

# PORT CHESTER HIGH SCHOOL



**PROGRAM OF STUDIES GUIDE**

**2023–2024**



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### Key to Symbols:

- = 1 Credit Course
- ▮ = 1/2 Credit Course
- ® = Regents Exam given in course

## PORT CHESTER UNION FREE SCHOOL DISTRICT

### DISTRICT ADMINISTRATION

Aurelia L. Henriquez, Ed.D.	Superintendent of Schools	
Mitchell A. Combs, Ph.D.	Deputy Superintendent	
Colleen Carroll, Ed.D.	Assistant Superintendent for Curriculum & Instruction	
Philip G. Silano	Assistant Superintendent for Business	

### HIGH SCHOOL ADMINISTRATION

Luke A. Sotherden	Principal
Keith Allen	Assistant Principal
Fortunato R. DiRenno	Assistant Principal
Juan C. Sanchez	Assistant Principal

Our mission at Port Chester High School is to cultivate a student-centered learning environment that nurtures well-rounded, inquisitive, life-long learners whose values include respect for self and others.

# From the Principal's Desk

## *AN IMPORTANT MESSAGE TO PARENTS AND STUDENTS*

One of the special features of the American High School is the wide range of choices offered to students. At Port Chester High School, we proudly embrace the worth and potential of every child, the power of great teaching, the values of a diverse community, and a broad curriculum that addresses important academic content and essential life skills. With this freedom of choice comes an important responsibility, since the courses students select in high school can significantly affect their future options.

It is the goal of the Port Chester High School staff to help students make informed decisions regarding their high school program of studies. Within the context of making informed choices, we encourage students to choose the most rigorous classes in which they can be successful. An often-asked question of colleges in regard to an applicant's academic record is "*how rigorous was this student's course of study as compared to other students at your school?*" In short, colleges prefer to see students stretch themselves as opposed to choosing a class for an easy "A." Students are encouraged to challenge themselves and to seek the supports they need to be successful. This Program of Studies is designed to assist students in making good decisions about their schedules by providing a brief description of each course offered at Port Chester High School. However, before registering for next year's courses, we also encourage students to:

1. Develop or review their four-year plan and their past academic performance with their school counselor;
2. Seek additional information about specific courses from their counselor, department chairs, or individual teachers;
3. Ask a teacher for a copy of a more detailed course description and any other pertinent information that will help a student learn more about a class;
4. Make arrangements with teachers or a counselor to visit a class being considered; and
5. Discuss tentative course selections with their counselor. A school counselor can play an important part in the selection of courses. Not only can the counselor offer advice on Port Chester's courses, she or he can also assist students in obtaining the most current information on careers and colleges. It is important to emphasize, however, that while a counselor is available to assist each student in his/her course selection and teacher recommendations should be weighed into any decision making, the final responsibility for this selection rests with students and parents. We urge students to play an active role in this important task, and we stand ready to assist them in whatever way we can.

The excellence of Port Chester High School is the result of hard work from a dedicated faculty, supportive parents, a community that values education, and motivated students. We look forward to ensuring success for every student and preparing young men and women for the next stage of their lives.

Yours truly,

Luke A. Sotherden  
Principal

# State and Local Requirements for Graduation

## General Graduation Requirements

In grades 9 through 12, all students must earn a certain number of units of credit. A unit of credit is granted upon satisfactory mastery of the learning outcomes of a course of instruction that meets 5 periods per week for 40 weeks. A half-unit is granted for each 20-week course (e.g. those meeting on alternating days or for one semester only).

All students graduating from Port Chester High School must complete *at least* the specified number of credits below in the following required subjects, and most students far exceed the minimum number of credits necessary for graduation.

## Credit Requirements for Graduation

Required Subjects	Minimum Credits
English	4.0
Social Studies*	4.0
Mathematics	3.0
Science	3.0
World Languages	1.0-3.0
The Arts	1.0
Health	0.5
Physical Education	2.0
Additional Courses	1.5-3.5
<b>Total</b>	<b>22.0</b>

\*Two credits of social studies must be in Global History and Geography.

## Graduation and Testing Requirements

New York State provides multiple pathways by which students can earn a Regents Diploma and graduate from high school. Students can satisfy graduation testing requirements in any one of the "4 Plus 1" options.

### The 4...

The following 4 exams are required:

Required State Exams for a Regents Diploma	
English	The English Language Arts Exam
Social Studies	One Regents Social Studies Exam: Global History or U.S. History
Math	One Regents Math Exam: Algebra 1, Geometry, or Algebra 2
Science	One Regents Science Exam: Living Environment, Earth Science, Chemistry, or Physics

### ...Plus 1

In addition, students must pass a comparably rigorous fifth required exam to graduate. The fifth assessment may be met in any one of the following areas:

Pathways to Complete Graduation Requirements	
Humanities Pathway	An Additional Regents Social Studies Exam
STEM Pathway	An Additional Regents Math or Science Exam
Biliteracy Pathway	An Additional State-approved Exam in a Language other than English at the Checkpoint B level
CTE Pathway	Approved CTE Program Completion
Arts Pathway	*
CDOS Pathway	Completion of CDOS Commencement Credentials

\*This pathway has not yet been defined by the State.

# Additional Diploma Options

## REGENTS DIPLOMA

**Regents Diploma Through Appeal:** Pass four Regents exams with a score of 65 or better and score a 60-64 on a fifth Regents exam. The fifth exam must be taken at least twice.

**Regents Diploma Through Appeal with CDOS:** Pass three Regents exams with a score of 65 or better and score a 60-64 on a fourth Regents exam. The fourth exam must be taken at least twice. In addition, the student must meet all of the requirements for the CDOS commencement credential.

**Regents Diploma with Honors:** Pass the five required Regents exams with a computed average score of 90 or better.

**Regents Diploma with Advanced Designation:** Pass eight Regents exams (the ELA, one social studies exam, three math exams, two science exams, and one Pathway exam or one additional science exam) and a Checkpoint B exam in a Language Other Than English.

**Regents Diploma with Advanced Designation with a Mastery in Math:** Meet all of the assessment requirements for the Regents Diploma with Advanced Designation and scores 85 or better on each of the 3 Regents examinations in Mathematics.

**Regents Diploma with Advanced Designation with a Mastery in Science:** Meet all of the assessment requirements for the Regents Diploma with Advanced Designation and scores 85 or better on each of 3 Regents examinations in Science.

**Regents Diploma with Advanced Designation with Honors:** Meet all assessment requirements for the Regents Diploma with Advanced Designation with a computed average score of 90 or better on the Regents exams.

## CTE ENDORSEMENT

**Diploma with Career and Technical Education (CTE) Endorsement:** Achieve any of the requirements for a Regents or Local Diploma and successfully complete the three-part technical assessment designated for the particular approved career and technical education program which the student has completed.

## LOCAL DIPLOMA

**Local Diploma Through Appeal:** Pass three required Regents exams with a score of 65 or better and score a 60-64 on two Regents exams. The two exams must be taken at least twice.

**Local Diploma Through Appeal with CDOS:** Pass two Regents exams with a score of 65 or better and score a 60-64 on the other two Regents exams. The other two exams must be taken at least twice. In addition, the student must meet all of the requirements for the CDOS commencement credential.

**Local Diploma for Students with Disabilities** (those with an individualized education program (IEP) or included on the student's section 504 Accommodation Plan)

**Low Safety Net Option**—Score 55 or better on five required Regents exams.

**Low Safety Net Option with Appeal**—Score 55 or better on three required Regents exams and score 52-54 on two Regents exams. The two exams must be taken at least twice.

**Compensatory Safety Net Option**—Score between 45 and 54 on one or more of the five required Regents exams other than ELA and a math exam, but compensate the low score with a score of 65 or higher on another required Regents exam. A score of at least 55 must be scored on both the ELA and mathematics exams.

**Superintendent Determination Option**—

Demonstrate proficiency in knowledge, skills, and abilities by passing ELA and math Regents-level courses (as well as other subject areas in which the student was not able to pass the corresponding Regents exam) and score a 55 or higher on the math and ELA Regents (though scores of 52-54 may be appealed).

**Superintendent Determination CDOS Option**—

Demonstrate proficiency in knowledge, skills, and abilities by passing ELA and math Regents-level courses (as well as other subject areas in which the student was not able to pass the corresponding Regents exam) and complete the requirements of the NYS Career Development and Occupational Studies (CDOS) Commencement Credential.

**Local Diploma for English Language Learners:**

**Option 1**—Pass four required Regents exams with a score of 65 or better and score 55-59 on the ELA Regents exam. The ELA must be taken at least twice.

**Option 2**—Pass three required Regents exams with a score of 65 or better and score 60-64 on one Regents exam and score 55-59 on the ELA Regents exam. Both of the exams not passed must have been taken at least twice.

# Message about the International Baccalaureate Diploma Program

Since 2013, Port Chester High School has belonged to the prestigious International Baccalaureate Organization. The IB is a comprehensive and rigorous, two-year, pre-university course of study offered to eleventh and twelfth grade students. The Diploma and individual IB coursework are widely recognized by universities around the world as a symbol of academic excellence. The curriculum is internationally recognized and leads to examinations that demonstrate mastery of subject content as well as academic skills. Students who participate in advanced level courses are expected to take the appropriate IB and/or AP exams.

Through meaningful and challenging learning experiences, teachers will foster an environment that allows students to learn about themselves and to recognize their strengths and weaknesses, and that encourages them to develop the characteristics of the IB learner. IB learners should strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk takers, balanced, and reflective human beings.

Though IB courses begin in grade eleven, students may prepare for the program by pursuing Honors and Pre-IB/AP classes, as well as other rigorous courses of study in core academic areas as underclassmen. A student entering the International Baccalaureate Program receives a solid education in all areas of study and obtains the academic tools to pursue advanced scholarship at the college level.

All IB courses are open to motivated eleventh and twelfth grade students. In fact, we hope that more than half of upperclassmen will one day be enrolled in at least one IB course. Students seeking to complete the IB Diploma must meet requirements in six areas of study, in addition to the three requirements listed below. Students enrolled in one or more IB courses but not seeking the Diploma will be awarded IB Certificates and may receive course credit as well as advanced placement or other recognition at the college level.

## The Six Typical Areas of Study

1. English
2. Spanish, French, or Italian
3. History
4. Biology or Chemistry
5. Mathematics
6. Art, Music, Theatre, or Film

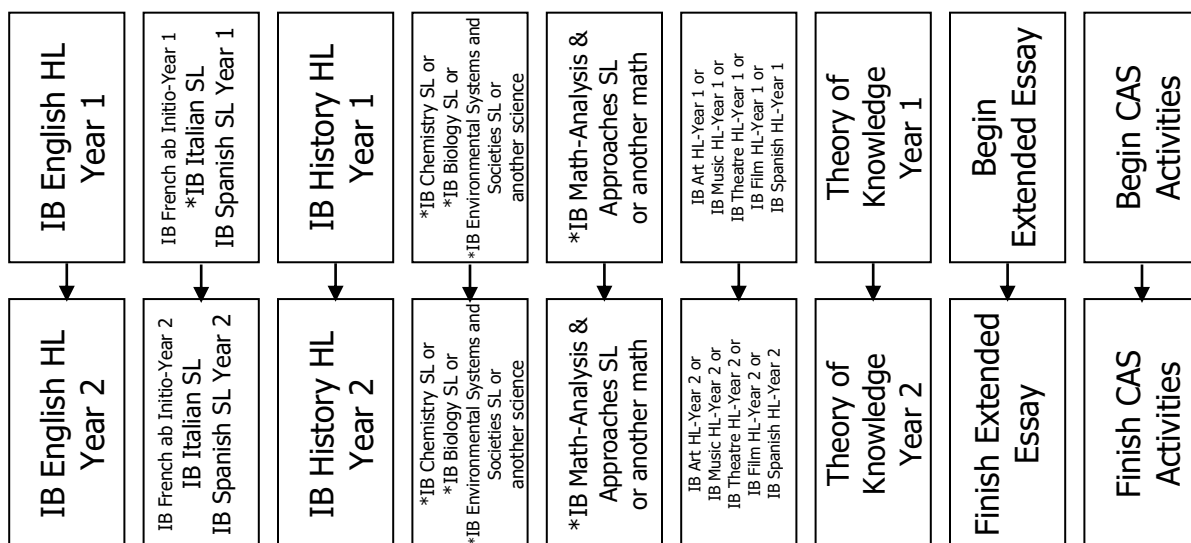
## Three Additional Requirements

1. Theory of Knowledge
2. Extended Essay
3. Creativity, Action, and Service

## TYPICAL PATH OF STUDY FOR THE IB DIPLOMA

### ELEVENTH GRADE

### TWELFTH GRADE



Please note that students cannot sit for more than two SL Examinations in the 11<sup>th</sup> grade. Course with an \* are one-year courses.

**A full unit of credit in the visual or performing arts is a graduation requirement for all students.**

## FOUNDATIONAL CLASS

Introduction to Studio is a semester-long course. This course focuses on foundational skills for a traditional art practice. It explores meaning through line, shape, color, texture, form, and perspective. These elements of design are experienced through projects employing the use of various media.

Introduction to Design is a semester-long course. Students are introduced to the concepts and processes associated with two- and three-dimensional design from our everyday world. Students study, analyze, and respond to the function and fundamental processes of design and demonstrate versatility with technique, problem solving, and ideation.

Introduction to Media is a semester-long course. This course introduces students to the creative and conceptual aspects of media arts production, including a range of techniques, genres and styles, mediums, and forms; such as moving image, sound, spatial, and interactive design. Topics may include development of ideas, synthesis of visual and sound components, production and presentation.

**Prerequisite:** Foundation Level Art Course.

Drawing and Painting is a semester long course. This course focuses on the interrelationships that occur between drawing and painting using a variety of media and techniques, emphasizing observation and interpretation of the visual environment. This course will use various traditional media, that may include: pencil, charcoal, pastels, pen and ink, watercolor, acrylics, and oil painting.

**Prerequisite:** Successful Completion of Drawing and Painting 1.

Drawing and Painting 2 is a semester long course. This course builds on the concepts learned in Drawing and Painting 1. Students further explore and continue to focus on the interrelationships that occur between drawing and painting using a variety of media and techniques, emphasizing observation and interpretation of the visual environment. This course will use various traditional and digital media.

**Prerequisites:** Foundation Level Art Course.

Advanced Studio is a yearlong course. This course focuses on the further development of artistic skills through the use of studio methods and artistic critique. Students will develop a cohesive portfolio of work that reflects their artistic voice. Students will have the opportunity to focus on digital and/or fine art mediums.

*Prerequisites: Foundation Level Art Course*

Sculpture is a semester-long course. Students will learn about basic sculpture techniques and processes as well as explore the elements and principles of art. Students will have an opportunity to work with clay and other sculpture media. Topics of study include relief sculpture, recycled art, plaster arts, paper mâché, paper arts, and wire armature making.

**Prerequisite:** Foundation Level Art Course.

This semester-long course explores the world of crafts. Students will have the opportunity to investigate sculpture and crafts on a smaller scale. Topics of study include various paper arts and sculpture, altered book creating, functional art, and metal arts.

**Prerequisite:** Foundation Level Art Course.

This semester-long course is designed to give a foundation to photography as an art form. Students will learn the basics of composition and lighting in photography as well as the use of photography in the history of art.

**Prerequisite:** Successful Completion of Digital Photography 1.

This semester-long course is designed to advance student skills by investigating more challenging concepts and techniques. Students will learn about more advanced studio lighting equipment, post-processing skills, and creating a webfolio to showcase their works. Students will be introduced to contemporary photographers, digital artists, and more sophisticated techniques in order to create work that reflects the student's concentration.





**IB VISUAL ARTS-YEAR 1 (6661)**

●11

**Prerequisites:** Foundation Level Art Course and teacher recommendation and/or counselor recommendation.

IB Visual Arts-Year 1 is the first year of a two year-long course. This course allows students to develop aesthetic and creative investigations in various visual art forms. Students will develop an awareness and criticism of art through an in-depth comparative artwork analysis and studio work. The studio component uses a wide variety of materials and individual art projects that culminate in an art show the second year.

**IB VISUAL ARTS-YEAR 2 (6662)**

●12

**Prerequisite:** Successful completion of IB Visual Arts-Year 1.

IB Visual Arts-Year 2 is the second year of a two year-long course. This course focuses on the IB assessments including an investigation into the artistic process and student exhibition. The studio work will continue to use a variety of digital and/or fine art media and will include more independent work that culminates in an art show. During IB Visual Arts-Year 2, both Standard Level and Higher-Level options will be available to students.

**ART PATHS OF STUDY**

ART PATHS OF STUDY		
GRADE ↓	FOUNDATIONAL ART COURSES	
9	Introduction to Studio or Introduction to Design or Introduction to Media + Other Art, Theatre, or Music Elective = Completion of Graduation Requirement	
	FINE AND PERFORMING ARTS REQUIREMENT MET	
	Interest in Fine Arts ↓	Interest in Digital Production and Media Arts ↓
10-11-12	Drawing and Painting 1, Drawing and Painting 2, Advanced Studio, Sculpture, and/or Crafts	Digital Photography 1, Digital Photography 2, Advanced Studio
	Interest in IB Diploma or Certificate and/or an Fine Arts-related Career ↓	Interest in IB Diploma or Certificate and/or a Film- or Media Arts-related Career ↓
11	IB Visual Arts-Year 1	IB Visual Arts-Year 1 or IB Film-Year 1
12	IB Visual Arts-Year 2	IB Visual Arts-Year 2 or IB Film Year 2



## MUSIC DEPARTMENT

### **COLOR GUARD (0496) & WINTER GUARD (0497)**

►9-10-11-12

Color Guard is the visual component of the marching band program which performs and rehearses during semester 1 Band period, plus evenings and weekends with the marching band. In semester 2, a competitive winter guard program will be offered. Students participating in both will receive one-half credit for each program they attend. Participating in both semesters will satisfy one credit of the State arts requirement.

### **BAND (0500)**

●9-10-11-12

*Prerequisite: Spring Director Approval.*

All band members must be registered for this course which enrolls you into the in-school Concert Band and the after school Marching Band. The in-school schedule involves a daily Concert Band rehearsal as well as 1 weekly pull-out sectional. The after-school schedule involves rehearsals and performances. Band members may also audition for Jazz Band and other extracurricular ensembles. This will satisfy one credit of the state music/art requirement.

### **CONCERT CHOIR (0501)**

●9-10-11-12

Choir is open to all students' grades 9-12. Those who take the course five days a week for a full year receive full credit. The primary function of the course is to provide any interested student, regardless of musical background, an opportunity to sing, perform and realize the advantages of group accomplishment. Activities include concerts, participation in state competitions, music festivals and assembly programs. This will satisfy one credit of the state Music/Art requirement.

### **ORCHESTRA (0513)**

●9-10-11-12

The Orchestra is open to qualified students who play the violin, viola, cello, or bass. There are limited spots available to beginners. All classes meet daily for full credit and students are expected to attend pullout lessons once a week. Student musicians will develop their string techniques, including vibrato, tone quality, shifting positions, various bowing styles, as well as improving music reading skills. The orchestra will study and perform high-quality music literature of diverse times and styles. Rehearsal time is focused on developing music reading, ensemble skills, and independent musicianship.

