

# JOHN JAY HIGH SCHOOL



Cover by: Tania Hernandez  
Course: Photography

## COURSE DESCRIPTION GUIDE 2011 - 2012

January 2011

Dear JJHS Students and Families:

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

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

Good luck! We are here when you need us.

Be well,

*Ellen Doherty*

Ellen Doherty  
Principal

# Katonah-Lewisboro School District

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

# GRADUATION REQUIREMENTS

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

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

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

## Regents Examinations

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

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

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

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

### **IEP Diploma**

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

### **Additional Social Studies Requirements**

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

Students can fulfill the economics requirement by taking Economics, The US Economy and Globalization Honors, or AP Macroeconomics.

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

# COURSE DESCRIPTION OVERVIEW

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

## **Advanced Placement**

Advanced Placement classes offer students the opportunity to complete college level work while in high school. Operating internationally, the program is comprised of challenging curricula in several disciplines designed under the direction of The College Board.

The student taking Advanced Placement classes is self-starting, possesses disciplined work habits, evidences promise of success in the subject, and feels the need to include Advanced Placement work as part of his or her high school record. Students should discuss the Advanced Placement curricula with teachers and counselors in order to develop an appropriate and balanced program. Students registered for AP courses are expected to take the AP exam.

## **College Affiliated Courses**

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

## **Alternate Ways of Earning Credit**

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

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

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

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

# ART

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

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

## **Studio Art 9-12**

**1 yr**

**1 cr**

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

## **Handcrafts 10-12**

**1 yr**

**1 cr**

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

**Prerequisite: Studio Art.**

## **Advanced Study in Handcrafts**

**1 yr**

**1 cr**

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



## **Painting**

**1 yr      1 cr**

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

## **Advanced Study in Painting**

**1yr      1 cr**

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

## **Digital Moviemaking and Animation 10-12**

**1 yr      1 cr**

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

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

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

**Prerequisite: Digital Moviemaking and Animation or Video Art**

## **Digital and Film Photography I 10-12**

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

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

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

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

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

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

**Prerequisite: Photography I.**

## **Advanced Study in Digital & Film Photography 10-12**

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

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

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

**Prerequisite: Photography I and II**

## **Take Two: Film Studies & Filmmaking (12<sup>th</sup> Grade English & Art)**

**1yr 2 cr**

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

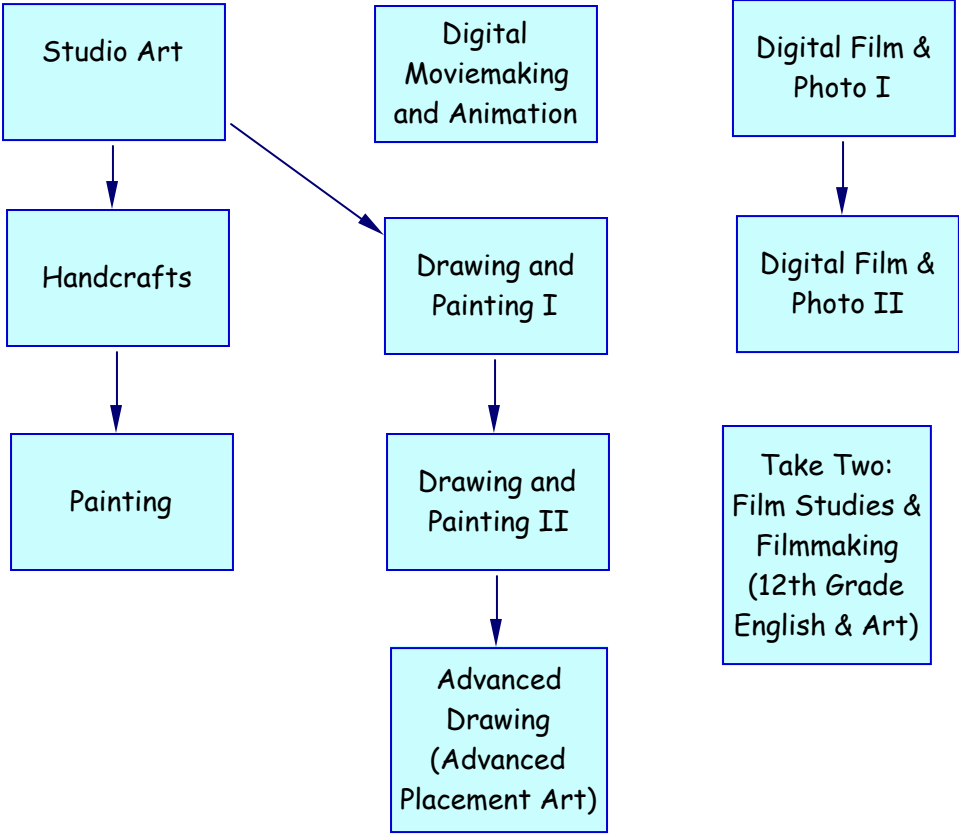
- Learn to understand the language of film, including cinematography, editing, lighting, framing and point of view.
- Create personal films using high definition cameras and Final Cut Pro editing software on subjects of their choosing.
- Explore and discuss relevant political, cultural, environmental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

