week, half year, ½ credit

This course examines the roles that gender, race, sexuality, and social expectations play in the development of identity and interpersonal relationships. Students explore the roots of gender inequalities, examine various forms of resistance and activism, and analyze the representation of gender and sexuality in America's political, cultural, and educational institutions. Topics include sexual identity and relationships, gender roles, body image, employment, and historical developments in feminist thought. Student participation in social science experiments, simulations, debates, and discussions both generates objective analysis and validates personal perspectives.

*Note: Tenth graders are admitted to this course if space is available.*

## THE WAKING MIND: AN INTRODUCTION TO MODERN PHILOSOPHICAL THOUGHT

### Grade 10 through 12

4 periods per week, half year, ½ credit

This course explores the ideas of great Eastern and Western thinkers about the nature of timeless philosophical topics, such as reality,

existence, identity, justice, truth, ethics, and morality. Classic texts, music, art, and literature provide the material with which students deconstruct philosophical questions and collectively evaluate the validity of arguments.

*Note: Tenth graders are admitted to this course if space is available.*

## **CRIMINAL JUSTICE**

### **Grades 10 through 12**

4 periods per week, half year, ½ credit

This course investigates important aspects of the criminal justice system, the causes of crime, and the ways criminals are treated from arrest to release after incarceration. In addition to participating in classroom activities, students interact with police, lawyers, correction officers, and inmates. Simulations and several short papers are required.

*Note: Tenth graders are admitted to this course if space is available.*

## WORLD LANGUAGES

The Department of World Languages offers courses in Latin, French, Spanish, and Mandarin.

### LATIN

The department offers four years of Latin. Students learn how to read and write in Classical Latin, as well as how to use basic oral Latin in their daily lives. Students deepen their understanding of other languages, especially English, and discover classical culture through the study of Roman customs, mythology, history, and literature. Courses are open to all students.

#### LATIN 313

**Grades 9 through 12**

4 periods per week, 1 credit

Students master the fundamentals of Latin grammar and develop proficiency in reading, writing, and speaking. By studying Greco-Roman art and history, as well as the roots of English vocabulary, students learn how the classical world shaped Western culture.

#### LATIN 323

**Grades 10 through 12**

4 periods per week, 1 credit

In this course students develop their reading, writing, and speaking skills, and gain a thorough and systematic knowledge of the structure of the Latin language. Their work also helps them develop their vocabulary in English. The ancient world comes alive with the study of statesmen, gladiators, orators, and emperors.

*Prerequisite: successful completion of Latin 313 (C or better) or equivalent*

#### HONORS LATIN 334/344

**Grades 11 and 12**

4 periods a week, 1 credit

Honors Latin 334 (third year) and 344 (fourth year) are taught as a single, combined class. Two versions of the course (A and B below) are offered in alternate years. For a student entering after Latin 323, the transcript will show Honors Latin 334; if a fourth year is elected, it

will appear as Honors Latin 344 on the transcript.

#### HONORS LATIN 334/344A

**Grades 11 and 12**

4 periods per week, 1 credit

In this course, readings from Caesar, Ovid, and Virgil facilitate in-depth examinations of the nature of myths and legends in Greco-Roman tradition. Students apply explorations of classical literary features to readings of Latin poetry and prose.

*Prerequisite: successful completion of Latin 323 (C+ or better) or equivalent*

#### HONORS LATIN 334/344B

**Grades 11 and 12**

4 periods per week, 1 credit

In this course, students examine the Romans' views of their way of life through readings from Virgil, Caesar, Catullus, and Martial. Students also read a Roman comedy by Plautus.

*Prerequisite: successful completion of Latin 323 (C+ or better) or equivalent*

### MODERN LANGUAGES

Since the primary goal of all modern language courses is to help students achieve functional or even proficient communication in the target language, all aspects of our modern language classes are conducted entirely in the target languages. Supplementary study help in all four languages is available from Signifer tutors in the World Languages Center (room 415).

#### FRENCH, SPANISH, and MANDARIN

A long sequence of courses is offered to students who began their study in elementary or middle school; a short sequence is for those who begin in high school. Honors courses are open to highly motivated, highly capable students.