Students are expected to perform in both the Winter and Spring Concerts. Other opportunities include NYSSMA, All County, Area All State, and extra concerts, or events within the community.

### **MUSIC THEORY & KEYBOARDING 1 (0511)**

►9-10-11-12

*Prerequisites: Motivation, interest, and ability in music is preferred. Teacher recommendation.*

Do you want to know how music is made? Do you want to compose your own music whether rock, pop or classical? This is a basic semester-long course in the understanding of music reading, writing and keyboard study. Students will start with basic note reading on keyboard and apply theory concepts. Following mastery of the basics, students will move on to study triads, arpeggios, and four-voiced chords, and major and minor keys.

### **MUSIC THEORY & KEYBOARDING 2 (0512)**

►9-10-11-12

*Prerequisite: Successful completion of Music Theory & Keyboarding 1.*

This semester-long continuation of Music Theory & Keyboarding 1 goes into more detail of chord structure, advanced dissonant chords, resolutions, figured bass, analysis, and composition.

### **SURVEY OF MUSIC: FROM BACH TO ROCK (0505)**

►9-10-11-12

This semester-long course is designed for students whose interests are in current popular music including Broadway, jazz, rock, and classical music forms. Although there is a definite structure and course outline to be followed, much will depend on the class/student interest and makeup. Activities will include listening, discussion, analyzing, video viewing and individual class projects. Students who elect this course will gain a wider range of musical appreciation and develop an understanding of the effects of music on everyday society.

### **MUSIC PRODUCTION (0502)**

►9-10-11-12

This semester-long course consists of exploring various facets of music technology, recording, and production. Students will use the integrated system of MIDI (Musical Instrument Digital Interface) with a standard electronic keyboard and computer programs designed for music production and recording. Students will learn to compose, review, edit, and arrange various styles of music according to assignment and project selections. Music notation and sequencing programs will be selected from Sibelius, Finale, Encore, etc., and recording programs from Logic, Garage Band, etc. It is not a requirement that students have working knowledge of keyboard or music reading to participate, however, both will be introduced and learned as part of the course requirements. Enrollment in this course is subject to available equipment and software.

**IB MUSIC-YEAR 1 (6651)**

●11

**Prerequisites:** Enrollment in one of the school's performing ensembles. Students must have a good working knowledge of music fundamentals and be able to read music in at least one clef. Supplemental private lessons are strongly recommended for Music HL students.

This course is designed for music students with varied backgrounds in music performance. The aim of the IB Music Program is to give music students the opportunity to explore and enjoy the diversity of music throughout the world by enabling them creatively to develop their knowledge, abilities, and understanding of music through the study of music history, performance, music theory, and composition. Students will be expected to demonstrate their understanding of music in several ways: by performing, by using appropriate musical language and terminology in analyzing musical works from many and varied cultures and periods, and by exploring music through music theory, sight singing, composition, and music history. Students in this course would be strongly encouraged to enroll concurrently in one of these courses: Music Theory, Harmony, or Advanced Placement Music Theory. Students will be prepared to sit for the IB Music SL or HL examination at the end of IB Music-Year 2.

**IB MUSIC-YEAR 2 (6652)**

●12

**Prerequisite:** Successful completion of IB Music-Year 1.

This course is a continuation of the IB Music-Year 1 course with a more in-depth approach to the following areas: Music History (Middle Ages through Contemporary; Folk and other forms of cultural music; World Music); Music Theory (Advanced Harmonic analysis; Listening analysis and score reading; Melodic and Harmonic dictation); Music Performance (HL includes a solo performance recital, which will be videotaped and evaluated by the instructor and the IB Performance evaluators); Composition (students will compose musical compositions of any musical genre, notate and record these compositions for evaluation by the instructor and the IB composition evaluators); and Analysis (students will prepare a researched, in-depth, comparative paper of two major symphonic works, to be submitted for grading and marks by the instructor and the IB Music evaluators). Students will sit for the IB Music exam (SL or HL) in May.

MUSIC PATHS OF STUDY				
GRADE ↓	HIGH SCHOOL MUSIC COURSES			
9	Concert Choir	Band or Color Guard / Winter Guard	Orchestra	Two Half-Year Art/Music Electives
	*****ART AND MUSIC GRADUATION REQUIREMENT MET*****			
	↓ Further Interest in Music ↓			
9-10-11- 12	Survey of Music, Music Production, Music Theory & Keyboarding 1 and 2		Continued Study in: Band, Color Guard/Winter Guard, Orchestra and/or Concert Choir	
	Interest in IB Diploma or Certificate and/or a Music-related Career ↓			
11	IB Music-Year 1			
12	IB Music-Year 2			



## THEATRE DEPARTMENT

### ACTING FOR THE STAGE (8509)

●9-10-11-12

This is a semester long course. Good actors are inquisitive, imaginative, empathetic team players and good listeners who enjoy the detective work required to build a living, breathing character from words on a page. This course engages students in the physical and vocal techniques of acting, the mental and emotional aspects of acting, and character creation through interpretation. Students develop their acting skills collaborating with fellow actors while studying traditional and contemporary acting techniques and methods. Students will be immersed as actors in published and original work to build the five C's: Confidence, Collaboration, Communication, Creativity, and Critical Thinking.

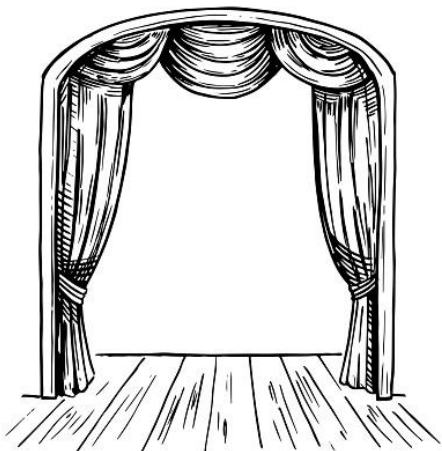
### TECHNICAL THEATRE & DESIGN (1006)●9-10-11-12

Theatre does not exist without the designers and crew. In this course, students will study and actively engage in all components of putting on a stage show. First-hand experiences include designing, building, managing, and implementing the technical aspects of production, from the lights, sets, props, and costumes to stage management and crew. Activities and studies will incorporate elements of theatre history, culture, expression, analysis, response, creative process, and production. Students will be immersed as designers and theatrical technicians utilizing a published work of their choosing to build the five C's: Creativity, Collaboration, Communication, Critical Thinking, and Confidence.

### INTRODUCTION TO PLAYWRITING (1001)

●9-10-11-12

Playwrights have used their creativity and writing talents throughout history to produce a wide range of expressive, informative, and entertaining plays. Introduction to Playwriting is a workshop course that will explore writing for the theater through practice and discussion. Students will study major components of Playwriting, including character dialogue and narrative structure, emphasizing a play's arc through its beginning, turning point, and ending. Students will learn to write monologues, skits, scenes, one-act plays, musical numbers, and more individually and in small groups. They will give and receive peer feedback and critique the work of professional playwrights to better understand the foundation of theatrical productions: the text.



### IB THEATRE-YEAR 1 (6160)

●11

Theatre is a practical subject that encourages discovery through experimentation, risk-taking, and the presentation of ideas. The IB DP Theatre course is multifaceted and allows students to actively engage in theatre as creators, designers, directors, and performers. It emphasizes working both individually and collaboratively as part of an ensemble. Students explore, learn, discover, and collaborate throughout this two-year course to become autonomous, informed, and skilled theatre-makers. Students learn to apply research and theory to inform and contextualize their work. Through researching, creating, preparing, presenting, and critically reflecting on theatre, they gain a richer understanding of themselves, their community, and the world.

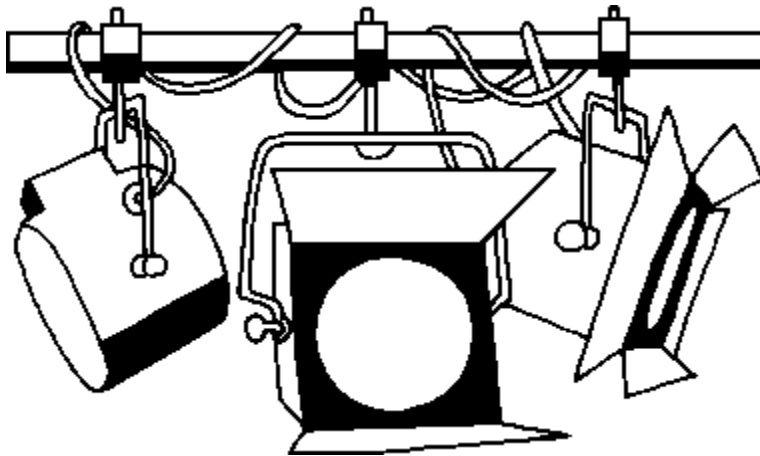
### IB THEATRE-YEAR 2 (6161)

●12

Theatre is a practical subject that encourages discovery through experimentation, risk-taking, and the presentation of ideas. The IB DP Theatre course is multifaceted and allows students to actively engage in theatre as creators, designers, directors, and performers. It emphasizes working both individually and collaboratively as part of an ensemble. Students explore, learn, discover, and collaborate throughout this two-year course to become autonomous, informed, and skilled theatre-makers. Students learn to apply research and theory to inform and contextualize their work. Through researching, creating, preparing, presenting, and critically reflecting on theatre, they gain a richer understanding of themselves, their community, and the world.



## THEATRE DEPARTMENT



THEATRE PATHS OF STUDY	
GRADE ↓	HIGH SCHOOL THEATRE CLASSES
9	Acting for the Stage or Technical Theatre and Design or Introduction to Playwriting
	*****ART AND MUSIC GRADUATION REQUIREMENT MET*****
	↓ Further Interest in Theatre ↓
9-10-11-12	Acting for the Stage or Technical Theatre and Design or Introduction to Playwriting
	Interest in IB Diploma or Certificate and/or a Theatre-related Career ↓
11	IB Theatre-Year 1
12	IB Theatre-Year 2



# ENGLISH DEPARTMENT

Four units of credit in core English classes are required for graduation. (Note: This does not include English electives)

## NINTH GRADE ENGLISH

### ENGLISH 9 (2100) ●9

The goal of English 9 is to foster life-long readers and writers through literacy-rich activities in a workshop model. In order to develop a foundation for college and career readiness, students will have an opportunity to read, analyze, and interpret a variety of nonfiction and fiction texts. In addition, students will learn how to communicate more effectively through analytical and argumentative modes of writing. Grammar and vocabulary instruction will be integrated to help students learn to express their ideas with control, purpose, and meaning.

### ENGLISH 9 PRE-IB/AP (2150) ●9

**Prerequisites:** Proficient score on the entrance matrix consisting of teacher recommendation, SRI scores, Eighth Grade report card grades, NY State Exam scores in grades 7 and 8, and a placement exam.

This honors course emphasizes advanced reading and writing skills. The goal of English 9 Pre-IB/AP is to prepare students for the rigorous expectations of higher-level ELA courses. In addition to developing life-long readers and writers through literacy-rich activities in a workshop model, this course will assist students in building a foundation for college and career readiness. Students will have an opportunity to read, analyze, and interpret a variety of nonfiction and fiction texts. In addition, students will learn how to communicate more effectively through analytical and argumentative modes of writing.

### LITERACY AND COMPOSITION (2103) ●9

**Prerequisites:** Scholastic Reading Inventory scores and recommendation of Eighth Grade English teacher.

This course is an engaging, reading program designed to meet the needs of ninth grade students through adaptive instructional software, high-interest reading selections, and direct instruction in reading and writing skills. The combination of these three components, along with the reduced class size, aims to help students achieve significant and measurable success by building fluency, vocabulary, and comprehension. This course is taken in addition to English 9 (course 2100).

## TENTH GRADE ENGLISH

### ENGLISH 10 (2200) ●10

**Prerequisite:** Successful completion of a ninth grade English class.

This course is designed to further develop life-long readers and writers through literacy-rich activities in a workshop model. Students will focus on fiction and non-fiction anchor texts to develop their abilities to explain, analyze, and argue, providing textual evidence. Students will learn to communicate more effectively by gaining knowledge on technology through various media, creating a documentary podcast, and building an online portfolio through Google Sites. These skills are necessary for college and career readiness by building on proficiency mastered in Grade 9. Grammar and vocabulary instruction will continue to be integrated to help students learn to express their ideas with control, purpose, and meaning.

## TENTH GRADE ENGLISH (continued)

### ENGLISH 10 PRE-IB/AP (2250) ●10 ®

**Prerequisites:** Proficient score on the placement matrix consisting of teacher recommendation, report card grades, and midterm or placement exam grades.

This honors course emphasizes further developing life-long readers and writers through literacy-rich activities in a workshop model. The goal of English 10 Pre-IB/AP is to continue to prepare students for the rigorous expectations of higher-level ELA courses. Students will focus on fiction and non-fiction anchor texts to develop their abilities to explain, analyze, and argue, providing textual evidence. In addition, students will communicate more effectively by gaining skills necessary for college and career readiness. Grammar and vocabulary instruction will continue to be integrated to help students learn to express their ideas with control, purpose, and meaning. Students will be prepared for and sit for the English Regents Examination in June.

## ELEVENTH GRADE ENGLISH

### ENGLISH 11 (2300) ●11 ®

**Prerequisites:** Successful completion of ninth and tenth grade English classes.

This course is designed to continue to develop life-long readers and writers through literacy-rich activities in a workshop model. Students will focus on fiction and non-fiction anchor texts to enhance their abilities to explain, analyze, and argue, providing textual evidence. In addition, students will communicate more effectively by displaying skills necessary for college and career readiness. Grammar and vocabulary instruction will continue to be integrated to help students learn to express their ideas with control, purpose, and meaning.

### ENGLISH 11 IB/AP (6130) ●11 ®

**Prerequisites:** Proficient score on the placement matrix consisting of teacher recommendation, report card grades, and midterm or placement exam grades.

Students will be introduced to the constructed nature of meanings generated by language, and the web of relationships they share with the social world. Students will be encouraged to question the meaning generated by language and texts. This course requires students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning. Students will produce clear and coherent writing appropriate to task/audience and produce long and short written pieces regularly. IB English Language and Literature requires internal and external written and oral assessments. Students will take the IB English Language and Literature Exam in May of IB English-Year 2. Because of the overlap in what is taught, students in this first year of the IB English class will also be prepared for the Advanced Placement English Language and Composition examination given in May and may receive college credit upon qualifying.

## ELEVENTH GRADE ENGLISH (continued)

### IB ENGLISH B-YEAR 1 (6103)

●11 ®

**Prerequisites:** Proficient score on the placement matrix consisting of teacher recommendation and report card grades.

This course is for non-native English speakers. Language B is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an English-speaking environment. This process encourages the learner to go beyond the classroom, expand an awareness of the world and foster respect for cultural diversity and the language of focus. The course gives students the possibility of reaching a high degree of competence in an additional language while exploring the culture(s) where that language is spoken. The course aims to develop students' linguistic competence and intercultural understanding. Students will be assessed on their ability to: communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding; use language appropriate to a range of interpersonal and/or cultural contexts; understand and use language to express and respond to a range of ideas with accuracy and fluency; organize ideas on a range of topics, in a clear, coherent and convincing manner; understand, analyze and respond to a range of written and spoken texts; and understand and use works of literature written in English. IB English B-Year 1 requires internal and external written and oral assessments. Students will take the IB English B Exam in May of IB English B-Year 2

## DIGITAL MEDIA COURSES

### IB FILM-YEAR 1 (6150)

●11

This course teaches the history and theory of film. The course will enable students to watch films from different eras and interpret their "languages" (lighting, costume, facial expressions, camera shots, and dialogue to name a few). In addition, they will learn about the evolution of the technology of filmmaking, which will be of value when they create their own 5-6 minute video. Students will practice for the Year 2 assessments and make their own videos, applying the film techniques learned in year one.

### IB FILM-YEAR 2 (6151)

●12

**Prerequisites:** Completion of IB Film Year 1.

This course teaches the history and theory of film. This is the second part of the two-year International Baccalaureate study in film. The two courses satisfy the IB Diploma group six requirement. In the second year, students make their final films for IB assessment, continue to practice film analysis, and do an in-depth study of movies from another culture.



## TWELFTH GRADE ENGLISH

### ENGLISH 12: COLLEGE & CAREER READINESS (2416)

●12

**Prerequisites:** Prerequisites: Successful completion of English 11 and a passing grade on the ELA Regents Examination.

This course is a showcase of components related to a professional in a high school, college, and career setting and is available in the fall semester only. Students will be immersed in such necessities of a professional life like writing the college essay, career research, creating a resume and cover letter, email writing and responding, interviewing, social skills, public speaking, personal reflection, ethics and etiquette, amongst more. Students will be prepared for the next stage of life and equipped for success.

### ENGLISH 12: POP CULTURE (2417)

●12

**Prerequisites:** Prerequisites: Successful completion of English 11 and a passing grade on the ELA Regents Examination.

Before the 1950s, the concept of the "teenager" didn't exist. By the 1960s, the adolescent had become the dominant cultural force in the creation of trends and fashions. This course will explore the rise of pop culture through the second half of the 20th century, focusing specifically on the music, movies, art and literature that defined several generations.

### ENGLISH 12: FILM CRITIQUE (2418)

●12

**Prerequisites:** Prerequisites: Successful completion of English 11 and a passing grade on the ELA Regents Examination.

Selections from classic and contemporary worldly cinema will be used as a basis for learning technical and narrative vocabularies as well as analytical skills to be able to make and support critiques of films. Movies are often viewed from an entertainment perspective and too often their complexities are neglected. We will study the ways films are intelligible, as well as the political, cultural, and ideological implications they produce. In addition, we will study the inspirations of filmmakers and compare and contrast them across multiple genres.

### ENGLISH 12: TRUE CRIME (2419)

●12

**Prerequisites:** Prerequisites: Successful completion of English 11 and a passing grade on the ELA Regents Examination.

Students will analyze various texts and documentaries in the true crime genre, seeing how journalists, experts, and authors, use literary elements, psychology, forensics, and journalism to explore and uncover criminal behavior.

### ENGLISH 12: SPORTS LITERATURE (2420)

●12

**Prerequisites:** Prerequisites: Successful completion of English 11 and a passing grade on the ELA Regents Examination.

The world of sports seems to have a language all its own and acts as a genre all its own. In Sports Literature, students will analyze the thematic elements of sports through writing their own sports blogs, reading articles and books written by sports writers, and watching and analyzing sports films. This course is designed to improve students' text analysis skills within a given genre, improve students' writing abilities in both informational and fictional sports settings, and improve their ability to identify genre themes and important information.

## TWELFTH GRADE ENGLISH (continued)

### ENGLISH 12 IB/AP (6140)

●12

**Prerequisites:** *Highly motivated students who seek to challenge themselves and successful completion of IB English-Year 1*

This course is a continuation of IB English-Year 1, which develops understanding of the techniques involved in literary criticism, promoting the ability to form independent literary judgments. Students will focus closely on the vast openness of literature of studied texts and discover the role of each text's wider context in shaping its meaning. The literature studied in this course represents a global perspective with integration of texts beyond American and British to text translations and social commentary. IB English Language and Literature requires external written and internal oral assessments. Students will take the IB English Language and Literature Exam in May. In addition, because of the overlap of what is taught, all students will also be prepared to take the Advanced Placement English Literature examination in May and may receive college credit upon qualifying.