This course will be a hands-on learning experience that will meet for two consecutive periods per day. One period will focus primarily on film viewing and critiquing, the other on filmmaking. Students will be introduced to a variety of storytelling and film styles as a way to find their own creative voices. Additionally, students will visit the Jacob Burns Film Center (Pleasantville, NY) to meet with other film educators, guest speakers and filmmakers and to work in the Center's state of the art professional video and audio recording studios and soundstage. **Students who complete this course will receive two credits, one of which will be used to fulfill the 12<sup>th</sup> grade English credit requirement.**

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

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

# ART



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

# BUSINESS & TECHNOLOGY EDUCATION

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

## **Business Dynamics 9-12**

**1 yr**

**1 cr**

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

## **Webpage Design 9-12**

**1 yr**

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

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

## **Computer Science 1 9-12**

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

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

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

## **Computer Science 2 9-12**

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

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

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

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

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

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

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

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

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

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

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

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

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

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



**BUSINESS &  
TECHNOLOGY  
9-12**

**Business  
Education  
Electives**

Business  
Dynamics  
9-12

Webpage  
Design  
9-12

Accounting  
10-12

Sports &  
Entertainment  
Marketing  
11-12

Business  
Law  
10-12

**Technology  
Education  
Electives**

Design &  
Draw  
for  
Production  
9-12

Principles  
of  
Engineering  
10-12

Architecture  
I&II  
10-12

Computer  
Science  
1&2  
9-12

Architecture  
III  
11-12

Architecture  
IV  
11-12

# ENGLISH

The English Program requires the successful completion of concentrated study in language, literature, composition, and communication. Students are required to pass the State Regents Examination in order to earn a JJHS diploma. The English Regents exam will be administered to juniors in January, 2012 and to sophomores in June, 2012. Students who have not passed this exam upon entering their senior year will be offered Academic Intervention Services (AIS) to help them prepare for the exam.

## 9<sup>th</sup> GRADE ENGLISH

### English 9

1 yr      1 cr

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

## 10<sup>th</sup> GRADE ENGLISH

### English 10

1 yr      1 cr

This course continues the study of World Literature focusing on our individual role in the global community. Students will continue to read varied genres of literature, often connected to world history from 1750 to present. The aim of this study is to examine the writer as a social critic in order to increase social awareness of revolution, resistance, complicity, and cultural awareness. The course introduces students to rhetoric and the art of persuasion. Students will use a variety of discussion forums to respond to literature and each others' ideas. Formal and informal writing will be used in a variety of reflective, narrative, expository, argumentative and creative forms. Research activities focus on interdisciplinary links to Global Studies. Students enrolled in English 10 can opt for an Honors designation (English 10 Honors) by completing additional reading and writing assignments. **Students will be required to take the New York State English Regents in June.**

### **Humanities Research I, II, III**

**1 yr**

**1 cr**

This elective research course is designed for academically strong students who are highly disciplined and self-motivated workers, who are excellent readers and writers, and who are interested in developing a critical understanding of the world around them. Humanities Research is a three-year course sequence in which students develop and complete individual, two-year research projects after a one-year intensive study of the multiple avenues or "disciplines" within the Humanities. During year one, enrolled students will read and do research in the arts, philosophy and ethics, law, and history. There is also a heavy concentration on current events and world affairs in year one. During year two, each student begins independent research and a mentor helps facilitate the student's work. In year three, students complete and present the results of their research in a project which might be a full-length essay or collection of essays, a film, a play, or other artifact that demonstrates the student's research and analysis.