#### French: Long Sequence

#### FRENCH 323

**Grade 9**

4 periods per week, 1 credit

French 323 employs a communicative approach to the study of vocabulary and grammatical structures, which is supplemented with

the use of dialogues, cultural notes, and authentic documents from a variety of sources.  
*Prerequisites: successful completion of eighth grade French (B or better) or equivalent, and the eighth grade teacher's recommendation*

### **FRENCH 324**

#### **Grade 9**

4 periods per week, 1 credit

By developing their vocabulary and improving their pronunciation and fluency, students become increasingly proficient in using French in real-life situations. Instruction in this rapidly paced course includes explorations into authentic documents from a variety of sources.

*Prerequisites: outstanding achievement in eighth grade French (A or better) or equivalent, and the recommendation of the eighth-grade teacher*

### **FRENCH 333**

#### **Grade 10**

4 periods per week, 1 credit

Following a review of grammar principles presented in French 323, the course introduces more advanced structures and builds vocabulary considerably. The ongoing emphasis on conversation facilitates dialogues and discussions based on cultural readings.

*Prerequisite: successful completion of French 323 (C+ or better) or equivalent*

### **FRENCH 334**

#### **Grade 10**

4 periods per week, 1 credit

This honors-level course emphasizes expansion of practical vocabulary and reviews and extends students' understanding of the rules of grammar. French art and literature serve as a basis for class discussions and development of compositions. Literary excerpts from each century are read, discussed, and analyzed. *Le Petit Prince* is read in its entirety.

*Prerequisites: successful completion of French 324 (B- or better) or equivalent, and teacher recommendation*

### **FRENCH 343**

#### **Grade 11**

4 periods per week, 1 credit

In this course students apply in conversation the language skills acquired in French 323 and

333. Class discussion, reading selections, reviews, and short compositions serve to enrich vocabulary, improve reading, and refine students' understanding of basic structural elements of the language. Topics for discussion include current events, individual interests, and cultures of the French-speaking world.

*Prerequisite: successful completion of French 333 (C+ or better) or equivalent*

### **FRENCH 344**

#### **Grade 11**

4 periods per week, 1 credit

French 344 emphasizes the study of grammatical structures and the modern idiomatic usage of French in both oral practice and written composition. Explorations into literary works and authentic materials provide interesting and relevant content, offer opportunities for cultural enrichment, and help students move toward oral and written proficiency. The course is good preparation for the senior-year Advanced Topics language course.

*Prerequisites: successful completion of French 334 (B- or better) or equivalent, and teacher recommendation*

### **FRENCH 353**

#### **Grade 12**

4 periods per week, 1 credit

This course offers students the opportunity to refine their communication skills. Readings and discussions of excerpts written by prominent French authors complement the study of advanced grammar and vocabulary. Authentic documents and materials are sources for in-depth study of cultural topics: current events, an overview of French history, the many cultures of the French-speaking world, and twentieth-century French music.

*Prerequisite: successful completion of French 343 (C+ or better) or equivalent*

### **FRENCH 355 (AT French Language)**

#### **Grade 12**

4 periods per week, 1 credit

The rigorous Advanced Topics course in French Language is equivalent to a third year (fifth or sixth semester) college course in advanced French composition and conversation. It is intended for highly motivated and talented students who strive for proficiency in all

four language skills: listening, speaking, reading, and writing. Radio and television broadcasts, films, electronic and print media, and literary selections stimulate extemporaneous conversations, classroom discussion, debates, and presentations. Students write informal reflections on current events topics and multi-paragraph persuasive essays on literary, cultural, social, and human interest topics.

*Prerequisites: successful completion of French 344 (B or better) or equivalent, and teacher recommendation*

### **French: Short Sequence**

#### **FRENCH 312**

##### **Grades 9 through 12**

4 periods per week, 1 credit

French 312 is offered to students with little or no previous knowledge of French. A communicative approach introduces students to elementary vocabulary and grammatical structures of the language. The course is directed towards oral/aural fluency and reading comprehension by means of repetition of basic speech patterns, dialogues, and reading passages. The readings also introduce students to the Francophone world.

*Prerequisite: none*

#### **FRENCH 322**

##### **Grades 9 through 12**

4 periods per week, 1 credit

Continuing the communicative approach and study of grammatical structures begun in French 312, this course helps students become more independent readers and speakers of French. Cultural instruction revolves around daily life activities in France and other French-speaking parts of the world.

*Prerequisite: successful completion of French 312 or eighth grade French (C- or better) or equivalent*

#### **FRENCH 332**

##### **Grades 10 through 12**

4 periods per week, 1 credit

A group of cultural readings is used as a basis to practice conversational skills and to reinforce and build vocabulary and grammar skills. Audio-visual aids, including films, supplement the curriculum.