### ENGLISH 12—EARLY COLLEGE EXPERIENCE (2454)

●12

**Prerequisites:** *Successful completion of English 11, Westchester Community College Placement Exam, highly motivated students, and teacher recommendation*

This is a dual enrollment course offered in collaboration with Westchester Community College (WCC) through their Early College Experience (ECE) Program. The course follows the learning objectives as described in the Westchester Community College departmental course outlines. Students must be on track to complete New York State high school graduation requirements and meet all necessary prerequisites for the college course as defined in the college's course catalog. Students who complete all required coursework receive a grade which is recorded on an official Westchester Community College transcript, which can then be forwarded to the student's college of choice for transfer credit evaluation. Students must pass a placement test in order to be eligible to register for college credit for this course. Students must pay the (discounted) fee for WCC credit to receive a Westchester Community College transcript.

### IB ENGLISH B-YEAR 2 (6104)

●12

**Prerequisites:** *Successful completion of IB English B-Year 1.*

This course is a continuation of IB English B-Year 1, which is a language acquisition course designed to provide students with the necessary skills and intercultural understanding to enable them to communicate successfully in an environment where the language studied is spoken, in this case, English. The course uses a balance between approaches to learning that are teacher-centered (teacher-led activities and assessment in the classroom) and those that are learner-centered (activities designed to allow the students to take the initiative, which can also involve student participation in the evaluation of their learning). The course develops students' linguistic abilities through the development of receptive, productive and interactive skills. This process encourages the learner to go beyond the confines of the classroom, expanding an awareness of the world and fostering respect for cultural diversity and the language of focus. The texts studied in this course will represent a variety of authentic English based material that provide greater and deeper understanding of languages, customs, cultures, and norms within society. Students will take the IB English Exam in May.

## TWELFTH GRADE ENGLISH (continued)

### ENGLISH 12/ELA (2407)

●12 ®

**Prerequisite:** *Successful completion of English 11.*

This is a senior level English course based on literature and texts new to the students. The curricula will prepare seniors for the ELA exam. This course is a requirement for any senior who has yet to meet NYS English Assessment Diploma requirements.

## ENGLISH ELECTIVES

### YEARBOOK 1 (2303)

●11

This course is designed for 11th Graders and encompasses all aspects of planning, orchestrating, creating, and publishing a school yearbook. Students will learn about the various roles associated with creating a book as a team (including, but not limited to a yearbook); planning, outlining, researching, proposing, delegating, organizing, photography, designing, writing, editing, copy-editing, presenting, publishing, tracking finances, etc. Then students will create teams and intern for the various roles before official titles are chosen. Students will lead groups and groups will be supervised by the editors-in-chief, also students. Students will spend the year building the yearbook and will celebrate the finally with a viewing and publishing party when the yearbooks are delivered).

### YEARBOOK 2 (2403)

●12

**Prerequisites:** *Successful completion of Yearbook 1*

This course is designed for 12th Graders and encompasses all aspects of planning, orchestrating, creating, and publishing a school yearbook. Students will learn about the various roles associated with creating a book as a team (including, but not limited to a yearbook); planning, outlining, researching, proposing, delegating, organizing, photography, designing, writing, editing, copy-editing, presenting, publishing, tracking finances, etc. Then students will create teams and intern for the various roles before official titles are chosen. Students will lead groups and groups will be supervised by the editors-in-chief, also students. Students will spend the year building the yearbook and will celebrate the finally with a viewing and publishing party when the yearbooks are delivered.





# ENGLISH AS A NEW LANGUAGE (ENL) DEPARTMENT

**Note:** Placement in ENL courses is dependent on student scores on the New York State Identification Test for English Language Learners (NYSITELL) and/or the New York State English as a Second Language Achievement Test (NYSESLAT), student performance in the previous ENL course, and teacher recommendation. Indicators of student readiness are considered by members of the ENL Department and Guidance in making final determinations of student placement. Students acquire language at different paces, so the progression of ENL courses is not always linear. For reference, New York State defines the progressive levels of English language learning as: Entering, Emerging, Transitioning, Expanding, or Commanding (Year 1 or Year 2).

## STANDALONE ENGLISH CLASSES

### ENL LEVEL 1 (310N) ●9-10

**Prerequisite:** Benchmark score on NYSITELL or NYSESLAT.

This is an entry level course of intensive English study for non-English speaking students with minimal background in English. The focus is on the rapid development of foundational grammar structures while developing vocabulary and basic communication skills in the areas of listening, speaking, reading, and writing. Students enrolled receive one credit in ENL.

### ENL LEVEL 2 (310M) ●●9-10

**Prerequisite:** Benchmark score on NYSITELL or NYSESLAT, successful completion of ENL Level 1, or teacher recommendation.

This ENL Level 2 class uses an engaging reading program designed to meet the individual needs of students with a basic background in English through adaptive instructional software (System 44 or Read 180), high-interest reading selections, and direct instruction in reading and writing skills. In addition to these components, students will receive instruction in English grammar to ensure students achieve significant and measureable success in building fluency, vocabulary, and comprehension. Students enrolled receive two credits in ENL.

### ENL LEVEL 2 (310T or 310X) ●9-10

**Prerequisite:** Benchmark score on NYSITELL or NYSESLAT, successful completion of ENL Level 1, or teacher recommendation.

These ENL Level 2 classes are designed to focus on grammar and vocabulary. Coursework further supports academic skills in English and continuously expanding student vocabulary. Students enrolled receive one credit in ENL. 310T students are concurrently enrolled in English 9 or 10 -ENL/ELA (210T,220T), and 310X students are concurrently enrolled in an Integrated English class.

### ENL LEVEL 3 (32MT or 32XC) ●11-12

**Prerequisite:** Benchmark score on NYSITELL or NYSESLAT, successful completion of ENL Level 2, or teacher recommendation.

This full-year course of intensive English study is tailored for students from the emerging to transitioning levels or more advanced students at the expanding to commanding levels. The course explores increasingly more complex vocabulary and grammatical structures while promoting further development of listening, speaking, reading, and writing skills through a variety of fiction and non-fiction reading selections. Students will analyze and evaluate non-fiction and fiction texts to develop literary analysis and argumentative writing skills in preparation for the English Regents exam. Students enrolled receive one credit in ENL and are concurrently enrolled in an integrated English 11 class.

### ENGLISH 9-FOUNDATIONS 1 (210N) ●●9

This English 9—Foundations entry-level course is an intensive English study for non-English speaking students with minimal background in English. The focus is on the rapid development of vocabulary and fundamental English literacy in the areas of non-fiction and fiction reading and writing. Students will develop basic vocabulary and academic skills and are exposed to modified tasks from the English Regents Examination. Students enrolled in this course earn one credit in English and one credit in ENL. These students are concurrently enrolled in ENL Level 1 (310N).

### ENGLISH 9-FOUNDATIONS 2 (210M) ●9

This English 9—Foundations course is for emerging English speakers and will focus on developing the English Language Arts skills at an adapted English proficiency level. Students will be introduced to modified parts of the English Regents exam and be expected to respond in writing to literature and non-fiction readings. Students enrolled in this course earn one credit in English. These students are concurrently enrolled in ENL Level 2 (310M).

### ENGLISH 9-FOUNDATIONS 3 (210T) ●9

This course is for transitioning English speakers and uses an engaging reading program designed to meet the needs of students with a solid background in English. Through adaptive instructional software, high-interest reading selections, and direct instruction in vocabulary, and grammar, students will strengthen their English Language Arts skills. Students are introduced to modified parts of the English Regents with the aim of enrollment in an Integrated English class the following year. The ninth grade students enrolled in this course earn one credit in English and will be concurrently enrolled in ENL Level 2-T (310T).

### ENGLISH 10-FOUNDATIONS 1 (220M) ●10

In English 10—Foundations, students will focus on developing and expanding their English Language Arts skills at an adapted English proficiency level. They will be introduced to modified parts of the English Regents exam and be expected to respond in writing to literature and non-fiction readings. Students enrolled in this course earn one credit in English. These emerging or low transitioning students are concurrently enrolled in ENL Level 2 (310M OR 310T).

### ENGLISH 10-FOUNDATIONS 2 (220T) ●10

This English 10-Foundations course is for Transitioning students and will focus on expanding their language skills. In addition, the students will be introduced to modified Regents tasks in order to further prepare them for an integrated setting in 11th grade in which they will take the English Regents Exam. Students enrolled in this course earn one credit in English. These Transitioning students are concurrently enrolled in ENL Level 2 (310T).

## INTEGRATED ENGLISH CLASSES

### INTEGRATED ENGLISH CLASSES

●9-10-11-12

(Ninth Grade: 21XC)

(Tenth Grade: 22XC)

(Eleventh Grade: 23XC)

In these courses, English Language Learners are integrated into grade-level, mainstream English classes. Teachers certified in Teaching English to Speakers of Other Languages as well as certified in English 7-12 support students in their continued study of English. Students enrolled in any of these courses earn one credit in English. These students are generally concurrently enrolled in ENL Level 2 or ENL Level 3.

### ENGLISH 11 (23MT)

●11-12 ®

In this course, English Language Learners are integrated into an eleventh grade, mainstream English class. Teachers certified in Teaching English to Speakers of Other Languages as well as certified in English 7-12 support students in their continued study of English. Students enrolled in this course earn one credit in English.

### ENGLISH 12 (23MT)

For course descriptions of 2407 (®) and 2404, see those courses in the English Department. ELLs enrolled in these courses earn one credit in English and are supported with teachers certified in Teaching English to Speakers of Other Languages as well as certified in English 7-12 to support students in their continued study of English.

### The Six Stages of Second-Language Acquisition

<b>Pre-production</b>	This is also called "the silent period," when the student takes in the new language but does not speak it. This period often lasts six weeks or longer, depending on the individual.
<b>Early production</b>	The individual begins to speak using short words and sentences, but the emphasis is still on listening and absorbing the new language. There will be many errors in the early production stage.
<b>Speech Emergent</b>	Speech becomes more frequent, words and sentences are longer, but the individual still relies heavily on context clues and familiar topics. Vocabulary continues to increase and errors begin to decrease, especially in common or repeated interactions.
<b>Beginning Fluency</b>	Speech is fairly fluent in social situations with minimal errors. New contexts and academic language are challenging and the individual will struggle to express themselves due to gaps in vocabulary and appropriate phrases.
<b>Intermediate Fluency</b>	Communicating in the second language is fluent, especially in social language situations. The individual is able to speak almost fluently in new situations or in academic areas, but there will be gaps in vocabulary knowledge and some unknown expressions. There are very few errors, and the individual is able to demonstrate higher order thinking skills in the second language such as offering an opinion or analyzing a problem.
<b>Advanced Fluency</b>	The individual communicates fluently in all contexts and can maneuver successfully in new contexts and when exposed to new academic information. At this stage, the individual may still have an accent and use idiomatic expressions incorrectly at times, but the individual is essentially fluent and comfortable communicating in the second language.

## ADDITIONAL ENGLISH CLASS

### ENL FUNDAMENTALS (2005)

►9

This is a second-semester, entry-level course designed for newcomers who lack basic English and/or literacy skills. These students' specific needs are supported so that they catch up on basic language concepts in preparation for a further, more rigorous study of English. Candidates for this class are students who register for school in the late first semester or during the second semester of the school year, as well as recent newcomers who could potentially transfer into this class if it is deemed a more appropriate placement. *Note: English Language Learners arriving after the mid-point of the third marking period are enrolled in high school courses on an "audit" basis, with their progress evaluated at the end of the school year to determine best placement in the following year which becomes the student's cohort year.*

## COURSE CODES FOR ELLS BY GRADE AND ELL CLASSIFICATION

	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
9 2100 SERIES	ENGLISH 9-FOUNDATIONS 1 210N	ENGLISH 9-FOUNDATIONS 2 210M	ENGLISH 9-FOUNDATIONS 3 210T	ENGLISH 9 21XC	
	Double-period ENL/ELA	Single-period ENL/ELA	Single-period ENL/ELA	ELLs Integrated into 9 <sup>th</sup> Grade English Classes	
10 2200 SERIES		ENGLISH 10-FOUNDATIONS 1 220M	ENGLISH 10-FOUNDATIONS 2 220T	ENGLISH 10 22XC	
		Single-period ENL/ELA	Single-period ENL/ELA	ELLs Integrated into 10 <sup>th</sup> Grade English Classes	
11 2300 SERIES		ENGLISH 11 23MT		ENGLISH 11 23XC	
		ELLs Integrated into 11 <sup>th</sup> Grade English Classes ®			
12 2400 SERIES			ENGLISH 12 2404 OR 2407®		
			ELLs Integrated into 12 <sup>th</sup> Grade English Classes		

## COURSE CODES FOR ELLS BY LEVEL AND ELL CLASSIFICATION

	ENTERING	EMERGING	TRANSITIONING	EXPANDING	COMMANDING
LEVEL 1 Grades 9-10	ENL LEVEL 1 310N				
	Single-period ENL				
LEVEL 2 Grades 9-10		ENL LEVEL 2 310M	ENL LEVEL 2 310T	ENL LEVEL 2 310X	
		Double-period ENL	Single-period ENL	Single-period ENL	
LEVEL 3 Grades 11-12		ENL LEVEL 3 32MT		ENL LEVEL 3 32XC	
		Single-period ENL		Single-period ENL	



# HEALTH AND PHYSICAL EDUCATION DEPARTMENT

**Two full units of credit in Physical Education and one half unit of credit in Health are requirements for graduation. Physical Education must be taken each year a student is enrolled in high school.**

## HEALTH (0900)

►10-11-12

This course has been developed for students to gain knowledge and develop skills necessary to establish and maintain a healthy environment and make responsible and informed decisions. The course prepares students to meet the challenges of healthy living, and focuses on emotional, social, physical, and mental aspects of health and well-being. The health curriculum covers the following topics: nutrition and growth; body systems; family and community health; mental and emotional health; sleep; control of infection; safety and first aid; chronic diseases such as heart disease, cancer, and diabetes; the role of exercise in developing and maintaining health and fitness; weight control; health problems relating to alcohol, tobacco, and narcotics; and human sexuality.

## PHYSICAL EDUCATION

The Physical Education Program is part of the total high school curriculum and provides knowledge, understanding, and appreciation of a variety of physical activities. The goals of the Physical Education Program include having students achieve physical fitness; developing coordination, balance, agility, endurance and other aspects of physical fitness; developing positive attitudes towards working with others for a common goal; introducing lifelong activities that may be enjoyed beyond high school; and increasing student awareness of community resources for Physical Education. Grades are based on class attendance, participation, and effort, as well as quiz-like assessments, and other assignments. Physical Education for students at Port Chester High School takes the form of one of up to five elective choices listed below.

### PHYSICAL EDUCATION: STRENGTH AND CONDITIONING (0516)

►9-10-11-12

This course is designed to provide the opportunity to participate in various strength and conditioning techniques. Students will be instructed in basic principles of strength training and conditioning for personal fitness and athletic development. Students will acquire knowledge in developing and tracking resistance training as it relates to their specific needs. Students will apply these skills by developing a strength and conditioning training program based on personal fitness goals. Students will be provided quality workout opportunities based on the training principles taught. Topics will include physiology of exercise, strength training protocols, plyometric training, speed and agility training, sports nutrition, and other advanced training methods. Testing and performance measurements of basic fitness, strength, power, and conditioning will be part of this course to evaluate students' progress throughout the year.

### PHYSICAL EDUCATION: TEAM AND INDIVIDUAL SPORTS (0518)

►9-10-11-12

This course is designed for students interested in learning skills and strategies of team and individual sports such as soccer, volleyball, flag football, basketball, badminton, pickleball, rugby, ultimate Frisbee, team handball, and more. Non-traditional sports will also be introduced along with sport-specific and conventional warm-ups and cool-downs. This course will include daily skill instruction/practice and the implementation of those skills into a competitive game setting. Other topics include cooperation, communication, and leadership skills.

### PHYSICAL EDUCATION: PERSONAL FITNESS (0517)

►9-10-11-12

This course focuses on the many aspects of physical fitness and wellness. Students will engage and participate in lessons and activities ranging from: The 5 Components of Fitness, Weight & Resistance Training, Cardio Workouts, Yoga, Meditation, and Wellness. Students will acquire and develop the necessary skills for obtaining and maintaining a lifetime of physical fitness and wellness.

### PHYSICAL EDUCATION: YOGA AND MINDFULNESS (0515)

►10-11-12

This course will introduce simple breathing and yoga practices, along with stress management techniques to help students relax and open their minds to learning. Through yoga, students will learn how to manage their bodies and learn mindfulness practices to help them lead a healthier lifestyle (physically, mentally, emotionally, and socially).



# MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT

**While High school graduation requirements include three mandatory units of credit in mathematics, we strongly encourage continued study to be competitive in the college admission process. (Note: Students are encouraged to purchase a TI-83 or TI-84 graphing calculator for all mathematics courses.)**

## ALGEBRA 1

### ALGEBRA 1-PLUS (4112) ●9-10 ®

This course will prepare students for the Regents Examination in Algebra 1. Students will take the exam in June. This course meets for a double period every other day. Units of study include: Relationships Between Quantities and Reasoning with Equations and Their Graphs, Descriptive Statistics, Linear and Exponential Functions, Polynomial and Quadratic Expressions, Equations and Functions, and Modeling with Equations and Functions.

### ALGEBRA 1 (4103) ●9-10 ®

This course will prepare students for the Regents Examination in Algebra 1. Students will take the exam in June. Units of study include: Relationships Between Quantities and Reasoning with Equations and Their Graphs, Descriptive Statistics, Linear and Exponential Functions, Polynomial and Quadratic Expressions, Equations and Functions, and Modeling with Equations and Functions.

### BILINGUAL ALGEBRA 1-FOUNDATIONS (4109) ●9

This course for Spanish-speaking English language learners is designed to reinforce the fundamental skills necessary to succeed in Algebra while introducing students to the topics of Numbers and Quantity, Functions, Modeling, and Probability and Statistics as prescribed by the New York State Common Core Learning Standards. A local final exam is required.

### BILINGUAL ALGEBRA 1-PLUS (4114) ●9-10 ®

This course will prepare Spanish-speaking English Language learners for the Regents Examination in Algebra 1. Students will take the exam in June. This course meets for a double period every other day. Units of study include: Relationships Between Quantities and Reasoning with Equations and Their Graphs, Descriptive Statistics, Linear and Exponential Functions, Polynomial and Quadratic Expressions, Equations and Functions, and Modeling with Equations and Functions.

### BILINGUAL ALGEBRA (4111) ●9-10-11 ®

The content is the same as 4103, but the course is specifically designed for Spanish-speaking students. Topics include: linear equations, operations with polynomials, algebraic expressions, geometry, coordinate geometry, statistics, transformations, ratio and proportion, probability, systems of linear equations, and factoring.

### ALGEBRA 1 FOR SUCCESS (4008) ●9-10-11-12 ®

This course is specifically for students who have not yet been successful in completing the Algebra 1 curriculum AND have not yet been successful in passing the Regents Examination in Algebra 1. This course is designed to concentrate on topics of study in Algebra 1 and will prepare students for the Regents Examination in Algebra 1. Students will take the exam in January and June (if necessary).