## **11<sup>th</sup> GRADE ENGLISH**

### **21-11 The English Experience in the 21<sup>st</sup> Century**

**1 yr**

**1 cr**

21-11: The English Experience is a class that offers integrated, experiential learning for both College-bound and Honors/AP students. The class is anchored in critical inquiry where students address questions such as: "What is the nature of evil?" "Why do humans engage in war?" "How does one form a personal identity?" "What is happiness?" "How is the future shaped by the past and the present?" Although 21-11 has a traditional focus on reading and writing skills, the class emphasizes independent choices and independent research supported by exploratory learning and project-based, interdisciplinary study. All students investigate each unit's essential question and share some common learning experiences; however, as students explore each essential question, they make choices to complement and enhance their learning: choices of novels, plays, poetry, short fiction, and nonfiction. Assessments include not only the traditional essay work required of an 11th grader, but also frequent presentations and opportunities for other creative assessments of understanding (film making, script writing, web design, for example). **Students will be required to take the New York State English Regents in January.**

### **Journalism**

**1 yr**

**1 cr**

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

assignments. **Students will be required to take the New York State English Regents in January.**

### **Advanced Placement English Literature and Composition 1 yr 1 cr**

The goal in AP English Literature and Composition -- is to create an environment in which students engage in challenging reading, thoughtful analysis, critical debate, and informed, analytical writing. Starting with early literature and moving through such greats as Homer, Sophocles, Shakespeare, Milton, Dickens, and Dostoevsky to contemporary literature, our focus will include study of works of recognized literary merit from various genres and time periods. The essential questions guiding our work for the year will be to consider how artists (in this case, authors) use their medium (texts) to engage readers in "conversations" about human nature, about our societies and social constructs, and, ultimately, about our place and role in the universe. Successful AP students are usually self motivated and disciplined and usually have the recommendation of their current 10th grade teacher. **The English Department has carefully reviewed the curriculum for both Advanced Placement English courses and has decided, in collaboration with the administration, to offer AP English Literature & Composition to juniors. Juniors will have the opportunity as seniors, in 2012-13, to take AP English Language & Composition. This course has required summer reading and writing assignments. Students will be required to take the New York State English Regents in January.**

## **12<sup>TH</sup> GRADE ENGLISH**

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

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

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

**21-12 The English Experience in the 21<sup>st</sup> Century      1 yr      1 cr**

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

**Advanced Placement English Literature and Composition      1 yr      1 cr**

The goal in AP 12 - English Literature and Composition -- is to create an environment in which students engage in challenging reading, thoughtful analysis, critical debate, and informed, analytical writing. Starting with early literature and moving through such greats as Homer, Sophocles, Shakespeare, Milton, Dickens, and Dostoevsky to contemporary literature, our focus will include study of works of recognized literary merit from various genres and time periods. The essential questions guiding our work for the year will be to consider how artists (in this case, authors) use their medium (texts) to engage readers in "conversations" about human nature, about our societies and social constructs, and, ultimately, about our place and role in the universe. Successful AP 12 students are usually self motivated and disciplined and usually have the recommendation of their current 11th grade teacher. (Students do not have to have taken AP English 11 to enroll in this course.) **This course has required summer reading and writing assignment. This course has required summer reading and writing assignment.**

**AP Language and Composition      1 yr      1 cr**

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

An AP English Language and Composition course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. The writing and reading should make students aware of the interactions among a writer's purpose(s), audience expectations and subjects as well as the methods used to convey effectiveness. The

purpose of this course is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.

Students will:

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

**The English Department has carefully reviewed the curriculum for both Advanced Placement English courses and has decided, in collaboration with the administration, to offer AP English Literature & Composition to juniors. Juniors will have the opportunity as seniors, in 2012-13, to take AP English Language & Composition.**

### **Authors' Origins**

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

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

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

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

### **Studies in Literature: Stories of Dissent!**

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

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

"Demur—you're straightway dangerous—and handled with a Chain--"

This is a place for the subversive. We rush the room with stamping feet, clenched fists, and an inability to simply accept things the way they are. Rebellion! Justice! Rights for all! We tear into texts to push our thinking to the precipice. Perhaps beyond? We are

revolutionaries gathering to collect the inspiring words of the artists of dissent—the thinkers who could no longer be idle.

We will examine and question a diverse range of texts including novels, film, plays, and poetry in an attempt to determine what makes us seethe? How do we question? What happens to the disenfranchised? The discontent? The course will culminate in the creation of an original work of dissent.