*Prerequisite: successful completion of French 322 (C- or better) or equivalent*

#### **FRENCH 342**

##### **Grades 11 and 12**

4 periods per week, 1 credit

French 342 both reinforces basic topics and introduces the present subjunctive. Topics are based on activities in daily life, student interests, and cultural events. Students are exposed to French literature, with a particular focus on poems and fables. The study of film excerpts allows for an immersion experience and wide-ranging discussions.

*Prerequisite: successful completion of French 332 (C- or better) or equivalent*

### **Spanish: Long Sequence**

#### **SPANISH 313**

##### **Grades 9 through 12**

4 periods per week, 1 credit

This accelerated introductory course is intended for students who have successfully studied another world language or English as a Second Language or who are otherwise capable of acquiring language skills quickly. All four language skills are developed to help students prepare for Spanish 323 or 324.

*Prerequisite: approval of department chair*

#### **SPANISH 323**

##### **Grade 9**

4 periods per week, 1 credit

Spanish 323 applies a communicative approach to the study of vocabulary and grammatical structures. Students become acquainted with the Spanish-speaking world through the use of dialogues, cultural notes, and authentic documents from a variety of sources.

*Prerequisite: successful completion of eighth grade Spanish (B or better) or equivalent*

#### **SPANISH 324**

##### **Grade 9**

4 periods per week, 1 credit

In this second-level honors course, students study a broad range of vocabulary and idiomatic expressions that they actively use in conversation, dialogues, compositions, and oral reports. Cultural and adapted literary readings



are the basis of discussion and serve to reinforce the study of vocabulary and grammar.

*Prerequisites: recommendation of the eighth-grade teacher and outstanding achievement in eighth grade Spanish (A or better) or equivalent*

### **SPANISH 333**

#### **Grade 10**

4 periods per week, 1 credit

In this third year of study, students broaden and deepen their knowledge of grammar and vocabulary so that they can use the language in real life settings. The cultures of the Spanish-speaking world provide a basis for readings, discussions, dialogues, and projects.

*Prerequisite: successful completion of Spanish 323 (C+ or better) or equivalent*

### **SPANISH 334**

#### **Grade 10**

4 periods per week, 1 credit

Topics for oral and written expression in this honors course are drawn from contemporary events, daily experiences, and reading selections. Vocabulary is enriched through the reading of short stories and literary excerpts; composition skills are developed and grammar is reviewed and expanded to enable students to speak and write Spanish with greater accuracy and sophistication.

*Prerequisites: successful completion of Spanish 324 (B- or better) or equivalent, and teacher recommendation*

### **SPANISH 343**

#### **Grade 11**

4 periods per week, 1 credit

In this course, class discussions, reading selections, reviews, and short compositions serve to improve oral language skills, increase vocabulary, and improve reading. Topics for discussion include current events, individual interests, and cultures of the Spanish-speaking world.

*Prerequisite: successful completion of Spanish 333 (C+ or better) or equivalent*

### **SPANISH 344**

#### **Grade 11**

4 periods per week, 1 credit

Spanish 344 emphasizes the study of grammatical structures and the modern idiomatic

usage of Spanish in both oral practice and written composition. Explorations into literary works and other interesting, relevant, authentic materials that help students move toward oral and written proficiency. The course is good preparation for the senior-year Advanced Topics language course.

*Prerequisites: successful completion of Spanish 334 (B- or better) or equivalent, and teacher recommendation*

### **SPANISH 353**

#### **Grade 12**

4 periods per week, 1 credit

Course discussions emanate from contemporary issues and events, individual interests, and reading selections by authors from Spain and Spanish America. Although grammar is not the focal point of this course, review occurs when necessary. Students make several presentations involving a variety of themes and films. The course is designed to solidify students' previous training in Spanish so that they can speak, read, understand, and write with ease.

*Prerequisite: successful completion of Spanish 343 (C+ or better) or equivalent*

### **SPANISH 355 (AT Spanish Language)**

#### **Grade 12**

4 periods per week, 1 credit

The rigorous Advanced Topics course in Spanish Language is equivalent to a third year (fifth or sixth semester) college course in advanced Spanish composition and conversation. It is intended for highly motivated and talented students who strive for proficiency in all four language skills: listening, speaking, reading, and writing. Electronic media sources in audio and print formats, as well as news broadcasts, film, and literature, stimulate extemporaneous conversations, debates, presentations, and essay topics. A portfolio project serves as the culminating course assessment.