## GEOMETRY

### GEOMETRY (4211) ●9-10 ®

**Prerequisite:** Teacher recommendation.

This course will prepare students to take the Regents Examination in Geometry in June. Units of study include: Congruence, Proof, and Constructions; Similarity, Proof, and Trigonometry; Extending to three dimensions; Connecting Algebra and Geometry through coordinates; Circles with and without coordinates; and Applications of volume and density.

### GEOMETRY HONORS (4151) ●9 ®

**Prerequisite:** Successful completion of Algebra 1-Honors with a recommended grade of over 80 or teacher recommendation.

This course will prepare students to take the Regents Examination in Geometry in June. This course will include advanced topics beyond the New York State syllabus for Geometry and beyond topics in course 4211.

## ALGEBRA 2 AND GEOMETRY A

### GEOMETRY A (4404) ●10-11-12

**Prerequisite:** Successful completion of Algebra 1. Note: This course cannot be combined for credit with Geometry.

This course is designed to expand upon the algebraic skills necessary for success in higher-level mathematics courses with a focus on real-world applications. Students will be exposed to high school Geometry, necessary for SAT and ACT preparation, through an algebraic lens. Course topics include essentials of geometry, right-triangle trigonometry, applications of 2-D and 3-D measurements, and coordinate geometry, including coordinate proofs.

### BILINGUAL GEOMETRY A (4409) ●10-11-12

**Prerequisite:** Successful completion of Algebra 1. Note: This course cannot be combined for credit with Geometry.

This course is specifically designed for Spanish-speaking English Language learners and is designed to expand upon the algebraic skills necessary for success in higher-level mathematics courses with a focus on real-world applications. Students will be exposed to high school Geometry, necessary for SAT and ACT preparation, through an algebraic lens. Course topics include essentials of geometry, right-triangle trigonometry, applications of 2-D and 3-D measurements, and coordinate geometry, including coordinate proofs.

### ALGEBRA 2 HONORS (4253) ●10-11 ®

**Prerequisite:** Successful completion of Geometry Honors with a recommended grade of over 80.

This course will prepare students to take the Regents Exam in Algebra 2 in June. Topics will include advanced topics beyond the New York State syllabus for Algebra 2 and topics beyond course 4307.

### ALGEBRA 2 (4307) ●10-11-12 ®

**Prerequisite:** Successful completion of Algebra 1 and Geometry.

This course will prepare students to take the Regents Exam in Algebra 2 in June. This course meets for a double period every other day. Units of study include polynomial, rational, and radical relationships; functions; trigonometric functions; and inferences and conclusions.

## OTHER MATHEMATICS COURSES

### PRECALCULUS-EARLY COLLEGE EXPERIENCE (4403)

●11-12

**Prerequisite:** Successful completion of Algebra 2 or College Algebra (ECE). Please note: Students who enroll in this course may also earn 4 credits from Westchester Community College if they apply and pass the WCC placement exam. There is a fee involved if a student enrolls for college credit through the Early College Experience (ECE) Program.

This course is a detailed analysis of topics essential to mastery of a follow-up course in calculus. Assisted by applications utilizing a graphing calculator, topics include functions and inverse relationships; trigonometric functions and identities; the study of polynomial, rational, logarithmic, and exponential functions; selected topics in analytic geometry; and an introduction to limits and derivatives.

### IB MATHEMATICS ANALYSIS AND APPROACHES (6502)

●11-12

**Prerequisite:** Successful completion of Algebra 2.

IB Math Studies Analysis and Approaches is a standard level IB course intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. Course topics include approximations and error; creating, fitting and using models with linear, exponential, and logarithmic functions; right and non-right triangle trigonometry in 3-dimensions; Voronoi diagrams; correlation; regression; Chi-square goodness of fit and independence tests; differentiation; and integration.

### MATH FOR COLLEGE (4407)

●12

**Prerequisite:** Successful completion of Algebra 1. Students may not enroll in this course after having taken any advanced math classes.

This class cultivates and improves the mathematical skills of students seeking a third or fourth year of mathematics. Students will be exposed to topics including numbers and quantity, polynomial expressions, rational and radical equations, and right triangle geometry. Students who successfully take this class and receive at least a 65 on the final assessment will be eligible for any entry-level math class at SUNY-WCC, including College Algebra Functions and Models, College Algebra with Trigonometry, Statistics, or College Quantitative Reasoning.

### BILINGUAL PRE-ALGEBRA (4505)

9

This second-semester course is designed to meet the needs of Spanish-speaking new entrants with significant educational gaps due to interrupted or limited prior schooling. The course will focus on basic mathematical operations and their use with signed numbers and fractions to prepare students for the Regents-level Algebra curriculum. Special emphasis will be placed on fundamental vocabulary and number sense.

### FINANCIAL LITERACY (4502)

●11-12

**Prerequisite:** Successful completion of Algebra 1, Geometry or Geometry A, and Algebra 2 or College Algebra.

This course focuses on real-world financial literacy, personal finance, and business to empower learners to make informed decisions regarding matters of money and finance. Students will build upon their logical thinking and problem-solving skills by applying high school mathematics. Topics include checking and savings accounts, credit, loans, personal income taxes, car purchasing, home mortgages, stocks, and insurance.

### COLLEGE ALGEBRA-EARLY COLLEGE EXPERIENCE (4452)

●11-12

**Prerequisite:** Successful completion of Geometry or Geometry A. Please note: Students who enroll in this course may also earn 4 credits from Westchester Community College if they apply and pass the WCC placement exam. There is a fee involved if a student enrolls for college credit through the Early College Experience (ECE) Program. Note: This course cannot be combined for credit with Algebra 2.

A continuation of Geometry A students will be studying functions and their graphs, solving equations that involve algebraic functions, and the use of function notation. Students will review linear functions, exponential, and quadratic functions. Emphasis will be given to higher order polynomial functions, radical functions, logarithmic, and rational functions. New topics include the binomial theorem, complex numbers and zeroes, the fundamental theorem of algebra, extraneous roots, asymptotic behavior, and holes.

### ADVANCED PLACEMENT STATISTICS (4455)

●10-11-12

**Prerequisites:** Geometry Honors, Algebra 2, Pre-Calculus-Early College Experience, or IB Math Analysis and Approaches, with teacher recommendation.

AP Statistics is an in-depth introductory college-level statistics course. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Topics include exploring data, sampling and experimentation, probability and simulation, and statistical inference. This course requires strong reading comprehension skills and quantitative reasoning ability. Students may be awarded college credit in addition to course credit upon successful completion of the Advanced Placement examination in May, which is required.

### ADVANCED PLACEMENT CALCULUS AB (4450)

●12

**Prerequisite:** Successful completion of Algebra 2 (with a recommended grade of 90 or better) or Pre-Calculus-ECE with teacher recommendation.

AP Calculus AB is an in-depth introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions. Topics of study include limits and continuity, differentiation, integration, and differential equations. Students may be awarded college credit in addition to course credit upon successful completion of the Advanced Placement examination in May, which is required.

### ADVANCED PLACEMENT CALCULUS BC (4451)

●12

**Prerequisite:** Successful completion of IB Mathematics Analysis and Approaches.

AP Calculus BC is a rigorous introductory college-level calculus course. This course requires a major commitment to mathematics. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions. Topics of study include limits and continuity, differentiation, integration, differential equations, parametric equations, polar coordinates, vector-valued functions, and sequences and series. Students may be awarded college credit in addition to course credit upon successful completion of the Advanced Placement examination in May, which is required.

## SUGGESTED MATHEMATICS COURSE SEQUENCES

We believe students need to leave Port Chester High School with a firm grasp of problem-solving and computational-thinking skills as well as with sound preparation for the study of further mathematics at college. In addition, the aim of the Mathematics and Computer Science Department is to ensure that every student has an opportunity to complete college-level work in math and/or computer science before graduation.

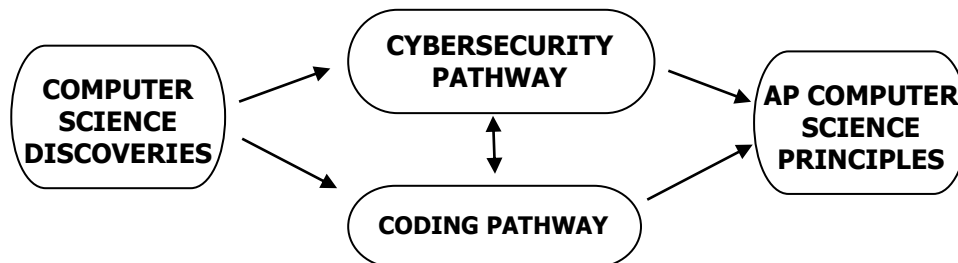
INTERESTS	8	9	10	11	12
<b>Engineering, Biomedical</b> (Mechanical Engineer, Doctor)	☉Algebra 1	☉ Geometry H	☉ Algebra 2 H ⊗ AP Statistics	☉ IB Math A & A ⊗ AP Statistics	☉ AP Calculus BC ⊗ AP Statistics
<b>Math</b> (Financial Analyst, Accountant, Operations Researcher)	☉Algebra 1	☉ Geometry H	☉ A2	☉ ECE Pre Calculus ☉ IB Math A & A	☉ AP Calculus AB ⊗ AP Statistics
<b>Natural and Computer Science</b> (Software Engineer, Systems Analyst, Nurse)	☉Math 8	☉ Algebra 1	☉ Geometry	☉ Algebra 2	☉ AP Calculus AB ☉ ECE Precalculus ☉ AP Statistics ⊗ Financial Literacy
<b>Human Sciences</b> (Psychologist, Law Enforcement, Environmental Scientist)	☉Math 8	☉ Algebra 1	☉ Geometry ⊗ Geometry A	☉ Algebra 2 ⊗ ECE College Algebra	☉ AP Statistics ⊗ ECE Precalculus ⊗ Financial Literacy
<b>Liberal and Fine Arts</b> (Author, Teacher)	☉Math 8	☉ Algebra 1 ☉ Algebra 1 +	☉ Geometry ⊗ Geometry A	☉ ECE College Algebra ⊗ Algebra 2	☉ ECE Precalculus ⊗ Financial Literacy ⊗ AP Statistics
<b>Trade or Vocation</b> (Electrician, Chef, Mechanic)	☉Math 8	☉ Algebra 1 ☉ Algebra 1 +	⊗ Geometry A ⊗ Algebra 1 for Success	☉ Creative Computing ⊗ Financial Literacy	☉ Math for College

☉ Recommended course in the sequence  
 ⊗ Optional course in the sequence

## COMPUTER SCIENCE COURSES FOR ELECTIVE CREDIT

A set of computer science offerings in grades 9-12 are available for students who want to explore an interest in coding and cybersecurity up to the Advanced Placement level.

### GENERAL PROGRESSION OF CORE COMPUTER SCIENCE COURSES



#### COMPUTER SCIENCE DISCOVERIES (8500)

●9-10

This is an entry level elective course intended for 9th and 10th graders with a strong interest in computer science, who may go on to take Introduction to Video Game Design, Cybersecurity 1, or AP Computer Science Principles. The course takes a wide lens on computer science by covering topics such as programming, gamification, app development, and physical computing. The course inspires students as they learn to problem solve and then build websites, apps, and games. Assignments and instruction are contextualized to be socially relevant and meaningful for diverse learners. Early foundations of both cybersecurity and game design are layered into the class. This class culminates with the ability to produce an app or game employing block based coding and algorithmic thinking.

#### CYBERSECURITY 1 (8505)

●10-11-12

In this elective, students will learn to stop black hat hackers by learning how to think like one. The foundational cybersecurity topics covered include the basics of cryptography, software security, networking fundamentals, and basic system administration. Students will learn about cyber-attacks, malicious software types used in computer networks, the techniques malicious hackers use to take control of an unsecure system, and the defensive measures that can be taken to prevent attacks.

#### CYBERSECURITY 2 (8506)

●11-12

**Prerequisite:** Successful completion of Cybersecurity 1 or teacher recommendation.

In this class, students will learn how to fight cybercrime and stop black hat hackers. The advanced cybersecurity topics covered will include ethical hacking, cryptography, networking, risk assessment, cyber defense, and digital forensics. By providing an understanding of system weaknesses and vulnerabilities, this course will help students minimize the risks associated with malicious attacks. This course prepares students for the CompTia Security+ certification exam.

#### CODING FUNDAMENTALS (8507)

●10-11-12

This computer science elective is an interactive course for students that want to learn how to code. Students will learn the foundations of computer science, how to think computationally, and how to solve complex problems.

#### INTRODUCTION TO VIDEO GAME DESIGN (8508)

●11-12

**Prerequisite:** Successful completion of Coding Fundamentals or teacher recommendation.

This course introduces students to the foundational concepts of video game design. This course builds on the concept of object oriented programming through development and coding using the Unity Game Engine. This is a rigorous course that covers not only advanced object oriented programming, but video game design concepts such as: physics, level design, gameplay loop, and collision detection. In this course, we will be analyzing and taking a deep dive into landmark games like, Super Mario Bros, Zelda, GTA, Castlevania, and Elder Scrolls. This course focuses on coding utilizing Class structure and Objects to build levels and game mechanics tailored to the developer's concept for the game's audience. Students that complete the course may be awarded a Certified User: Programmer of the Unity Engine.

#### ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES (8550)

●10-11-12

**Prerequisite:** Successful completion of Computer Science Discoveries, Coding Fundamentals, Cybersecurity, or teacher recommendation.

This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can influence the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing, so all students understand how these concepts are transforming the world in which we live. This course focuses on the fundamentals of computing, including problem-solving, data analysis, how the internet works, and app development. Students may be awarded college credit in addition to course credit upon successful completion of the Advanced Placement exam and digital portfolio, which is required.



# SCIENCE DEPARTMENT

All students are required to take at least three units of credit in science in order to graduate. These credits must include at least two laboratory courses, of which one must be a physical science and one must be a life science. Students must pass at least one science Regents Examination. Additionally, students must meet the prerequisites of each course in order to register. Exceptions may be made at the discretion of the Science Department Chair and a signed waiver will be required.

## BIOLOGY AND LIFE SCIENCES

### ENVIRONMENTAL SCIENCE (7103) ●9

This course is designed to prepare ninth grade students for course 7110—Living Environment. Topics for discussion include the basic concepts of biology, ecology, Earth's natural cycles, and other environmental issues. Students will learn the principles of scientific inquiry and experimentation.

### BILINGUAL ENVIRONMENTAL SCIENCE (7005) ●9

This course is designed for Spanish-speaking students who are usually also enrolled in an ENL-Level 1 class. The course is designed to prepare students for course 7180—Bilingual Living Environment. Topics for discussion include biology, ecology, and other environmental issues. Students will learn the principles of scientific inquiry and experimentation.

### LIVING ENVIRONMENT (7110) ●9-10 ®

**Prerequisite:** A recommended score of 65 or better on the New York State Eighth Grade Science Assessment or teacher and department recommendation.

This course of study provides students with an awareness of the natural world, basic scientific concepts, use of inductive reasoning and a basic understanding of biological processes and generalizations. The course is laboratory-oriented and brings about understanding through observations and interpretations. Students are required to take the New York State Living Environment Regents examination upon completion of the course and satisfaction of the State Regents lab requirement.

### BILINGUAL LIVING ENVIRONMENT (7180) ●9-10 ®

This course is similar to Living Environment (7110), but it is specially designed for Spanish-speaking English Language Learners. Please see the description for course 7110.

### BIOLOGY HONORS PRE IB (7130) ●9-10 ®

**Prerequisite:** Successful completion of Regents Earth Science or Regents Physics with a score of 80 or better on the Regents exam and HS Science Department Approval. This course is not open to students who already completed the Regents Living Environment.

This course is designed to cover topics in General Biology and will provide students with the prerequisite knowledge necessary to enroll in IB Biology SL or a college-level biology course. This is a laboratory course that includes a double period every other day. Topics include biochemistry, biochemical processes, modern genetics, biomes and the biosphere, Earth's natural cycles, Linnaean classification, plant biology and basic human physiology in addition to NYS Living Environment content. Students will also sit for the Living Environment Regents exam in June.

### IB BIOLOGY (6821) ●11-12

**Prerequisites:** Completion of Regents Chemistry; Proficiency in previous science courses; Advanced Biology or equivalent Biology course; Teacher recommendation.

The IB Biology course is similar to an introductory college level course with in-depth laboratory investigations. IB Biology is the study of general biological principles including cell biology, biochemistry, principles of genetics, ecology, evolution and human health and physiology. Relationships and applications of concepts among the various sciences are explored. The student acquires data through scientific inquiry and laboratory instrumentation. Student investigations emphasize accurate observations, collection of data, data analysis and manipulation of laboratory materials. IB Biology students must keep a lab portfolio and submit it for external evaluation. This course prepares the student to take the IB Biology examination.

## EARTH SCIENCE

### EARTH SCIENCE (7220) ●10-11-12 ®

**Prerequisites:** Successful completion of Regents Living Environment with a recommended 70 or better on the Regents Exam or teacher and department recommendation.

The course is divided into five major areas: investigating processes of change, the earth model, the earth's energy budget, the rock cycle, and the history of the earth. The approach adopted in this course is commonly called investigative. It stresses the chain of reasoning from observation and classification, through inference, verification, and prediction, to theory and generalization. Students will take the New York State Physical Setting: Earth Science Regents examination upon completion of the course and satisfactory completion of the State Regents lab requirement.

### EARTH SCIENCE-HONORS (7230) ●9 ®

**Prerequisites:** Successful completion of Regents Living Environment in 8th grade with a recommended 80 or better on the Regents Exam or teacher and HS Science Department Approval.

This course is designed for incoming freshmen who completed the accelerated Living Environment course in 8th grade. In addition to the Regents course description (7220), students will explore various related topics such as engineering designs, climate change, astronomy, natural disasters, and current events.

### IB ENVIRONMENTAL SYSTEMS & SOCIETIES (6841) ●11-12

**Prerequisites:** Successful completion of the Regents Living Environment and Regents Exam plus an additional year of high school science.

Students will study the interrelationships between environmental systems (climate, ecology, nutrient cycles) and societies (policy, resource use, human population), enabling them to adopt an informed personal response to the wide range of pressing 38 environmental issues that they will inevitably come to face. Students will evaluate the scientific, ethical and socio-political aspects of current global and local issues. The course aims to foster an international perspective, awareness of local and global environmental concerns, and an understanding of the scientific method and experimental design. The IB philosophy values student-centered, inquiry-based learning. This course prepares the student to take the IB Environmental Systems Exam.

### ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE (7460) ●10-11-12

**Prerequisites:** Successful completion of two years of Regents science and departmental recommendation. Highly motivated sophomores will be considered.

The course, open to qualified juniors and seniors, provides the student with the scientific principles to study the environmental relationships around us, identify problems and risks, and explore possible solutions and preventions. Laboratory activities will include field investigations. Students will draw upon knowledge from the subjects of biology, chemistry, and earth science. Students must take the Advanced Placement examination in May and may receive college credit upon qualifying.

### NATURAL DISASTERS (7503) ●10-11-12

**Prerequisites:** Successful completion of one Regents science course.

This semester, non-laboratory course will introduce students to our planet's structure and its dynamic system of natural forces through an examination of the natural hazards of earthquakes, volcanoes, landslides, tsunamis, floods, and tornadoes, as well as avalanches, fires, hurricanes and thunderstorms. Students will learn how these natural events become disasters when they impact people and how engineers help to make people safe from them.