### **Studies in Literature: Banned Books**

$\frac{1}{2}$  yr

$\frac{1}{2}$  cr

Why are books banned? Who decides what is offensive or dangerous within a particular society? How consistent or random is the censorship, suppression, or banning of books? Is any suppression or censorship necessary or valuable in a free society? These are the questions we will explore as we read a variety of written texts that have been banned by various authorities on political, religious, sexual, or social grounds. Works of fiction, poetry, essays, and drama will be studied within the contexts that led them to be banned.

This course will combine close reading of primary sources and literature in order to understand how the historical and cultural contexts surrounding these works (and the controversies they sparked) lead to their censorship. In the process, we shall clarify our own values and thoughts about the role of education in shaping them, the role of religion in the schools and separation of church and state, the freedom of the press, and what limits there ought to be, if any, on children's freedom to read and who should be authorized to set them.

The format of the course consists of informal lecture, discussion, and small group work. This course is a seminar, which means that students are expected to be active participants in the shaping of the knowledge produced by the class. It will be a classroom in which we can argue freely and come to our own conclusions; in which we will encourage creativity and imagination; and in which we will set no high priority on conformity of thinking or reaching consensus.

### **Reading the Film - Film as a Literary Medium**

$\frac{1}{2}$  yr

$\frac{1}{2}$  cr

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

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

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

### **Language and Media**

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

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

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

### **Modern American Culture (English and Social Studies) 1 yr**

**2 cr**

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

### **Senior Research Seminar in Environmental Studies**

**1 yr**

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

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

Through fieldwork at the Ward Pound Ridge Reservation, students will experience the outdoors and study the historical impact of human habitation on their natural surroundings. Students will refine their academic skills and deepen their understanding of the environment through a process of guided readings, research, writing, and seminar discussions intended to develop both creative and scholarly thinking. Students will investigate a potential occupation through participation in two "shadowing day" experiences

and a 30 hour internship. Students will shadow their mentors and use the relationship to enrich their sensitivity to the world of work and their areas of interest. Students are encouraged to pursue internships in environment-related fields, but may ultimately enter any field of interest. **This course has a required summer assignment and meets the state Participation in Government requirement.**

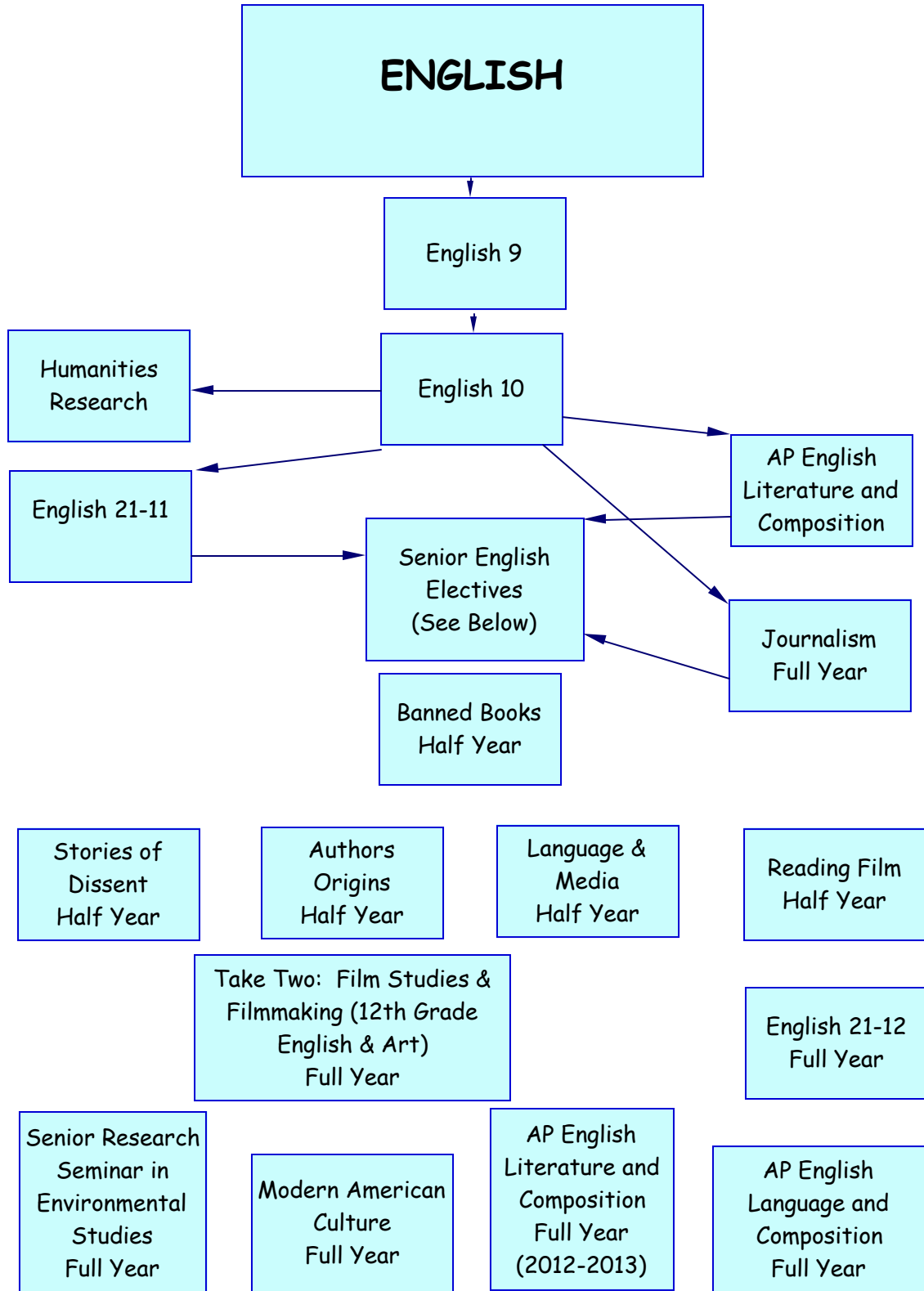
## **Take Two: Film Studies & Filmmaking (12<sup>th</sup> Grade English & Art)**