*Prerequisites: successful completion of Spanish 344 (B or better) or equivalent, and teacher recommendation*

### **SPANISH 355 (AT Spanish Literature)**

#### **Grade 12**

4 periods per week, 1 credit

This Advanced Topics course introduces students to major works of prose, poetry, and

drama by Spanish and Latin American writers. It is equivalent to a third year (fifth or sixth semester) college course. This course combines the reading and discussion of selected literary works with the performance of dramas, the viewing of feature films, and the creation of dynamic class projects. Study and appreciation of the literature is enhanced and enriched by explorations into the visual art and architecture of the Spanish World.

*Prerequisites: Spanish 344, strong interest in literature, and teacher recommendation*

### **Spanish: Short Sequence**

#### **SPANISH 311**

##### **Grades 10 through 12**

4 periods per week, 1 credit

Spanish 311 is an introductory course that helps students develop basic listening and speaking skills. Emphasis is placed on using the language in the real world. Class size is small to allow maximum participation.

*Prerequisite: recommendation of both the student's dean and the department chair*

#### **SPANISH 321**

##### **Grades 10 through 12**

4 periods per week, 1 credit

A continuation of Spanish 311, this course furthers the development of basic listening, speaking, reading, and writing skills that facilitate practical conversation. Students study the cultures of Spanish-speaking countries. Class size is kept especially small to allow maximum opportunities for participation.

*Prerequisite: successful completion of Spanish 311 or equivalent*

#### **SPANISH 312**

##### **Grades 9 through 12**

4 periods per week, 1 credit

This foundational Spanish course employs a communicative approach to introducing students to vocabulary, verb conjugations and tenses, and elementary grammatical structures. The course is directed towards oral/aural fluency and reading comprehension by means of daily repetition of basic speech patterns, dialogues, oral projects, and reading passages. Readings also serve to introduce students to the Spanish-speaking world.

*Prerequisite: none*

#### **SPANISH 322**

##### **Grades 9 through 12**

4 periods per week, 1 credit

This course, which follows up on work started in Spanish 312, takes a communicative approach to developing thematic vocabulary, furthering understanding of grammatical structures, and helping students become increasingly independent readers and speakers of Spanish.

*Prerequisite: successful completion of Spanish 312 (C- or better) or Spanish 321 (A- or better) or equivalent*

#### **SPANISH 332**

##### **Grades 11 and 12**

4 periods per week, 1 credit

This course begins with a review of basic principles of grammar, expands vocabulary, and introduces more complicated grammatical structures. Reading selections, class discussions, films, and compositions form the basis for continuing language development.

*Prerequisite: successful completion of Spanish 322 (C- or better) or equivalent*

#### **SPANISH 342**

##### **Grade 12**

4 periods per week, 1 credit

Spanish 342 both reinforces basic topics and introduces the present subjunctive. Topics are based on activities in daily life, student interests, and cultural events. The study of two current films allows for an immersion experience and wide-ranging discussions.

*Prerequisite: successful completion of Spanish 332 (C- or better) or equivalent*

#### **SPANISH 352**

##### **Grade 12**

4 periods per week, 1 credit

This course reinforces and expands the grammatical structures introduced in previous courses, with emphasis on the proper use of verb tenses (imperfect vs. preterit, subjunctive mood, etc.) in speaking and writing. The course's communicative approach offers students opportunities to apply their knowledge in individual and group oral projects, debates (mesas redondas), and class discussions on current events, reading selections, and films. Interdisciplinary work explores Surrealist art as it relates to the Spanish Civil War.

*Prerequisite: successful completion of Spanish 342 (C- or better) or equivalent*

## **Mandarin**

### **MANDARIN 313**

#### **Grades 9-12**

4 periods per week, 1 credit

This course is intended for students with little or no previous knowledge of Mandarin. Students are introduced to basic pronunciation and tones through vocabulary, useful expressions, and structures that facilitate communication. They learn both the pinyin system and simplified characters. At the end of the course, students will have mastered 150 characters. The course emphasizes all four skills (listening, speaking, reading, and writing) and is conducted in the target language as much as possible.

*Prerequisite: none*

### **MANDARIN 323**

#### **Grades 9-12**

4 periods per week, 1 credit

Mandarin 323 is open to students who have successfully completed Mandarin 313, upon which it builds. Students continue work on pronunciation, expand their vocabulary and understanding of sentence structure, engage in simple conversations, and continue to strive to master Chinese writing. At the end of the course, students will have mastered 280 characters. The course emphasizes all four language skills and is conducted in the target language as much as possible.