## CHEMISTRY

### CHEMISTRY (7330) ●10-11-12 ®

**Prerequisites:** Successful completion of at least one science Regents course and exam plus completion of the Regents exam in Algebra 1 with a recommended 75 or better on both. Concepts of atomic structure, acids and bases, chemical compounds and practical applications of chemical principles are studied. Students are required to take the New York State Regents examination upon completion of the course and satisfactory completion of the State Regents lab requirement.

### CHEMISTRY-HONORS (7340) ●10-11-12 ®

**Prerequisite:** Successful completion of at least one science Regents course and exam plus completion of the Regents exam in Algebra 1 with a recommended 80 or better on both. Besides completing all the requirements listed under Regents Chemistry (7330), the honor student must also be concerned with handling additional subject matter as required by the SAT II Chemistry exam.

### PRACTICAL CHEMISTRY (7307) ●11-12

**Prerequisite:** Successful completion of a Science Regents Course & Exam.

This full year laboratory course stresses the practical applications of chemistry. The course introduces basic chemical principles through which students will explore topics of interest such as nutrition, drugs, energy, radioactivity, etc. Technology and basic laboratory techniques will be employed through hands-on experiments.

### IB CHEMISTRY (6831) ●11-12

**Prerequisites:** Students should have successfully completed Regents Chemistry and have completed or be concurrently enrolled in an Algebra 2 course; Proficiency in previous math and science courses; Teacher recommendation.

The IB Chemistry course follows an IB-designated curriculum and is similar to an introductory college level course. IB Chemistry includes the study of stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Each unit will include relevant laboratory investigations and all students will be required to maintain and submit a cumulative laboratory portfolio for external evaluation. This course prepares the student to take the IB Chemistry examination.

## PHYSICS

### PHYSICS 9-HONORS (7140) ●9 ®

**Prerequisites:** Successful completion of Regents Living Environment and Regents Algebra in 8th grade with a recommended score of 80 or above on both Regents exams. Placement requires approval from the HS Science Department Chair.

This course is designed for freshmen who successfully completed the accelerated science and math program in 8th grade. Students will study a conceptual and mathematical based physics which includes Newtonian mechanics, motion, energy, electricity, magnetism, sound, light and nuclear physics. Labs will be performed throughout the year, which apply physics to real-life situations. Students who take this course will take the Regents examination in June.

### PHYSICS (7440) ●10-11-12 ®

**Prerequisites:** Students must have passed Algebra with a recommended 75% or better average.

This course will study a conceptual and mathematical based Physics. The course will provide an in depth study of Motion, Newtonian mechanics, energy, electricity, magnetism, sound, light, and nuclear physics. Throughout the year, labs will be performed that apply physics to real life situations. Students who take this course will take the Regents examination in June.

### ADVANCED PLACEMENT PHYSICS 2 (7470) ●11-12

**Prerequisites:** Students must have passed Physics with a recommended 80% average. Students must also concurrently be enrolled in Pre-Calculus-ECE or Algebra 2.

This course is an algebra-based, second-semester college-level course. Topics include fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics. These science principles are applied in significant hands-on laboratory work in class. Students are prepared for the SAT II Physics exam. All students also must take the Physics 2 Advanced Placement examination in May and may receive college credit upon qualifying. (**Note:** Tenth grade students who completed Physics 9-Honors will be considered if they are concurrently enrolled in Chemistry-Honors.)

### PHYSICAL SCIENCE (7516) ●10-11-12

**Prerequisite:** Successful completion of a science Regents Course & Exam.

This full year laboratory course is designed to teach students physics concepts and their applications in the real world, with less emphasis on mathematics. Topics include Newton's laws, motion, energy, sound, electricity, and magnetism. Project building, lab activities, and demonstrations will be performed to enhance student understanding.



## OTHER SCIENCE COURSES

### FORENSIC SCIENCE (7514)

●11-12

**Prerequisite:** Successful completion of two high school science classes and two high school mathematics classes.

This full year laboratory course explores this exciting branch of science which has become a critical component in criminal investigations, medical examiner inquiries, etc. Students will review famous case studies, engage in lab activities, and consider applications to the law. Human anatomy and DNA technology will be studied as well.

### AQUATIC AND TERRESTRIAL ECOSYSTEMS (7504)

►11-12

**Prerequisite:** Successful completion of one Regents science course.

This semester-long non-laboratory course will explore the oddities of the animal kingdom. Students will investigate aquatic and terrestrial ecosystems from the deepest depths of the oceans to the most remote jungles on Earth. The focus of the course is the uniqueness of life found in these varied habitats and their interaction with the environment.

### HUMAN ANATOMY 1 (7507)

►11-12

**Prerequisite:** Successful completion of Living Environment.

This semester laboratory course is a survey of the anatomy and physiology of the human body. Selected pathological conditions will be examined. The course includes the following systems: skeletal, muscular, nervous, endocrine, circulatory, respiratory, lymphatic, digestive, excretory, immune, integumentary, and reproductive systems.

### HUMAN ANATOMY 2 (7508)

►11-12

**Prerequisite:** Successful completion of Human Anatomy 1 or permission of Science Department Chairperson.

This semester laboratory course will continue to explore human anatomy, physiology, and the pathophysiology of selected diseases and disorders. Biotechnical advances will be studied and bioethical issues discussed. Vertebrate dissections will be performed to compare anatomical and physiological evolutionary relationships to humans.

### AUTHENTIC SCIENCE RESEARCH 1 (7800)

►10

This is the first year of a 3-year science research program offered in conjunction with SUNY Albany. Students will learn the fundamentals of research and explore various topics of interest. Reviewing literature, record keeping and report writing will be emphasized. This course prepares students for independent research in courses 2 and 3. All students must complete a science research project and present their findings at a local science expo in the spring. Students must commit to the 3-year program in grades 10-12. Students may also apply for college credits at a reduced rate through SUNY Albany for Science Research 2 and 3.

### AUTHENTIC SCIENCE RESEARCH 2 (7801)

►11

**Prerequisite:** Successful completion of Authentic Science Research 1 (7800)

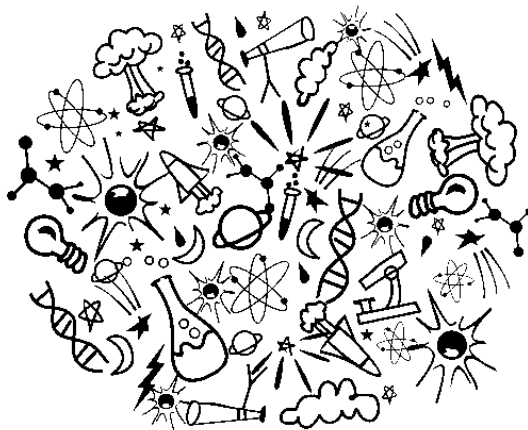
Students will participate in authentic science research. Students will be required to seek out and work with a mentor in their chosen field of interest. The use of technology to organize data and software to create a presentation and maintain a portfolio of their work is required and will be the basis of the assessment (grade). All students must be prepared to enter a local, regional, or national research competition. Students must commit to the 3-year program in grades 10-12. Students may also apply for college credits at a reduced rate through SUNY Albany for Science Research 2 and 3.

### AUTHENTIC SCIENCE RESEARCH 3 (7802)

►12

**Prerequisite:** Successful completion of Authentic Science Research 2 (7801).

Students will continue to work with their mentors on a selected research topic. Emphasis will be placed on an analysis of their findings and a conclusion of their research. Students will begin writing a research paper to document their research over the last two years. The portfolio, research paper and presentation will be the basis of the final grade. All students must participate in a local, and at least one regional competition. Students may also apply for college credits at a reduced rate through SUNY Albany for Science Research 2 and 3.



## SUGGESTED SCIENCE COURSE SEQUENCES

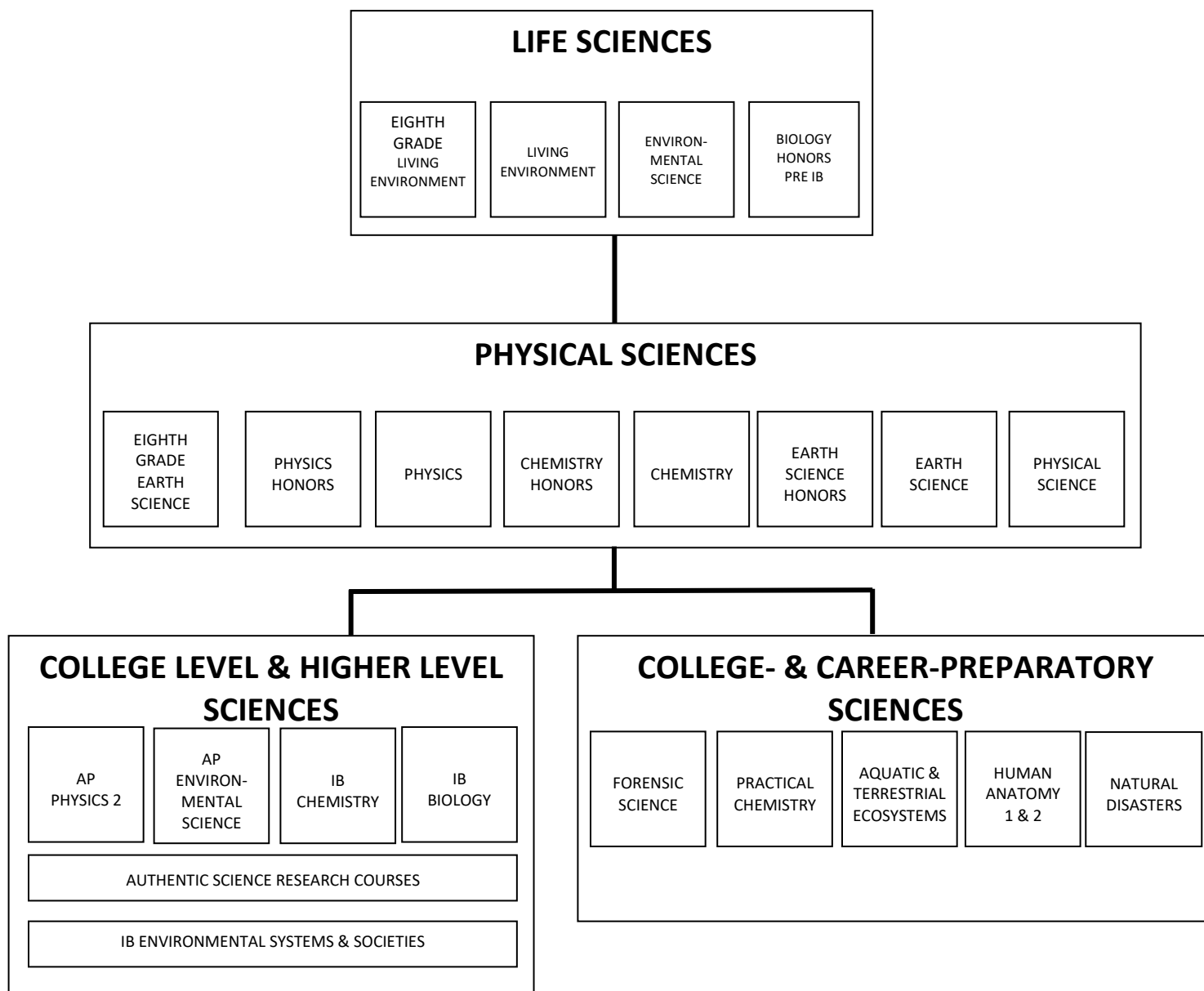
<b>INTERESTS</b>	<b>12</b>	<b>11</b>	<b>10</b>	<b>9</b>	<b>8</b>
<b>ENGINEERING</b>	IB Chemistry*	AP Physics 2*	Chemistry-Honors*	Physics 9-Honors	Earth Science or Living Environment and Algebra 1
<b>HEALTH AND THE ENVIRONMENT</b>	IB Chemistry*	IB Biology*	Chemistry-Honors*	Biology Honors Pre IB or Earth Science-Honors or Physics 9-Honors	Earth Science or Living Environment and Algebra 1
<b>HUMANITIES AND LIBERAL ARTS</b>	AP Environmental Science*	IB Environmental Systems & Societies or IB Biology*	Chemistry or Chemistry-Honors*	Biology Honors Pre IB or Earth Science or Earth Science-Honors	Earth Science or Living Environment
<b>STANDARD HIGH SCHOOL SCIENCE CURRICULUM</b>	Science Elective	Science Elective	Living Environment or Earth Science	Biology Honors Pre IB or Environmental Science or Living Environment	Eighth Grade Science
<b>ENGLISH LANGUAGE LEARNERS</b>	Science Elective	Science Elective	Bilingual Living Environment or Earth Science	Bilingual Environmental Science or Bilingual Living Environment	Eighth Grade Science
<b>SPECIAL CLASS SPECIAL EDUCATION STUDENTS</b>	Science Elective	Earth Science or Physical Science	Living Environment	Environmental Science	Eighth Grade Science

\*=Students in these courses may want to consider participating in the Authentic Science Research Program.

Note: For the best preparation for the IB Biology course, students will want to consider enrolling in Honors Biology before taking IB Biology.

## GENERAL CONTINUUM OF SCIENCE COURSES

We believe students need to leave Port Chester High School with a firm grasp of Life Sciences and Physical Sciences as well as with sound preparation for the study of further science at college. In addition, we believe in providing students still in high school with the opportunity to experience in-depth studies in college- and career-preparatory sciences and in college level and higher level sciences.



# SOCIAL STUDIES DEPARTMENT

Four units of credit in social studies are required for graduation. These credits must include two courses in global history, one in U.S. history, and two half-credits in government and economics.

## GLOBAL HISTORY

### GLOBAL HISTORY 1 (5100) ●9

This is the first of a two-year Global History program, which introduces students to major civilizations. The course begins with ancient civilizations and traces major ideas, eras, themes, developments, and turning points in Global History to 1700. Students will examine the broad sweep of history from a variety of perspectives and develop a variety of intellectual skills.

### GLOBAL HISTORY 1-PRE-IB/AP (5150) ●9

*Prerequisites:* Teacher recommendation.

The course provides academically challenging work which enriches the skills and knowledge of those students willing to put forth the extra effort required and to foster those skills and abilities that would permit them to succeed in honors, AP, and IB courses later in high school. The first of a two-year Global History program, this course introduces highly motivated students to major civilizations and traces major themes, ideas, eras, developments, and turning points in Global History to 1700. The content introduces students to a sophisticated approach to the study of history. Independent research is required in which the focus will be placed on the students' ability to draw inferences from a body of facts and present their conclusions in well-developed and organized papers.

### BILINGUAL GLOBAL HISTORY 1 (5205) ●9-10

*Prerequisite:* Guidance Counselor recommendation.

This program is designed to parallel the Global History 1 course of study (course 5100) required of all students. The course is designed specifically for Spanish-speaking English Language Learners. Skill development and vocabulary found in the social sciences will be stressed within the context of the Global History curriculum.

### ENL GLOBAL HISTORY 1 (5206) ●9-10-11

This course is specifically designed for current and former English Language Learners performing at the Transitioning, Expanding, or Commanding Levels. This course is designed to parallel the Global History 1 course of study (course 5100) required of all students. Skill development and vocabulary found in the social sciences will be stressed within the context of the Global History curriculum.

### GLOBAL HISTORY 2 (5200) ●10 ®

*Prerequisite:* Successful completion of Global History 1.

This is the second of a two-year program. The content of Global History 2 includes the age of enlightenment through the modern era. The course examines the major ideas, eras, themes, development, and turning points in Global History since 1700. Students will examine the broad sweep of history from a variety of perspectives. Outside readings and reports are an integral part of this course, and students are prepared for the New York State Regents examination in Global History.

### GLOBAL HISTORY 2 PRE-IB/AP (5250) ●10 ®

*Prerequisite:* Teacher recommendation.

Students will take a second year of a two-year program. The content of Global History will be used as the foundation for introducing students to a sophisticated approach to the study of history. Independent research is required in which the focus will be placed on the student's ability to draw inferences from a body of facts and present their conclusions in well-developed and organized papers. Students are prepared for the New York State Regents Examination in Global History.

### BILINGUAL GLOBAL HISTORY 2 PRE-IB/AP (5208) ●10 ®

*Prerequisite:* Teacher recommendation

This course is designed specifically for Spanish-speaking ENL students. This course completes the two-year Global History course by introducing students to Global History from the Enlightenment to the present day. The content of Global History will be used as the foundation for introducing students to a sophisticated approach to the study of history. Independent research is required in which the focus will be placed on the student's ability to draw inferences from a body of facts and present their conclusions in well-developed and organized papers. Students are prepared for the New York State Regents Examination in Global History.

### ENL GLOBAL HISTORY 2 (5306) ●10-11-12 ®

*Prerequisite:* Teacher and/or Guidance Counselor recommendation.

This course is designed specifically for current and former English Language Learners. This completes the two-year Global History course by introducing the students to Global History since 1700 (course 5200). Students are prepared for the New York State Regents Examination in Global History.

### BILINGUAL GLOBAL HISTORY 2 (5305) ●10-11-12 ®

*Prerequisite:* Guidance Counselor recommendation.

This completes the two-year Global History course by introducing students to Global History since the Enlightenment (course 5200). This course is designed specifically for Spanish-speaking ENL students. Students are prepared for the New York State Regents Examination in Global History.

### ADVANCED PLACEMENT WORLD HISTORY (5453) ●10 ®

*Prerequisite:* Teacher recommendation.

Advanced Placement World History is a college-level course of study from a truly global stance. This approach places emphasis on worldwide historical processes, analysis, and connections of human societies. Students will critically examine environmental, social, and political changes from ancient history to modern day. Students are expected to complete extensive reading and writing assignments/projects that demonstrate knowledge and organization of the subject. This course satisfies the Global History II Regents requirements. Students may earn college credit through the Advanced Placement examination in May.

## HISTORY OF THE AMERICAS

### U.S. HISTORY (5300)

●11 ®

Students will use their knowledge of historical data to make inferences and draw conclusions regarding the various themes in our nation's development. An emphasis on the Constitution as a "living" document is an integral part of this study. Students will be given the opportunity to develop analytical and interpretative skills. A passing grade on the New York State Regents Examination is required to obtain Regents credit.

### ENL U.S. HISTORY (5405)

●11-12 ®

**Prerequisites:** Teacher and/or Guidance Counselor recommendation.

This course is designed specifically for English Language Learners. While the course focuses on skills, concepts, and vocabulary and follows the state syllabus for U.S. History and Government, students are also expected to meet many of the requirements of the Regents program. Some of these requirements include analysis and interpretation. Students are required to satisfactorily complete the New York State Regents Examination in order to meet graduation requirements.

### U.S. HISTORY HONORS IB YEAR 1 (HISTORY OF THE AMERICAS) (5354)

●11-12 ®

**Prerequisite:** Teacher recommendation.

This course meets the requirements for the IB History of Americas course Year 1 and will prepare students for the NYS U.S. History and Government Regents. The content of U.S. History will be used as the foundation for introducing students to a sophisticated approach to the study of history offered in IB. Students in the course study the History of the Americas in chronological sequence by examining significant events, ideas and developments and introduce students to the idea of historiography. Students will examine the key learning objectives of the IB Learner profile.