**1yr 2 cr**

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

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

This course will be a hands-on learning experience that will meet for two consecutive periods per day. One period will focus primarily on film viewing and critiquing, the other on filmmaking. Students will be introduced to a variety of storytelling and film styles as a way to find their own creative voices. Additionally, students will visit the Jacob Burns Film Center (Pleasantville, NY) to meet with other film educators, guest speakers and filmmakers and to work in the Center's state of the art professional video and audio recording studios and soundstage. **Students who complete this course will receive two credits, one of which will be used to fulfill the 12<sup>th</sup> grade English credit requirement.**



# HEALTH/PHYSICAL EDUCATION

## Health

Alternating days

1 yr

$\frac{1}{2}$  cr

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

## Physical Education 9-12

1yr

$\frac{1}{2}$  cr

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

## Physical Education

### Independent Study Program Overview

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

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

### Varsity Option in Physical Education

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

# MATHEMATICS

The following are some important aspects of the math program:

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

## **Algebra 1A**

**1 yr**

**1 cr**

This course offers students the first of two years of study of algebraic concepts and processes. This course will help students prepare for the NYS Integrated Algebra Regents exam, which will be taken after completing both this course and Algebra 1B. Students who desire to study math at a Regents level, but need more time to be successful, should select this alternative. A scientific calculator is minimally required, while a graphing calculator is recommended. **Students are recommended for this course by their 8<sup>th</sup> grade mathematics teacher.**

## **Algebra 1B**

**1 yr**

**1 cr**

This course offers students the second of two years of study of algebra concepts and processes. This course will help students prepare for the NYS Integrated Algebra Regents exam, which students in this class will take in June. Students who desire to study math at a Regents level, but need more time to be successful, should select this alternative. A scientific calculator is minimally required, while a graphing calculator is recommended.

**Prerequisite: Credit in Algebra 1A**

## **Algebra 1 Extended**

**1 yr**

**1 cr**

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

## **Algebra 1**

**1 yr**

**1 cr**

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

**Topics in Geometry** 1 yr      1 cr

Students will study selected topics in *Geometry* with real world applications. The course will incorporate technology and mathematical software. Students will reinforce their algebraic skills within the context of geometric concepts. A graphing calculator is recommended.