*Prerequisites: Mandarin 313 (C or better) or equivalent, and teacher recommendation*

### **MANDARIN 334 (honors)**

#### **Grades 9-12**

4 periods per week, 1 credit

In Honors Mandarin 334, which builds on Mandarin 323, students work toward mastery of pronunciation and Chinese writing, develop their vocabulary and knowledge of syntax, and expand the range and fluency of their conversations. By the end of the course they will have mastered 400 words. The course emphasizes all four language skills (listening, speaking, reading, and writing) and is conducted entirely in the target language.

*Prerequisites: Mandarin 323 (C+ or better) or equivalent, and teacher recommendation*

### **MANDARIN 343**

#### **Grades 11-12**

4 periods per week, 1 credit

Mandarin 343 is intended for those who have successfully completed Mandarin 333. In this fourth year of study, students broaden and deepen their knowledge of grammar and vocabulary so that they can use the language in real life situations. They move toward oral and written proficiency through the study of literary works and authentic materials that convey relevant content and cultural values. At the end of the course, students will have mastered 450 words. The course is conducted entirely in the target language.

*Prerequisite: Mandarin 333 (C+ or better) or equivalent, and teacher recommendation*

### **MANDARIN 344 (honors)**

#### **Grades 11-12**

4 periods per week, 1 credit

Mandarin 344 emphasizes the study of grammatical structures and the modern idiomatic usage of Mandarin in both oral practice and written composition. Engagement with literary works and authentic cultural materials helps students move toward oral and written proficiency. By course's end, students will have mastered 500 words. The course is conducted entirely in the target language.

*Prerequisites: Mandarin 334 (B- or better) or equivalent, and teacher recommendation*

### **MANDARIN 355**

#### **Grades 11-12**

4 periods per week, 1 credit

The rigorous Advanced Topics course in Mandarin is equivalent to a third year (fifth or sixth semester) college course in advanced Mandarin composition and conversation. It is intended for highly motivated and talented students who strive for proficiency in all four language skills: listening, speaking, reading, and writing. Radio and television broadcasts, films, electronic and print media, and literary selections stimulate extemporaneous conversations, class discussion, debates, and presentations. Students write informal reflections on current

events topics and multi-paragraph persuasive essays on literary, cultural, social and human interest topics.

*Prerequisites: Mandarin 344 (B or better) or equivalent, and teacher recommendation*

# SPECIAL PROGRAM OPPORTUNITIES

## BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Located next to Westchester Community College, the Mid-Westchester Center for Occupational Education supplements and enriches high school programs by offering vocational courses that carry three credits per year toward graduation from the student's home school. All credits earned at BOCES appear on the student's Scarsdale High School transcript. The center's offerings include:

- Automotive Technology
- Certified Nursing Assistant
- Commercial Art
- Computer Information Systems
- Construction Trades
- Cosmetology
- Culinary Arts
- Emergency Services Technician
- Fashion Design and Merchandising
- Pre-Engineering
- Television/Video Production
- Veterinary Science

BOCES also provides alternatives to regular high school programs, including Alternative High School and the TASC (formerly GED) program.

Additional information regarding these programs is available from the deans.

## CIVIC EDUCATION PROGRAM

Civic Education is a community-building program for ninth graders. Team taught by English and social studies teachers and a dean, it helps students develop the planning, communication, and interpersonal skills necessary to build and sustain a supportive community.

Civ Ed students participate in regular ninth grade social studies and English classes. They earn an additional half credit for participating in a weekly community meeting and in Civ Ed advisory groups that are led by well-trained upperclassmen under the supervision of the Civ Ed staff. Civ Ed students participate fully in the high school's science, math, world language, and elective courses.

## LEARNING RESOURCE CENTER

### STUDY METHODS

#### Grades 9 through 12

4 periods per week, ½ credit

The Learning Resource Center provides support to students who have been classified by the Committee on Special Education. Small group instruction strengthens participants' reading, analytical, writing, math, test-taking, note-taking, organizational, and study skills.

## LIBRARY

The Scarsdale High School library is an inviting and rich learning environment with an extensive collection. The two-tiered space provides a Mac lab, a PC lab, and room for individual and small group work. E-Books, online databases, and nonfiction and periodical print collections support all aspects of the curriculum, research projects in particular. The fiction collection

serves both the instructional program and the independent reader.