### IB HISTORY-YEAR 1/AP U.S. HISTORY (HISTORY OF THE AMERICAS) (5352)

●11-12 ®

This course meets the requirements for Advanced Placement U.S. History, the IB History of Americas course Year I, and will prepare students for the NYS U.S. History and Government Regents Examination. Students will be eligible for the AP Examination in May and can choose to continue onwards to IB History Year II in their senior year. This highly demanding college-level course is recommended for students who have demonstrated superior reading and writing abilities, organized and diligent work habits, and the willingness to challenge themselves. The course emphasizes political and social history, with an emphasis on reading, writing, and research using primary and secondary sources. Students in the course study both American History and the History of the Americas in chronological sequence by examining significant historiography, both traditional and contemporary. Students will examine the key learning objectives of the APUSH curriculum and the IB Learner Profile.

## ECONOMICS ELECTIVES

**Note:** The following courses meet the graduation requirement for a participation in economics class.

### PRINCIPLES OF ECONOMICS (5401)

►12

**Prerequisite:** Teacher recommendation.

In this course, students will be introduced to basic economic concepts. Students will examine the United States economic system and the basic questions most often associated with economics. The course will examine the following areas: supply and demand, business organizations, business finance, production and productivity, competition and monopolies, labor and unions, taxation and the government's role, the banking system, and the global economy.

### ENTREPRENEURSHIP (5402)

►11-12

In this course, students will learn about business by creating a plan for their own start-up company. Students gain foundational knowledge of the impact of government policies on the economy as well as micro- and macro-economic theory.

### BILINGUAL ECONOMICS (5116)

►9-10-11-12

This spring semester course is designed specifically for Spanish-speaking English Language Learners. The objective of the course is to provide immersion into the U.S. economic system. The basic concepts covered include: opportunity costs, factors of production, competition, monopoly, supply and demand, business organization, business finance, labor and labor unions, and the role of government and banks in the United States.



## PARTICIPATION IN GOVERNMENT ELECTIVES

**Note:** The following courses meet the graduation requirement for a participation in government class.

### ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS (WITH ECONOMICS) (5452) ●11-12

Advanced Placement United States Government and Politics is a college-level political science course designed to help students gain a greater awareness of the contemporary American political scene. The primary focus of the course will be an in-depth look at the relationship between the formal and informal institutions of government and their effects on public policy in the United States. The course emphasizes the development of students' interpretive and analytical skills. In addition to extensive reading assignments, students are expected to complete numerous writing projects that demonstrate knowledge of the subject and the ability to organize information. Students may earn college credit based on their achievement on the Advanced Placement examination that all students take in May.

### BILINGUAL AMERICAN GOVERNMENT (5406) ▮9-10

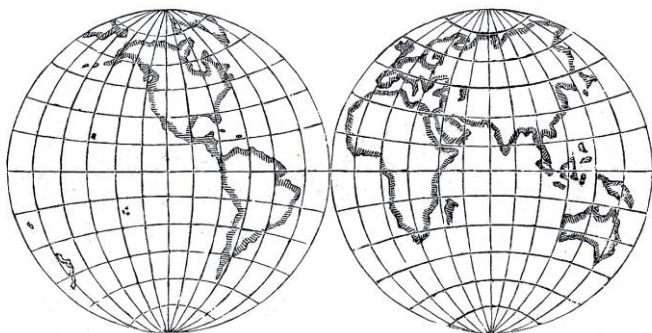
This first semester course is designed specifically for Spanish-speaking English Language Learners. The objective of the course is to provide immersion into American society and culture. The basic concepts of government in a democratic society and judicial principles/laws will be emphasized.

### CIVICS AND GOVERNMENT (5412) ▮11-12

This exciting course will give students a perspective on government and politics in the United States and worldwide. This important course involves the study of the general concepts of U.S. politics and the analysis of specific case studies. In this course, students will examine the "office of citizen" and how to directly participate in local, state, and federal government. Throughout the course, students will examine and evaluate the institutions of the government through current events, public policies, real world simulations, and how to bring a positive change to their community.

### CRIMINAL AND CONSTITUTIONAL LAW (5411) ▮11-12

This course is an introduction to criminal law and the underlying constitutional provisions. Students will define crimes and propose constitutional defenses to those crimes. Students will participate in a mock trial related to the legal issues covered in this course. Students are required to submit or take part in a project designed to involve them directly in the legal process.



## OTHER SOCIAL SCIENCE COURSES

### IB HISTORY-YEAR 2 (20<sup>TH</sup> CENTURY WORLD TOPICS) (6302) ●12

**Prerequisite:** Successful completion of IB History-Year 1.

This course is the second part of the two-year IB sequence in Higher Level History. This highly demanding college-level course is taken by students who have successfully completed IB History of the Americas. In preparation for the IB examinations, taken in May, political, social, and economic developments of the 20<sup>th</sup> Century are studied, with special emphasis on the two World Wars, the Cold War, independence movements, and the Russian Revolution. Students complete a 1,500-2,000 word historical investigation (the IB Internal Assessment). In-depth reading, writing, and research using primary and secondary sources continue to be emphasized.

### ART HISTORY OF THE WESTERN WORLD: RENAISSANCE TO MODERN ART (0055) ▮9-10-11-12

This course explores art of the western world from the Renaissance to the 21<sup>st</sup> century. Students analyze how art is a reflection of historical events. Famous works of art are studied through the use of SmartBoard technology and computers.

### HISTORY OF ENGINEERING (5512) ▮9-10-11-12

This course will examine engineering throughout history. Students will deconstruct ancient machines through research and then create working replicas using measurements and mathematical calculations. Reverse engineering of machines built throughout history will show the inner workings of various technologies. Reengineering and construction of working replicas of past machines will give students the problem-solving skills to develop, construct, and engineer new technologies.

### SOCIOLOGY (5504) ▮10-11-12

This course is designed to examine human interaction in a wide range of situations, from the intimate family to the hostile mob; from the power of social media to fake news and conspiracies; and from the divisions of race, gender, and social class to the shared beliefs of a common culture. You'll learn how to take a disciplined view of social inequality, discover the forces behind social change and resistance, and see how social systems work. Few fields have such a broad scope and relevance for research, theory, and the application of knowledge. Students will read a variety of case studies, engage in practical applications, and create a presentation to showcase their findings from throughout the semester..

### HISTORY OF NEW YORK CITY (5507) ▮11-12

This course will explore how New York City history is intertwined with U.S. history. Focus will be on leading economic, social, and political events that have shaped the development of this fascinating city from its earliest days to the present.



## SPECIAL EDUCATION DEPARTMENT

These classes, taught by a special education teacher, are comprised of students who may require more structure and clarity than is offered in mainstream classes. The student to teacher ratio provides a smaller learning environment. Content areas are taught parallel to that of the mainstream, and the courses meet the requirements toward a Regents and/or local diploma. Content Labs provide students the opportunity to extend their learning beyond the companion class that the content lab supports.

### NEW YORK STATE EDUCATION DEPARTMENT DESCRIPTION OF THE CONTINUUM OF SPECIAL EDUCATION SERVICES FOR STUDENTS WITH DISABILITIES

Research on specially designed instruction clearly supports high quality instruction provided to the greatest extent possible to meet the student's individualized education program (IEP) in the general education classrooms where students with disabilities have the greatest likelihood of receiving curriculum content delivered by highly qualified teachers. Schools may utilize a variety of combinations of special education supports and services to serve students with disabilities in general education settings and promote meaningful access, participation and progress in the general curriculum, including consultant teacher services, paraprofessional support, resource room services and integrated co-teaching.

Access to and participation in the general education curriculum does not occur solely because a student is placed in a general education classroom, but rather when students with disabilities are actively engaged in learning the content and skills that define the general education curriculum. Meaningful access to the general education curriculum means that a student with a disability has the appropriate supports, services, and accommodations to address his or her disability in consideration of the content of the curriculum, instructional materials, how the curriculum is taught to the student, the physical environment and how the student's learning is measured. It is the consideration of the individual needs of the student and the support, services and/or modifications needed to the general education curriculum, instructional methods, instructional materials and/or instructional environment that determine which of the service delivery options would be most appropriate to assist the student to meet his/her annual goals and to meet New York State's (NYS) learning standards.

### SPECIAL CLASSES IN ENGLISH AND MATHEMATICS

#### ENGLISH 9 (0196)

●9

This course is designed to help students develop a foundation for college and career readiness. Students will have an opportunity to read, analyze and interpret from a variety of fiction and non-fiction texts. In addition, students will learn how to communicate more effectively through analytical and argumentative modes of writing. Students will develop their abilities to explain and provide textual evidence to support their claims in their writing. Grammar and vocabulary instruction will be integrated throughout the lessons to help students develop better communication skills.

#### ALGEBRA 1-PART 1 (0448)

●9

This course is the first of a two-year program that correlates directly to the first half of the Regents Algebra 1 curriculum and topics covered therein. The course culminates in the second year with the New York State Regents Examination in Algebra 1. The course includes a focus on real world Algebra applications, along with extensive training on how to use the TI-83 and TI-84 graphing calculators, which provides students a tool with which to solve more advanced mathematical problems.

#### ENGLISH 10 (0195)

●10

This course is designed to facilitate students' understanding of diction and author's purpose. Students will focus on fiction and non-fiction anchor texts to develop their abilities to explain, analyze, and argue, providing textual evidence. Students will use technology to communicate effectively in preparation for college and career readiness based on material mastered in English 9.

#### ALGEBRA 1-PART 2 (0447)

●10 ®

This course is the second of a two-year program that parallels the second half of the Regents Algebra 1 curriculum and topics covered therein. A focus on real world Algebra applications is increased and students receive further extensive training using the TI-83 and TI-84 graphing calculators. This course culminates with the Algebra 1 Regents Examination in June.



## HUMANITIES CONTENT LABS & STUDY SKILLS

**GLOBAL HISTORY 1 CONTENT LAB (51CL) ▶9**  
**GLOBAL HISTORY 2 CONTENT LAB (52CL) ▶10**

**U.S. HISTORY CONTENT LAB (53CL) ▶11**  
**ENGLISH 11 CONTENT LAB (23CL) ▶11**

Content Labs are supplemental classes that incorporate curriculum from Global History 1, Global History 2, United States History, and English 11 courses and are aligned to New York State curriculum standards. Enrollment in these classes is comprised of students in need of special education services who might benefit from additional academic support in preparation for the New York State Regents Examinations in these important subjects. Content Labs are designed to preview and review respective course content and teach organizational skills and test-taking strategies. The course is graded on a Pass/Fail basis.

### **STUDY SKILLS (0905 & 0906)**

9-10-11-12

Study Skills focuses on **individual assistance and reinforcement** in a classroom setting. Special education staff work with individual students to strengthen organizational and academic skills. Students classified by the Committee on Special Education attend this class. Support is provided to re-teach content, strengthen skills, prepare students for tests, assist students with homework, and otherwise support classwork from the general education curriculum. Classified students may be enrolled in Study Skills everyday (0905) or every other day (0906).

## INTEGRATED CO-TEACH (ICT) CLASSES

Integrated Co-Teaching (ICT) services as defined in State regulation are the provision of specially designed academic instruction to a group of students with disabilities who are integrated in a classroom with nondisabled (general education) students. In these classrooms, students with disabilities and those without are blended together in an inclusive environment less restrictive than a Special Class. The determination of whether Integrated Co-Teaching services are appropriate for an individual student with a disability is made on an individual basis by the Committee on Special Education and may be for one subject or for several across the core academic disciplines. At Port Chester High School, we believe in bringing special education expertise to the student in the general education learning environment to the greatest extent possible.

### **ENGLISH**

(see the English section of the Program of Studies for complete course descriptions)

**ENGLISH 9 (210C)**  
**ENGLISH 10 (220C)**  
**ENGLISH 11 (230C)**  
**ENGLISH 12 (2416, 2418, 2419)**

### **SOCIAL STUDIES**

(see the Social Studies section of the Program of Studies for complete course descriptions)

**GLOBAL HISTORY 1 (510C)**  
**GLOBAL HISTORY 2 (520C)**  
**U.S. HISTORY (530C)**  
**CIVICS (541C)**  
**ENTREPRENEURSHIP (540C)**

### **MATHEMATICS**

(see the Mathematics section of the Program of Studies for complete course descriptions)

**ALGEBRA 1-PLUS (411C)**  
**GEOMETRY A (4404)**  
**MATH FOR COLLEGE (440C)**  
**FINANCIAL LITERACY (4502)**

### **SCIENCE**

(see the Science section of the Program of Studies for complete course descriptions)

**ENVIRONMENTAL SCIENCE (710C)**  
**LIVING ENVIRONMENT (711C)**  
**EARTH SCIENCE (722C)**  
**PHYSICAL SCIENCE (756C)**  
**FORENSICS (751C)**

# WORLD LANGUAGE DEPARTMENT

A full unit of credit in a world language other than English is a graduation requirement, and three credits in world language are required for an Advanced Regents Diploma. In addition, we strongly encourage study of world languages throughout high school in order to be competitive in the college admission process. A number of students each year are polyglots who study and master two or more world languages other than English.

**Note:** With the exception of IB and AP courses, all world language courses culminate in comprehensive final examinations.

## FRENCH

### FRENCH 1 (0300)

●9-10-11-12

In the first year, the communicative approach is used to present vocabulary and structures reflecting practical aspects of everyday life. Students also acquire knowledge of and an appreciation for Francophone culture. A state standardized test will be administered at the end of June at the conclusion of the course.

### FRENCH 2 (0301)

●10-11-12

**Prerequisite:** Satisfactory completion of French 1.

In the second year, students continue to develop communicative skills, spending more time on reading and writing in French. New vocabulary and grammatical structures are introduced. Francophone cultural information continues to be stressed and is supplemented by various media.

### FRENCH 3 (0302)

●11-12

**Prerequisite:** Satisfactory completion of French 2.

In the third year, greater emphasis is placed on speaking in French. This skill continues to be developed so students learn to converse in the world language. Compositions are assigned to develop writing skills and reflect the requirements of NYS Language Standards. A state standardized test will be administered at the end of June at the conclusion of the course.

### IB FRENCH *AB INITIO*-YEAR 1 (6211)

●11

No experience with French is required for this demanding introductory French course for the highly motivated student interested in acquiring French at an accelerated rate.

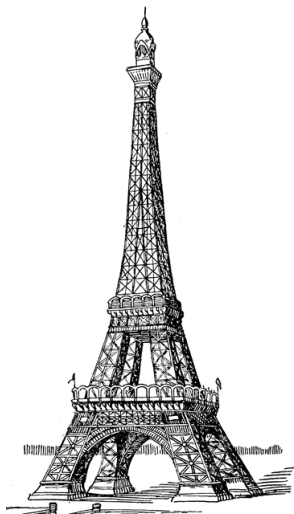
The French *ab initio* course is taught in accordance with the international and multicultural ethos of the IB. The student aims at an elementary and practical usage of the language by acquiring the language through the four primary skills of listening, speaking, reading, and writing. Emphasis at the *ab initio* level is on the student's ability to communicate confidently in familiar and unfamiliar situations. This is the first year of a two year-long program. Attention will be paid to these essential skills: accuracy, fluency, vocabulary, grammar, pronunciation, and intonation. Students will be prepared by the end of IB French *ab initio*-Year 2 to sit for the appropriate IB examinations.

### IB FRENCH *AB INITIO*-YEAR 2 (6212)

●12

**Prerequisites:** Successful completion of IB French *ab initio*-Year 1.

This course represents the second year of a two-year course of study in IB French. The class will continue to build on the language skills of listening, speaking, reading, and writing, focusing on developing greater acuity, fluency, and accuracy while continuing to delve into international perspectives through studying the culture, art, politics, environments, histories, and contemporary issues of those in the francophone world. Students will be prepared by the end of IB French *ab initio* -Year 2 to sit for the appropriate IB examination.



## ITALIAN

### ITALIAN 1 (0305)

●9-10-11-12

In the first year, the communicative approach is used to present vocabulary and structures reflecting practical aspects of everyday life. Students also acquire knowledge of and an appreciation for the culture of Italy. A state standardized test will be administered at the end of June at the conclusion of the course.

### ITALIAN 2 (0307)

●9-10-11-12

**Prerequisite:** *Satisfactory completion of Italian 1 or Italian 8.*

In the second year, students continue to develop communicative skills, spending more time on reading and writing in Italian. New vocabulary and grammatical structures are introduced. Cultural information continues to be stressed and is supplemented by various media.

### ITALIAN 3 (0309)

●10-11-12

**Prerequisite:** *Satisfactory completion of Italian 2.*

In the third year, the focus on speaking is increased. Conversational practice is continued in order to approach proficiency. Intensive vocabulary and grammatical structures are introduced. Compositions are assigned to develop writing skills. A state standardized test will be administered at the end of June at the conclusion of the course.



### IB ITALIAN B SL (6234)

●11-12

**Prerequisites:** *Successful completion of Italian 3 and teacher recommendation.*

The IB Italian B course is taught in accordance with the international and multicultural ethos of the IB. Students concentrate on building language skills based on themes such as: cultural and self-identity, social and familial relationships, science and the environment, technology and globalization, and migration and immigration in Italy. This course will offer students the opportunity to discover authentic Italian language text and media. Students will engage in group discussion, oral presentations, and will concentrate on the advancement of reading and writing skills through contemporary readings, literature, and essay writing. The course is designed to further enhance a student's language skills and to develop a high level of proficiency. To that end, this course contains an every-other-day lab component so that students can complete it in a year. Students will be prepared to sit for the IB Italian Examination in May. Upon successful completion of this course, students are eligible to take the AP Italian and Culture course in their senior year.

### ADVANCED PLACEMENT ITALIAN LANGUAGE AND CULTURE (0310)

●12

**Prerequisites:** *Successful completion of IB Italian; recommended academic average of 80% or better in IB Italian; recommendation of teacher.*

This course develops students' reading, writing, listening, and speaking skills within a cultural frame of reference reflective of the richness of Italian language and culture. There will be a focus on the structural aspects of the language while interweaving cultural content throughout the course. The course will help prepare students to demonstrate their level of Italian proficiency across the three communicative modes—interpersonal, interpretive, and presentational. Students must take the Advanced Placement Examination and may receive college credit upon qualifying.

## SPANISH

### SPANISH AS A NEW LANGUAGE

**Note:** These courses are closed to Spanish native speakers and Spanish heritage speakers unless otherwise indicated.

#### SPANISH 1 (0314) ●9-10-11-12

In the first year, the communicative approach is used to present vocabulary and structures reflecting practical aspects of everyday life. Students also acquire a knowledge of and an appreciation for the cultures of Spanish-speaking countries. A state standardized test will be administered at the end of June at the conclusion of the course.

#### SPANISH 2 (0316) ●9-10-11-12

**Prerequisite:** Satisfactory completion of Spanish 1 or Spanish 8.

In the second year, students continue to develop communicative skills, spending more time on reading and writing in the target language. New vocabulary and grammatical structures are introduced. The aspect of culture continues to be stressed and is presented through authentic media.