**Prerequisite:** Credit in Algebra 1, Algebra 1 Extended or Algebra B and meeting the NYS mathematics exam graduation requirement

**Geometry Extended** 1 yr      1 cr

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

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

**Geometry** 1 yr      1 cr

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

**Recommendation:** A minimum course grade of 80% in Algebra 1 or 90% in Algebra 1 Extended.

**Geometry Honors** 1 yr      1 cr

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

**Algebra 2** 1 yr      1 cr

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

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

**Algebra 2H** 1 yr      1 cr

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

**Intermediate Algebra** 1 yr      1 cr

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

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

**Topics in Algebra 2** 1 yr      1 cr

This course will look at selected topics within the Algebra 2 curriculum and extend the concepts introduced in Algebra 1 and *Geometry A*. This course is designed to strengthen student algebraic and problem solving skills. Students who desire to study a fourth year of mathematics and need more time to be successful with the selected topics should select this course. A graphing calculator is required for this course. **Prerequisite:** *Topics in Geometry* or *Geometry Extended* and meeting the NYS mathematics exam graduation requirement.

**Precalculus** 1 yr      1 cr

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

**Precalculus H** 1 yr      1 cr

Students will be challenged by this course, which is both rigorous and fast paced. In addition to covering Precalculus topics in greater depth, general calculus topics will be integrated throughout the curriculum. Students will be challenged to find connections between their mathematical work and the real world. A TI-83 Plus or TI-84 graphing calculator is required. **Prerequisite:** Credit in *Algebra 2* or *Algebra 2H*.

**Recommendation:** A minimum grade of 95% in *Algebra 2* or 90% in *Algebra 2H*.

## Calculus

1 yr 1 cr

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

**Recommendation:** A minimum grade of 75% in Precalculus H or 80% in Precalculus.

## Advanced Placement Calculus AB

1 yr 1 cr

In this college-level course in differential and integral calculus, students will prepare for and take the Calculus AB Advanced Placement exam. (Refer to AP Policy.) The final exam is prepared by the department. A *TI-83 Plus* or *TI-84* graphing calculator is required.

**Prerequisite:** Credit in Precalculus or Precalculus H credit. **Recommendation:** A minimum grade of 95% in Precalculus or 85% in Precalculus H.

This course has a required summer assignment.

## Advanced Placement Calculus BC

1 yr 1 cr

AP Calculus BC is a Honors college-level course which, in addition to addressing the topics in AP Calculus AB more thoroughly, covers L'Hopital's Rule, Improper Integrals, Partial Fractions, Infinite Series, Parametric Functions, Vector Functions, and Polar Functions.

Students will prepare for and take the Calculus BC Advanced Placement exam (Refer to AP Policy). The final exam is prepared by the department. A *TI-83 Plus* or *TI-84* graphing calculator is required. **Prerequisite:** Credit in Precalculus Honors. **Recommendation:** A

minimum grade of 90% in Precalculus H. This course has a required summer assignment.

## Advanced Placement Statistics

1 yr 1 cr

AP Statistics is a college level course that introduces students to concepts and tools for collecting, analyzing and drawing conclusions from data. Students will learn about these concepts through the investigation of four major conceptual themes, as prescribed by the College Board for this course:

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

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

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

Students will prepare for and take the Advanced Placement Statistics exam. (Refer to the AP Policy.) A series of projects including a final project will be required for all students

after the administration of the AP exam for this course. **Prerequisite:** Credit in Precalculus or Precalculus H. **Recommendation:** A minimum grade of 90% in Precalculus or 85% in Precalculus H. This course has a required summer assignment.