The library's website provides access to all holdings. The online catalog can be used to search for print and electronic books. The full-text periodical link allows searches for print and digitized magazine and journal articles. Access to all of the library's subscription resources can be found on the A to Z Database page. The At-Home Access provides access the databases from any computer. Research project guides, which are provided for all projects that require use of the library, contain the assignment, links to online sources, and lists of print materials.

Librarians teach research methods to classes, assist students in their library work, and offer guidance in choosing materials for extracurricular use. The librarians are assisted by aides and parent volunteers who make invaluable contributions to the program. The library is open for individual and small-group, quiet study every school day from 7:30 a.m. until one hour after the last class of the day.

- to create a community in which students and teachers increasingly learn to work together toward agreed-upon goals
- to establish a workable, democratic school governance system
- to make the school less isolated from, and more responsive to, the larger community
- to emphasize community and cooperation while recognizing that individual needs and differences within the community should be appreciated
- to create a relaxed and informal, yet purposeful and honest, school atmosphere
- to increase students' freedom and responsibility in pursuing their own education
- to heighten students' and teachers' awareness of and attention to process in the school without sacrificing product and content
- to maintain the high level of academic achievement and excellence for which Scarsdale is known

## **OUTLOOK**

Students who are interested in video production, computers, and electronic equipment are encouraged to consider participating in Outlook, a service organization directed by the supervisor of technical services. Outlook students attend weekly meetings, participate in the setup and repair of audio-visual and computer equipment, and videotape sports events, special activities, meetings, and interviews, many of which are broadcast on cable television. Participants in Outlook are eligible to earn a half credit (pass/fail).

## **SCARSDALE ALTERNATIVE SCHOOL**

The Scarsdale Alternative School (SAS) was created as an experimental satellite of Scarsdale High School to respond to the following educational challenges:

Scarsdale Alternative School is open to sophomores, juniors, and seniors and is part of Scarsdale High School. The program also maintains a separate building on the high school grounds, where both informal and weekly community meetings take place. SAS students and teachers also make use of some classrooms and an office at Scarsdale High School. As members of a school within a school, SAS students and teachers may take advantage of the extensive resources of the high school, including its gym and playing fields, laboratories, media center, library, computers, music rooms, auditorium, and theater, while also having their own separate "place" that is so necessary to foster a sense of community. Weekly core group meetings often take place in homes in the community.

SAS is a college preparatory school made up of students from a representative cross section of the larger high school's student body. All of our students go on to four-year colleges or universities. We offer courses typically taken in

high school: English, social studies, mathematics, and science. All SAS students take courses at the high school, most notably in those subjects not usually offered at SAS, such as world languages, college-level sciences, and the visual and performing arts. In addition, SAS students participate in student government, various clubs, drama productions, publications, athletics, and other extracurricular activities offered at Scarsdale High School.

Scheduling constraints caused by the small size of SAS may be an issue for some students who wish to participate in the program. For example, students with multiple skills-level courses or specific course concentration interests, such as Science Research or multiple world languages, are advised that their individual needs might be addressed more effectively through the regular high school programs. The deans discuss these issues with interested students during course planning.

The annual January Internship Program facilitates month-long internships in which SAS students work with law firms, businesses, non-profits, schools, design studios, arts organizations, medical and physical therapy practices, veterinary hospitals, media organizations, and government agencies. Over the years, most SAS students have interned locally or in the New York metropolitan area, but several have arranged to work in such places as California, Israel, Spain, Taiwan, or Texas.

Very important to an understanding of the philosophy of SAS is the emphasis on communication and participation. Each SAS student is assigned a core group teacher, who serves as an advisor and resource person and meets regularly with the student to discuss academic and personal concerns. At weekly Community Meetings, students and teachers address social and academic concerns and collaborate to make decisions regarding all areas of school life, from discipline to curriculum. SAS strongly believes that students need experience in working cooperatively in formal and informal situations so that they may learn how to meet responsibilities as citizens in their school and local community and, ultimately, in their country and the world.

The purpose of evaluation at SAS is to allow individuals and groups to assess their strengths and weaknesses so that they can improve their

ability to succeed in accomplishing common objectives. A student's performance is assessed by both student and teacher. The transcript, which consists of teacher evaluation and a personal statement written by the student, is the student's permanent record of performance, along with the grades received in classes taken in the main school.

Students interested in SAS should speak to their dean or a teacher at the Scarsdale Alternative School. Informational meetings are held at SAS early in the second semester, at which time students may make application to the school. If the number of applicants exceeds the number of available spaces, selection is made by lottery.