#### SPANISH 3 (0318) ●10-11-12

**Prerequisite:** Satisfactory completion of Spanish 2; teacher recommendation.

This comprehensive course includes review and expansion of basic structural patterns. Written expression and intensive vocabulary growth are stressed. Special emphasis is placed on comprehension, conversational and reading skills. A state standardized test will be administered at the end of June at the conclusion of the course.

#### SPANISH 2DL PRE IB/AP (0337) ●9

**Prerequisites:** Successful completion of the Dual Language Program at the end of 8th grade and/or Teacher Recommendation.

This is a 2-year course designed for freshmen and sophomores completing the Dual Language Program K-8. The focus of the course is on language acquisition and development of language skills. Mastery of language skills is developed through the study and use of a range of written and spoken material and literary texts, all of which relate to the Hispanic, Latin and European Culture and countries. This course is discussion-based, relies heavily on student interaction, and promotes intercultural awareness and understanding. The areas of study include: communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. End of Year Assessments will be at the discretion of the World Language Department.



#### IB SPANISH SL - YEAR 1 (6255) ●11

**Prerequisite:** Successful completion of Spanish 3 or Spanish 3 for Heritage Speakers, or Spanish 3 Home Language Arts (who are seeking an IB Diploma) with a recommended average of 80% or better; and teacher recommendation.

The IB Spanish B SL course is taught in accordance with the international and multicultural ethos of the IB. It provides students with a formidable academic challenge and presupposes that students will have had some previous exposure to the Spanish language. Students concentrate on building language skills based on themes such as: the Spanish-speaking world and its varied heritage, children's rights, social and political conflicts in Spain and Latin America, family traditions, among many others. The course also encompasses contemporary readings, essay writing, discussion, listening exercises, and oral expression. The course is designed to further enhance a student's language skills and to develop a high level of proficiency. To that end, the course will be taught over the span of two years. By the end of the IB Spanish B SL course, students will be prepared to sit for the corresponding IB Examination in May of the second year.

#### IB SPANISH SL - YEAR 2 (6257) ●12

**Prerequisite:** Successful completion of IB Spanish SL-Year 1.

This is the second year of the IB Spanish HL course described above. Students will be prepared by the end of IB Spanish HL course to sit for the corresponding IB Examination in May.

### SPANISH FOR HERITAGE SPEAKERS

#### SPANISH 1 FOR HERITAGE SPEAKERS (0324) ●9

**Prerequisite:** Satisfactory completion of a Spanish 8 course or teacher recommendation.

This course is designed for mainstream Hispanic students who have oral skills which will support formal language instruction in reading and writing as part of this course. Emphasis is placed on grammar, reading comprehension and the development of writing skills. Successful completion of this course and an exit exam will determine student placement in their future Spanish course.

#### SPANISH 2 FOR HERITAGE SPEAKERS (0325) ●9-10-11-12

**Prerequisite:** Satisfactory completion of a Spanish 1 course or teacher recommendation.

This course is designed for mainstream Hispanic students who have oral skills but need formal language instruction in reading and writing. Emphasis is placed on grammar, reading comprehension and the development of writing skills. Successful completion of this course and an exit exam will determine student placement in their future Spanish course.

#### SPANISH 3 FOR HERITAGE SPEAKERS (0335) ●10-11-12

**Prerequisite:** Satisfactory completion of Spanish 2 for Heritage Speakers; teacher recommendation.

This course is designed for mainstream Hispanic students with a linguistic background in Spanish. It probes a wide variety of topics related to Spanish language and culture, including literature, advanced grammar, and diction. A state standardized test will be administered at the end of June at the conclusion of the course.

## SPANISH FOR HERITAGE SPEAKERS CONTINUED

### IB SPANISH HL - YEAR 1 (6251) ●11

**Prerequisites:** Successful completion of *Spanish 3 for Heritage Speakers*, or *Spanish 3 Home Language Arts* (who are seeking an IB Diploma) with a recommended average of 80% or better; and teacher recommendation.

The IB Spanish B HL course is taught in accordance with the international and multicultural ethos of the IB. It provides students with a formidable academic challenge and presupposes that students will have had some previous exposure to the Spanish language. Students concentrate on building language skills based on themes such as: the Spanish-speaking world and its varied heritage, children's rights, social and political conflicts in Spain and Latin America, family traditions, among many others. The course also encompasses contemporary readings, essay writing, discussion, listening exercises and oral expression. The HL course presents an added challenge that the SL level does not, as it will feature authentic literary texts from the Spanish-speaking world. Students are strongly encouraged to take the course only if they believe they have the linguistic capability and advanced reading and comprehension levels required. This course is designed to further enhance a student's language skills and to develop a high level of proficiency. To that end, the course will be taught over the span of two years. By the end of the IB Spanish B HL course, students will be prepared to sit for the corresponding IB Examination in May of the second year.

### IB SPANISH HL - YEAR 2 (6252) ●12

**Prerequisite:** Successful completion of *IB Spanish-Year 1*.

This is the second year of the IB Spanish HL - Year 1 course described above. Students will be prepared by the end of IB Spanish HL to sit for the corresponding IB Examination in May.

### ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE (0327) ●11-12

**Prerequisites:** Successful completion of a level 3 Spanish course and teacher recommendation.

This is a college-level course for ambitious students. The class is conducted entirely in Spanish. The course will focus on the mastery of listening, speaking, reading and writing skills, and on the content of specific works of literature. Emphasis is placed on developing vocabulary, writing, and oral skills. Students will also acquire a general knowledge of cultural aspects related to all of the Spanish-speaking countries, such as festivities, historical events, important personalities and key figures of literature, art, and politics. Students must take the Advanced Placement Spanish Language and Culture Examination and may receive college credit upon qualifying.



## SPANISH HOME LANGUAGE ARTS

### SPANISH 1 HOME LANGUAGE ARTS (0319) ●9-10

**Prerequisites:** Spanish native speaker; teacher recommendation.

This course is designed for students in the bilingual program whose native language is Spanish but need to develop reading and writing skills as well as expand their knowledge of literary terminology. The class is conducted entirely in Spanish.

### SPANISH 2 HOME LANGUAGE ARTS (0320) ●9-10-11

**Prerequisites:** Spanish native speaker; teacher recommendation.

This course is intended for students in the bilingual program whose basic Spanish skills need reinforcement. Emphasis is placed on written expression as well as on grammar and understanding of reading selections. The class is conducted entirely in Spanish.

### SPANISH 3 HOME LANGUAGE ARTS (0321) ●9-10-11-12

**Prerequisites:** Satisfactory completion of *Spanish 2 for Heritage Speakers*, or *Spanish 2 Home Language Arts*; teacher recommendation.

This course is designed for the student whose native language is Spanish and who needs to refine his/her reading and writing skills. Emphasis is placed on literary analysis, vocabulary expansion, and reading comprehension. The class is conducted entirely in Spanish. A state standardized test will be administered at the end of June at the conclusion of the course.

### SPANISH 4 HOME LANGUAGE ARTS/ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE (0322) ●11-12

**Prerequisites:** Satisfactory completion of *Spanish 3 Home Language Arts*; teacher recommendation.

This course presents students with works of Hispanic literature such as essays, poetry, short stories and novels. Literary analysis is introduced. Analytical writing skills are stressed. Emphasis is placed on students' ability to express their own views, opinions, and philosophy on topics generated by literary works, both in conversation and writing. The class is conducted entirely in Spanish. Students take the Advanced Placement Spanish Language and Culture Examination in May and may receive college credit upon qualifying.

### ADVANCED PLACEMENT SPANISH LITERATURE AND CULTURE (0323) ●11-12

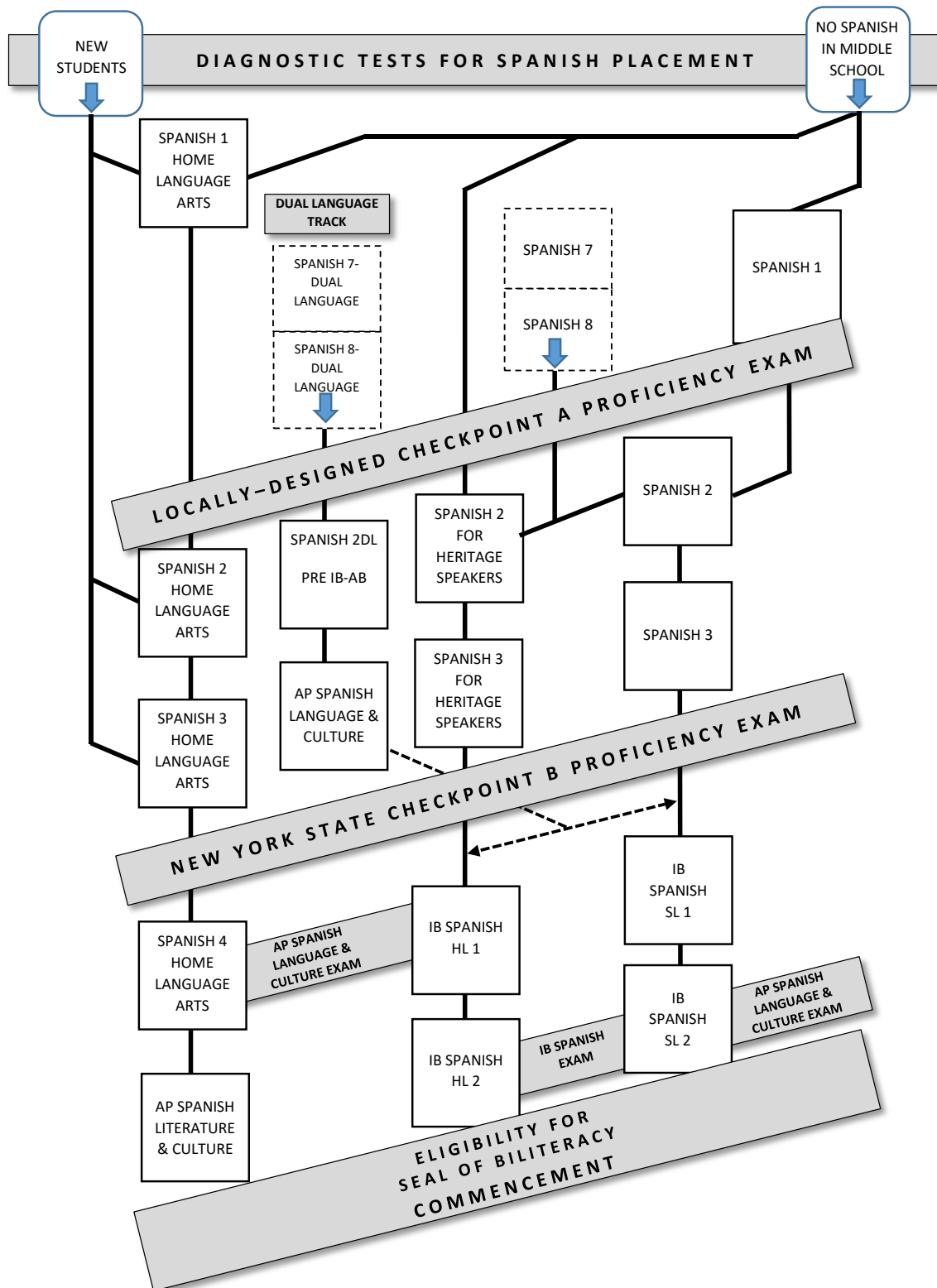
**Prerequisites:** 80% or better academic average in *Spanish 4 Home Language Arts* or successful completion of *AP Spanish Language and Culture*; teacher recommendation.

This is a college-level survey course of Spanish Literature offered for qualified and ambitious students. The class is conducted in Spanish and emphasis is placed on developing clarity and style in written analysis. Students will also become aware of the historical context as well as the prevailing cultural norms and ethos that characterize the particular epoch of each piece of literature. Students must take the Advanced Placement Spanish Literature and Culture Examination and may receive college credit upon qualifying.

## GENERAL CONTINUUM OF SPANISH COURSES

We offer a robust selection of Spanish courses suited to the individual needs of our student body who come from diverse backgrounds and from different entry points when it comes to the study of Spanish:

New students from the Spanish-speaking world, longtime heritage speakers of Spanish, polyglot Spanish-speakers, and novice learners of Spanish. Each pathway provides students the opportunity to enroll eventually in college-preparatory or college-level work in the Spanish language.



## OTHER COURSES

### **VOLUNTEER SERVICE (0993)**      9-10-11-12

See your school counselor if you are interested in working in one of the high school offices during the day assisting secretaries and others with non-confidential office work.

### **CREDIT RECOVERY**

When students fall behind and fail to complete coursework successfully, one option available to them is credit recovery through a web-based, accredited online program called GradPoint. GradPoint is standards-based and mastery-based. The program allows a student to enroll on a rolling admission basis in online courses in which students have met seat time requirements but failed to obtain credit for the course. The coursework is monitored by a teaching assistant during a period of the high school day and the content is customized by the program to each student's needs. By successfully earning credit in courses previously failed, a student can get back on track and graduate on time. Credit can be recovered for some high school courses (usually only those not leading to a Regents examination and not laboratory-based). Please see your school counselor for information.

### **SKILLS USA (0044)**      11-12

Beginning with the 2013-14 school year and thereafter, students will be able to earn a New York State Career Development and Occupational Studies (CDOS) Commencement Credential. This credential will recognize each individual student's preparation and skills for post-school employment. Where in the past, many students graduated with an individualized education program (IEP) diploma, this credential provides a more meaningful substitute for these students and others—a credential that recognizes the students' work readiness skills.

### **THEORY OF KNOWLEDGE-YEAR 1 (6701)**      11-12

**Prerequisite:** Enrollment in a course of the IB Diploma Program or counselor recommendation.

This course is designed for students who are completing the International Baccalaureate Diploma Program. Theory of Knowledge (TOK) is an integral part of the IB philosophy and is required for every IB Diploma candidate. The course, occurring every-other-day over the course of two years is split into two parts (Year 1 and Year 2). TOK challenges students to reflect on the nature of knowledge and its relationship to their experiences in and out of the classroom. Year 1 examines the role of language, emotion and thought in knowledge, the requirements of logical rigor for knowledge, and systems of knowledge. Students will explore the role knowledge plays in science, mathematics, and the social sciences. Students will also begin to prepare for the TOK internal assessment: an oral presentation and a prescribed essay.

### **THEORY OF KNOWLEDGE-YEAR 2 (6702)**      12

**Prerequisite:** Successful completion of Theory of Knowledge-Year 1.

This course is designed for students who are completing the IB Diploma Program. TOK is an integral part of the IB philosophy and is required for every IB diploma candidate. This is the second year of the course. TOK challenges students to reflect on the nature of knowledge and its relationship to their experiences in and out of the classroom. In Year 2, students further examine the role of language, emotion, sense perception, reason, intuition, and imagination in the areas of history, arts, ethics, and indigenous knowledge systems. Students will complete both internal and external assessments: an oral presentation and a prescribed paper.



## PLANNING YOUR SCHEDULE

After reviewing this booklet, each student should plan a tentative program for the 2022-2023 school year based on the guidelines inside. During conversations with your counselor this winter, you will be asked to indicate the courses in which you would like to enroll in the fall. Before that time, you should plan a tentative program and discuss it with your parents. Your teachers may also be able to offer valuable advice, information, and recommendations about their disciplines. School counselors will determine if your tentative program satisfies the requirements for a high school diploma and if it fits with your educational and career goals.

### A Word About The Guidance Department

Members of the Port Chester High School Guidance Department are dedicated to helping all students plan and develop goals for the future. Each student is assigned a school counselor who will work with him/her throughout high school. School Counselors function as the student's advocate in the school. In this capacity, the department offers a variety of services to meet the needs of students, families, faculty, and the school community. School Counselors are available to address any issues that may affect the student's development academically, socially, or personally. Counseling is available as well, individually and in groups, to consider program selection, assessment, progress, adjustment, career exploration, and post-high school planning.

### Before You Select Courses

This guide contains a description of courses planned to be offered at Port Chester High School for the 2022-2023 school year. It is very important that you read through the booklet carefully. There are certain required courses at each level that should be first in your registration planning. Be sure to consult your parent/guardian, counselor, and teachers for advice as well as for more information on courses in which you have an interest.

### Post-Graduate Considerations

The best preparation for having many options available for post-High School study or employment is taking as demanding an academic program in grades 9-12 as is possible and appropriate. Post-High School institutions (colleges and technical schools) as well as the military and potential employers evaluate a student's high school record for evidence that the applicant will be able to do the work expected. Students should strive to complete coursework in high school that helps them prepare for the future. The quality of a student's high school program, the grades earned in coursework, Regents examination results, and other factors are important in a college's admittance decision. A student's junior and senior year academic program and achievement are of particular interest and importance to most colleges; however, a student's entire high school transcript will be scrutinized in the admission process.

### After You Select Courses

Student course selections are inputted into the school's scheduling system to help develop a master schedule for the high school. Classes are organized on the basis of student enrollment at the time of program planning. Other important factors in the development of a schedule are department course offerings, staffing, and changing state requirements.

***Sometimes numerous, competing single course offerings and unavoidable conflicts occur in the master schedule and occasionally students are unable to receive all of the courses they have selected.*** In each case, required courses are given first priority. Creating a master schedule can be a long and exceedingly complicated process, but our aim is to provide each student with a 2022-2023 draft schedule of classes before the end of the current school year.

Questions about this process should be discussed with a student's school counselor. ***The availability of courses may be dependent upon a minimal student enrollment of 10.***

### Determination of Grade Standing

- To be considered a tenth grader, a student must have accumulated at least 5 credits..
- To be considered an eleventh grader, a student must have successfully accumulated at least 10 credits.
- To be considered a twelfth grader, a student must be entering his/her fourth year of high school and have successfully accumulated at least 15 credits.

## Grade 9

Name: \_\_\_\_\_

Please mark the boxes beside your choices. We encourage you to share with your current teachers and your parents your choices and to speak with them about their recommendations for you.

### The following courses are required:

#### 1 course in English:

- 2100 ☐ English 9  
2103 ☐ Literacy and Composition  
2150 ☐ English 9 Pre-IB/AP  
(or an appropriate special education or ENL English course)

#### 1 course in Social Studies:

- 5100 ☐ Global History 1  
5150 ☐ Global History 1 Pre-IB/AP  
(or an appropriate special education or ENL Global History course)

#### 1 course in Science:

- 7103 ☐ Environmental Science  
7110 ☐ Living Environment  
7130 ☐ Biology Honors Pre IB  
7140 ☐ Physics 9-Honors  
7230 ☐ Earth Science-Honors  
(or an appropriate special education or ENL Science course)

#### 1 course in Mathematics:

- 4103 ☐ Algebra 1  
4112 ☐ Algebra 1-Plus  
4211 ☐ Geometry  
4151 ☐ Geometry-Honors  
(or an appropriate special education or ENL Mathematics course)

#### 1 course in Language Acquisition:

- 0314 ☐ Spanish 1  
0319 ☐ Spanish 1 Home Language Arts  
0316 ☐ Spanish 2  
0337 ☐ Spanish 2DL Pre IB/AP  
0325 ☐ Spanish 2 for Heritage Speakers  
0320 ☐ Spanish 2 Home Language Arts  
0321 ☐ Spanish 3 Home Language Arts  
0300 ☐ French 1  
0305 ☐ Italian 1  
0307 ☐ Italian 2  
(unless a student is deemed by the Committee for Special Education to be exempt from foreign language)

#### 1 course in Physical Education:

- 0516 ☐ Strength and Conditioning  
0517 ☐ Personal Fitness  
0518 ☐ Team and Individual Sports

For the following optional, additional course options not selected above and depending on your choices above, you may choose up to approximately *three credits*:

- ☐ Introduction to Studio or ☐ Introduction to Design or ☐ Introduction to Media  
☐ Band or ☐ Color Guard or ☐ Winter Guard or ☐ Orchestra  
☐ Concert Choir  
☐ Music Theory & Keyboard 1 or ☐ Music Theory & Keyboard 2 or ☐ Survey of Music: Bach to Rock or ☐ Music Production  
☐ Acting for the Stage or ☐ Technical Theatre and Design or ☐ Introduction to Playwriting  
☐ History of Engineering or ☐ Art History  
☐ French 1 or ☐ Spanish 1 or ☐ Italian 1 (as a second foreign language)  
☐ Computer Science Discoveries  
☐ Volunteer Service

## Grade 10

Name: \_\_\_\_\_

Please mark the boxes beside your choices. We encourage you to share with your current teachers and your parents your choices and to speak with them about their recommendations for you.