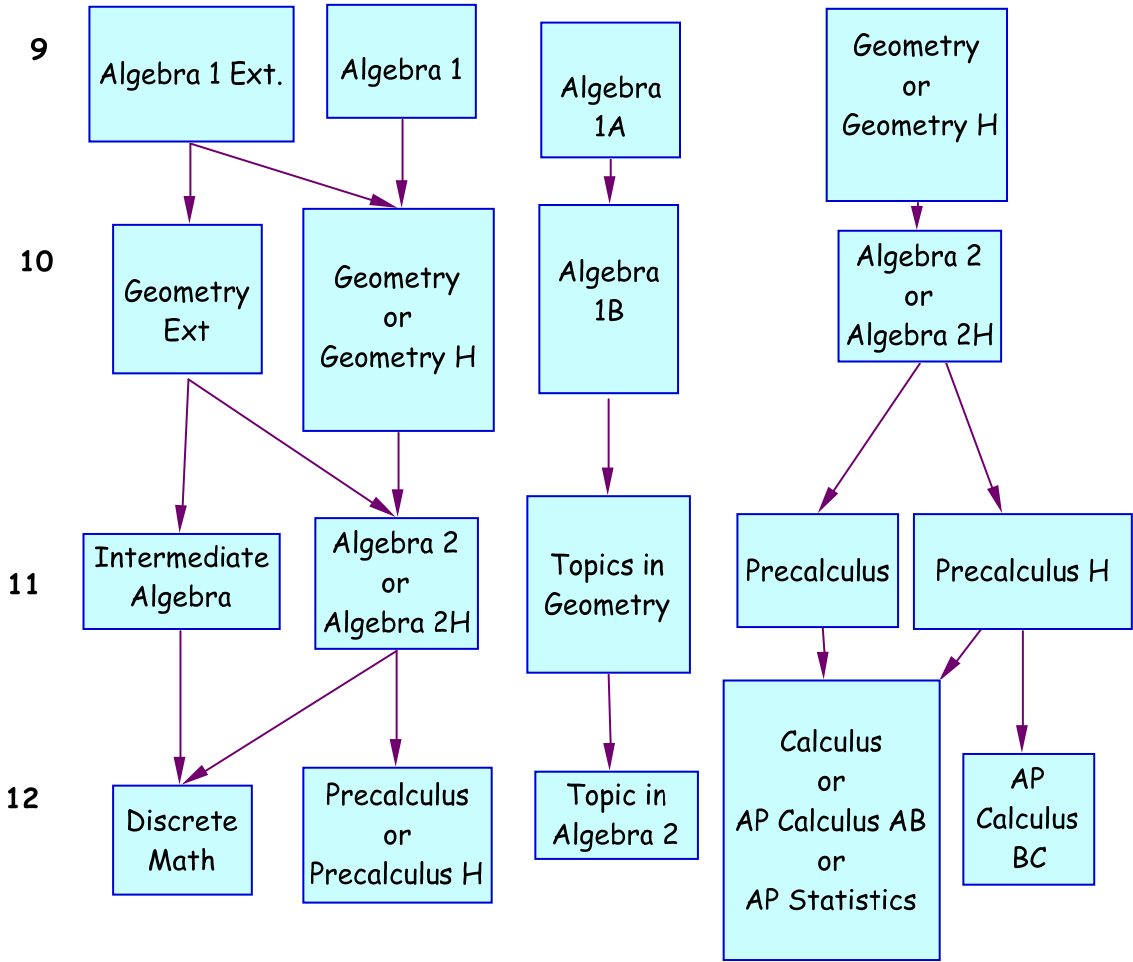
**Discrete Mathematics including Probability & Statistics**      1 yr   1 cr

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

# MATHEMATICS

For a student enrolled  
in Standard or Modified  
Mathematics 8

For a student enrolled  
in Accelerated  
Mathematics 8



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

# MUSIC AND PERFORMING ARTS

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

## **Concert Choir** 1 yr      1 cr

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

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

## **John Jay Chorale** 1 yr      1 cr

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

## **Concert Band / Symphonic Band** 1 yr      1 cr

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

This course is open to all students, 9-12, who have successfully completed the previous year in instrumental music. The course is designed to instruct the student and further advance their basic ensemble techniques and individual skills through rehearsal and small group instruction. The band performs twice annually.

## **Wind Ensemble** 1 yr      1cr

This group is the most advanced band available to students here at the high school. The focus is on advanced literature, ensemble techniques and individual development through rehearsal, performance and small group instruction. Home practice expectations are significantly above average. **An audition is required prior to registering for this ensemble.**

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

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

**String Orchestra** every day 1 yr 1 cr  
(with instructor's permission students in grades 10-12 only -  $\frac{1}{2}$  cr.-full yr.-alt. days)

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

**Music History and Theory** 1 yr 1 cr

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

**Advanced Placement Music Theory** 1 yr 1 cr

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

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

**Music Technology** 1 yr 1 cr

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

## **Introduction to Theatre**

**1 yr      ½ cr**

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

## **Acting**

**1 yr      ½ cr**

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

## **Advanced Acting**

**1 yr      ½ cr**

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

## **Advanced Acting 2<sup>nd</sup> Year: The Actor's Studio**

**1 yr      ½ cr**

Seniors who have completed the Acting curricula can take this course. The curriculum is project based and set up in an independent study format. Students will design and complete projects in stage presentations with the emphasis on all aspects of preparation for performance, with a focus on directing, design and playwriting. A public performance is required and will serve as the primary assessment tool for the course. Involvement in the productions of the John Jay Theatre Workshop is required. **Prerequisite: Advanced Acting.**