### The following courses are required:

#### 1 course in English:

- 2200 ☐ English 10  
2250 ☐ English 10 Pre-IB/AP  
(or an appropriate special education or ENL English course)

#### 1 course in Social Studies:

- 5200 ☐ Global History 2  
5250 ☐ Global History 2 Pre-IB/AP  
5453 ☐ AP World History  
(or an appropriate special education or ENL Global History course)

#### 1 credit in Science:

- 7130 ☐ Biology Honors Pre IB  
7220 ☐ Earth Science  
7330 ☐ Chemistry  
7340 ☐ Chemistry-Honors  
7516 ☐ Physical Science  
7460 ☐ AP Environmental Science  
7440 ☐ Physics  
7470 ☐ AP Physics 2  
(or an appropriate special education or ENL Science course)

#### 1 course in Health Education

- 0900 ☐ Health

#### 1 course in Mathematics:

- 4211 ☐ Geometry  
4151 ☐ Geometry-Honors  
4307 ☐ Algebra 2  
4404 ☐ Geometry A  
4253 ☐ Algebra 2 Honors  
(or an appropriate special education or ENL Mathematics course)

#### 1 course in Physical Education:

- 0516 ☐ Strength and Conditioning  
0517 ☐ Personal Fitness  
0518 ☐ Team and Individual Sports  
0515 ☐ Yoga and Mindfulness

### The following courses are strongly recommended:

#### 1 course in Language Acquisition:

- 0319 ☐ Spanish 1 Home Language Arts  
0316 ☐ Spanish 2  
0325 ☐ Spanish 2 for Heritage Speakers  
0320 ☐ Spanish 2 Home Language Arts  
0318 ☐ Spanish 3  
0338 ☐ Spanish 3 Pre IB/AP  
0335 ☐ Spanish 3 for Heritage Speakers  
0321 ☐ Spanish 3 Home Language Arts  
0301 ☐ French 2  
0307 ☐ Italian 2  
0309 ☐ Italian 3

For the following optional, additional course options not selected above and depending on your choices above, you may choose up to approximately *three-four credits*:

- ☐ Introduction to Studio or ☐ Introduction to Design or ☐ Introduction to Media or ☐ Digital Photography 1/☐ Digital Photography 2 or ☐ Drawing and Painting 1/☐ Drawing and Painting 2 or ☐ Sculpture or ☐ Crafts or ☐ Advanced Studio  
☐ Band or ☐ Color Guard or ☐ Winter Guard or ☐ Orchestra  
☐ Concert Choir or ☐ Music Theory & Keyboarding 1 or ☐ Music Theory & Keyboarding 2 or ☐ Survey of Music: Bach to Rock or ☐ Music Production  
☐ Acting for the Stage or ☐ Technical Theatre and Design or ☐ Introduction to Playwriting  
☐ French 1 or ☐ Spanish 1 or ☐ Italian 1  
☐ History of Engineering or ☐ Art History or ☐ Sociology  
☐ Authentic Science Research 1 or ☐ Natural Disasters  
☐ Computer Science Discoveries or ☐ Cybersecurity 1 or ☐ AP Computer Science Principles or ☐ Coding Fundamentals  
☐ Volunteer Service

## Grade 11

Name: \_\_\_\_\_

Please mark the boxes beside your choices. We encourage you to share with your current teachers and your parents your choices and to speak with them about their recommendations for you.

### The following courses are required:

#### 1 course in English:

- 2300 ☐ English 11  
6130 ☐ English 11 IB/AP  
(or an appropriate special education or ESL English course)

#### 1 course in Social Studies:

- 5300 ☐ U.S. History  
5352 ☐ IB History-Year 1/AP U.S. History (History of the Americas)  
#### ☐ U.S. History Honors IB Year 1 (History of the Americas)  
(or an appropriate special education or ESL History course)

#### 1 credit in Science:

- 7220 ☐ Earth Science  
7330 ☐ Chemistry  
7340 ☐ Chemistry-Honors  
7440 ☐ Physics  
7470 ☐ AP Physics 2  
7307 ☐ Practical Chemistry  
7516 ☐ Physical Science  
7514 ☐ Forensic Science  
6831 ☐ IB Chemistry  
6821 ☐ IB Biology  
6841 ☐ IB Environmental Systems & Societies  
7460 ☐ AP Environmental Science  
7507 ☐ Human Anatomy 1  
7508 ☐ Human Anatomy 2  
7502 ☐ Aquatic & Terrestrial Ecosystems  
7503 ☐ Natural Disasters  
(or an appropriate special education or ESL Science course)

#### 1 course in Mathematics:

- 4307 ☐ Algebra 2  
4253 ☐ Algebra 2-Honors  
4452 ☐ College Algebra-Early College Experience  
4403 ☐ Precalculus-Early College Experience  
6502 ☐ IB Mathematics-Analysis and Approaches  
(or an appropriate special education or ESL Mathematics course)

#### 1 course in Physical Education:

- 0516 ☐ Strength and Physical Conditioning  
0517 ☐ Personal Fitness  
0518 ☐ Team and Individual Sports  
0515 ☐ Yoga and Mindfulness

### The following courses are strongly recommended:

#### 1 course in Language Acquisition:

- 0318 ☐ Spanish 3  
0335 ☐ Spanish 3 for Heritage Speakers  
0321 ☐ Spanish 3 Home Language Arts  
6251 ☐ IB Spanish-Year 1  
0322 ☐ Spanish 4 Home Language Arts/AP Span.Lang.  
0327 ☐ AP Spanish Language and Culture  
0323 ☐ AP Spanish Literature and Culture  
0301 ☐ French 2  
0302 ☐ French 3  
6211 ☐ IB French *ab initio*-Year 1  
0307 ☐ Italian 2  
0309 ☐ Italian 3  
6234 ☐ IB Italian B SL

For the following optional, additional course options not selected above and depending on your choices above, you may choose up to approximately *three-four credits*:

- ☐ Introduction to Studio or ☐ Introduction to Design or ☐ Introduction to Media or ☐ Digital Photography 1/☐ Digital Photography 2 or ☐ Drawing and Painting 1/☐ Drawing and Painting 2 or ☐ Sculpture 1 or ☐ Crafts or ☐ Advanced Studio  
☐ Band or ☐ Color Guard or ☐ Winter Guard or ☐ Orchestra  
☐ Concert Choir or ☐ Music Theory & Keyboarding 1 or ☐ Music Theory Keyboarding 2 or ☐ Survey of Music: Bach to Rock or ☐ Music Production  
☐ Acting for the Stage or ☐ Technical Theatre and Design or ☐ Introduction to Playwriting  
☐ IB Visual Arts-Year 1 or ☐ IB Music-Year 1 or ☐ IB Film-Year 1 or ☐ IB Theatre-Year 1  
☐ IB Theory of Knowledge-Year 1  
☐ French 1 or ☐ Spanish 1 or ☐ Italian 1 or ☐ Spanish 2 or ☐ Spanish 2-Heritage Speakers or ☐ Spanish 2-Home Language Arts  
☐ Authentic Science Research 2  
☐ AP Government and Politics or ☐ Civics and Government or ☐ History of Engineering or ☐ Art History or ☐ Criminal and Constitutional Law or ☐ Sociology or ☐ History of New York City or ☐ Entrepreneurship  
☐ Cybersecurity Year 1 or ☐ Cybersecurity Year 2 or ☐ Coding Fundamentals or ☐ Introduction to Video Game Design or ☐ AP Computer Science Principles  
☐ Skills USA  
☐ Health  
☐ Volunteer Service

☐=one-half credit course, ☐=one credit course

## Grade 12

Name: \_\_\_\_\_

Please mark the boxes beside your choices. We encourage you to share with your current teachers and your parents your choices and to speak with them about their recommendations for you.

### The following courses are required:

#### 1 course in English:

- 2416 ☐ English 12: College & Career Readiness
  - 2417 ☐ English 12: Pop Culture
  - 2418 ☐ English 12: Film Critique
  - 2419 ☐ English 12: True Crime
  - 2420 ☐ English 12: Sports Literature
  - 2407 ☐ English 12/ELA
  - 2454 ☐ English 12-Early College Experience
  - 6140 ☐ English 12 IB/AP
- (or an appropriate special education or ENL English course)

#### 1 course in Physical Education:

- 0516 ☐ Strength and Physical Conditioning
- 0517 ☐ Personal Fitness
- 0518 ☐ Team and Individual Sports
- 0515 ☐ Yoga and Mindfulness

#### 1 credit in Social Studies:

- 5412 ☐ Civics and Government
  - 5411 ☐ Criminal and Constitutional Law
  - 5402 ☐ Entrepreneurship
  - 5401 ☐ Principles of Economics
  - 6302 ☐ IB History-Year 2 (20<sup>th</sup> Century World Topics)
  - 5452 ☐ AP U.S. Government and Politics
- (or an appropriate special education or ENL History course)

### The following courses are strongly recommended and may be required if you have not obtained necessary credits in each subject toward graduation:

#### 1 credit in Science:

- 7220 ☐ Earth Science
  - 7330 ☐ Chemistry
  - 7340 ☐ Chemistry-Honors
  - 7440 ☐ Physics
  - 7470 ☐ AP Physics 2
  - 7307 ☐ Practical Chemistry
  - 7516 ☐ Physical Science
  - 7514 ☐ Forensic Science
  - 6831 ☐ IB Chemistry
  - 6821 ☐ IB Biology
  - 6841 ☐ IB Environmental Systems & Societies
  - 7460 ☐ AP Environmental Science
  - 7507 ☐ Human Anatomy 1
  - 7508 ☐ Human Anatomy 2
  - 7502 ☐ Aquatic & Terrestrial Ecosystems
  - 7503 ☐ Natural Disasters
- (or an appropriate special education or ESL Science course)

#### 1 course in Mathematics:

- 4403 ☐ Precalculus-Early College Experience
- 4407 ☐ Math for College
- 4502 ☐ Financial Literacy

#### Mathematics courses continued:

- 6502 ☐ IB Mathematics-Analysis and Approaches
  - 4455 ☐ AP Statistics
  - 4450 ☐ AP Calculus AB
  - 4451 ☐ AP Calculus BC
- (or an appropriate special education or ESL Mathematics course)

#### 1 course in Language Acquisition:

- 0318 ☐ Spanish 3
- 0335 ☐ Spanish 3 for Heritage Speakers
- 0321 ☐ Spanish 3 Home Language Arts
- 6252 ☐ IB Spanish-Year 2
- 0322 ☐ Spanish 4 Home Language Arts/AP Span.Lang.
- 0327 ☐ AP Spanish Language and Culture
- 0323 ☐ AP Spanish Literature and Culture
- 0301 ☐ French 2
- 0302 ☐ French 3
- 6212 ☐ IB French *ab initio*-Year 2
- 0307 ☐ Italian 2
- 0309 ☐ Italian 3
- 6234 ☐ IB Italian B SL
- 0310 ☐ AP Italian Language and Culture

## GRADE 12 (CONTINUED)

**For the following optional, additional course options not selected above and depending on your choices above, you may choose up to approximately *three-four credits*:**

- ☐ Introduction to Studio or ☐ Introduction to Design or ☐ Introduction to Media or ☐ Digital Photography 1/☐ Digital Photography 2 or ☐ Drawing and Painting 1/☐ Drawing and Painting 2 or ☐ Sculpture 1 or ☐ Crafts or ☐ Advanced Studio
- ☐ Band or ☐ Color Guard or ☐ Winter Guard or ☐ Orchestra
- ☐ Concert Choir or ☐ Music Theory & Keyboarding 1 or ☐ Music Theory & Keyboarding 2 or ☐ Survey of Music: Bach to Rock or ☐ Music Production
- ☐ Acting for the Stage or ☐ Technical Theatre and Design or ☐ Introduction to Playwriting
- ☐ IB Visual Arts-Year 2 or ☐ IB Music-Year 2 or ☐ IB Film-Year 2 or ☐ IB Theatre-Year 2
- ☐ IB Theory of Knowledge-Year 2
- ☐ Principles of Economics or ☐ Entrepreneurship
- ☐ Art History or ☐ Civics and Government or ☐ Criminal and Constitutional Law or ☐ Sociology or ☐ History of New York City or ☐ History of Engineering
- ☐ French 1 or ☐ Spanish 1 or ☐ Italian 1 or ☐ Spanish 2 or ☐ Spanish 2 for Heritage Speakers
- ☐ Cybersecurity 1 or ☐ Cybersecurity 2 or ☐ Coding Fundamentals or ☐ Introduction to Video Game Design or ☐ Financial Literacy or ☐ AP Computer Science Principles
- ☐ Authentic Science Research 3
- ☐ Skills USA
- ☐ Health
- ☐ Volunteer Service

### ARE YOU GRADUATION READY?

#### 1. Have you received credit in and/or are you enrolled in at least the following?

- ☐☐☐☐ FOUR CREDITS OF ENGLISH
- ☐☐☐☐ FOUR CREDITS OF SOCIAL STUDIES
- ☐☐☐ THREE CREDITS OF MATHEMATICS
- ☐☐☐ THREE CREDITS OF SCIENCE
- ☐☐ TWO CREDITS OF PHYSICAL EDUCATION
- ☐ ONE CREDIT OF WORLD LANGUAGE
- ☐ ONE CREDIT OF THE ARTS
- ☐ ONE-HALF CREDIT OF HEALTH
- ☐☐☐☐ AT LEAST THREE AND ONE-HALF CREDITS OF ELECTIVE



#### 2. Have you passed or are you scheduled to take the following Regents Examinations? \*

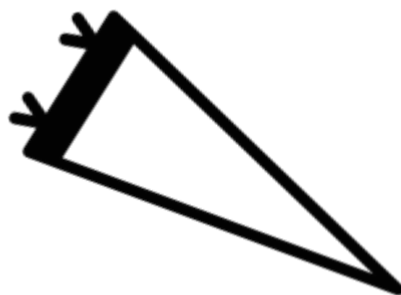
- ☐ ENGLISH
- ☐ MATHEMATICS (ALGEBRA 1, GEOMETRY, OR ALGEBRA 2)
- ☐ GLOBAL HISTORY AND GEOGRAPHY
- ☐ U.S. HISTORY AND GOVERNMENT
- ☐ SCIENCE (LIVING ENVIRONMENT, EARTH SCIENCE, CHEMISTRY, OR PHYSICS)

\*See pages 5-6 for specifics and exceptions to these guidelines.

## ARE YOU REALLY COLLEGE READY?

### 1. Have you received credit in and/or are you enrolled in at least the following?

- ☐☐☐☐ FOUR CREDITS OF ENGLISH
- ☐☐☐☐ FOUR CREDITS OF SOCIAL STUDIES
- ☐☐☐☐ FOUR CREDITS OF MATHEMATICS
- ☐☐☐☐ FOUR CREDITS OF SCIENCE
- ☐☐ TWO CREDITS OF PHYSICAL EDUCATION
- ☐☐☐ AT LEAST THREE CREDITS OF WORLD LANGUAGE
- ☐ ONE CREDIT OF THE ARTS
- ☐ ONE-HALF CREDIT OF HEALTH
- ☐☐☐☐ AT LEAST THREE AND ONE-HALF CREDITS OF ELECTIVES



### 2. Have you passed or are you scheduled to take the following Regents Examinations? \*

- ☐ ENGLISH (with a passing score of at least 75 to be College Ready)
- ☐ ALGEBRA 1 (with a passing score of at least 80 to be College Ready)
- ☐ ONE-TWO ADDITIONAL MATH EXAMS: GEOMETRY AND/OR ALGEBRA 2
- ☐ GLOBAL HISTORY AND GEOGRAPHY
- ☐ U.S. HISTORY AND GOVERNMENT
- ☐ TWO-THREE SCIENCE EXAMS: LIVING ENVIRONMENT, EARTH SCIENCE, CHEMISTRY, AND/OR PHYSICS
- ☐ WORLD LANGUAGE EXAM AT THE END OF THREE YEARS OF STUDY

\*See pages 5-6 for specifics and exceptions to these guidelines.

### 3. Have you passed or are you scheduled to take any AP (Advanced Placement) or IB (International Baccalaureate Diploma Program) courses in preparation for the rigors of college?

- ☐ YES

### ***Profile of the Graduate***

Port Chester High School graduates are:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Able to think, reason, and solve problems</li><li>• Able to connect knowledge and experiences from different subject areas</li><li>• Goal-oriented, self-motivated, self-directed, self-confident, and self-disciplined</li><li>• College and career ready</li><li>• Lifelong learners</li></ul> | <ul style="list-style-type: none"><li>• Open minded</li><li>• Collaborative</li><li>• Effective communicators</li><li>• Ethical, respectful, and caring</li><li>• Aware of the importance of social-emotional and physical health</li><li>• Responsible contributors to local and global communities</li><li>• Responsible and proficient users of technology</li></ul> |
|--|---|
- 

### ***Belief Statements of Port Chester High School***

As members of the Port Chester High School educational community, we believe:

- ☞ Education is a shared responsibility of all stakeholders in the school community.
- ☞ All members of the school community have a right to a safe, supportive, inclusive, and respectful learning environment.
- ☞ Children learn in different ways and at different paces; therefore, educators need to use a variety of approaches and materials for learning to take place.
- ☞ Respect, honesty, and accountability are the values necessary for each student to work to his or her full potential.
- ☞ By creating a student-centered learning environment that includes intellectual, emotional, physical, social, and aesthetic experiences, all students will have opportunities to become well-rounded individuals.
- ☞ The development of creative thinking, problem solving, and effective communication is essential for success.
- ☞ Respect for cultural diversity contributes to an enriched local and global community.
- ☞ Continuous growth is imperative in order to develop confident, self-directed, lifelong learners.
- ☞ Students should participate in productive activities beyond the classroom.
- ☞ A comprehensive education includes an infusion of technology in all areas of the curriculum.
- ☞ Students should be prepared to participate in their community through civic engagement and philanthropic efforts.
- ☞ Educational decisions should be informed by data in order to best serve the needs of our student body.
- ☞ In providing opportunities for students to continuously challenge themselves to pursue new opportunities, take rigorous courses and contribute in the greater school community.