# SCIENCE

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

## **Earth Science R Extended I and II** **2 yr**      **2 cr**

Earth Science R Extended is a two-year course, which will prepare students for the Physical Setting: Earth Science Exam. This course will provide the student with a basic understanding of our planet, its origin, its geological processes and its position in space. Some of the topics studied include rocks and minerals, the environment, energy in Earth's processes, geologic history, weather, the solar system, space travel, and the origin of the earth. Upon completion of the course, students will have a better understanding and appreciation of their home, Planet Earth, and the many forces constantly at work changing and modifying the planet. Recommendation for ESR Ext I by the 8<sup>th</sup> grade science teacher. **Prerequisite for ESR Ext. II: Credit in ESR Ext. I.**

## **Earth Science R** **1 yr**      **1 cr**

Earth Science R provides the student with a basic understanding of our planet, its origin, its geological processes, and its position in space. Some topics considered are minerals and rocks, the environment, energy in the Earth's processes, geologic history, weather, the solar system, space travel, and the origin of the Earth. Upon completion of the course, students will have a better understanding and appreciation of their home, Planet Earth, and the many forces constantly at work changing and modifying the planet. This course will prepare students for the Physical Setting: Earth Science Examination in June. **Recommendation: A minimum grade of 75% in Science 8.**

## **College Preparatory Biology** **1 yr**      **1 cr**

This course is a college preparatory course in general biology. Fundamental concepts of biology, including cell structure and function, biochemistry, genetics, evolution, animal physiology, plant physiology, reproduction and development, and ecology are studied. Students will be engaged in multiple lab experiences as well as independent research studies that will enhance the learning process. Our goal is to provide an authentic scientific investigative experience that will make students better logical thinkers and problem solvers. **Recommendation: A minimum grade of 75% in Earth Science R or 85% in Earth Science R Extended II.**

### **College Preparatory Biology Honors**

**1 yr 1 cr**

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

### **Chemistry for the Real World I and II**

**1 yr 1 cr**

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

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

### **College Preparatory Chemistry**

**1 yr**

**1 cr**

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

### **College Preparatory Chemistry Honors**

**1 yr**

**1 cr**

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

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

## Physics I & II

1 yr 1 cr

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

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

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

## College Preparatory Physics

1 yr

1 cr

College Preparatory Physics is designed to meet the curricular needs of college-bound students and to prepare them to be successful in college science. This course is an in-depth introduction to the basic concepts of physics and aims to encourage awareness and interest in the important role physics plays in our daily lives. Instead of relying mainly on lectures and textbooks, the course emphasizes active student construction of conceptual and mathematical models in an interactive learning community. Students do a variety of hands-on, inquiry-based laboratory work using both low-tech and high-tech data collection and analysis in order to learn to model the physical world and to apply those models to new and different situations. Topics of study include motion, forces, energy, electricity, magnetism, waves, sound, light, and modern physics. **Prerequisite:** Successful completion of Algebra 1

## Advanced Placement Physics B

1 yr

1 cr

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

## Advanced Placement Biology

1 yr

1 cr

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

### **Advanced Placement Chemistry**

**1 yr**

**1 cr**

The Advanced Placement Chemistry course is the equivalent of a college general chemistry course. Topics covered include those in first year chemistry, but in greater depth and with greater emphasis on chemical calculations. Additional topics, including equilibrium and thermodynamics, are explored in depth. The laboratory work is more extensive and students generally work individually, utilizing equipment and techniques used at the college level. A higher degree of effort is necessary than for most high school level courses and independent study is required. Students will be well prepared to take the AP exam.

**Prerequisites:** Credit in CP Chemistry, Algebra 2 or 2H and concurrent enrollment in Precalculus. **Recommendation:** A minimum grade of 88% in CP Chemistry and Algebra 2 or 85% in CP Chemistry H and Algebra 2H. A required summer assignment from the text is part of the course.

### **AP Physics C: Mech/E&M**

**1 yr**

**1cr**

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

### **Advanced Placement Environmental Science**

**1 yr**

**1 cr**

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

**Algebra 1; Recommendation: credit in Regents Earth Science. A required summer assignment is part of the course.**

## SCIENCE ELECTIVE COURSES

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

### **Anatomy & Physiology**

$\frac{1}{2}$  yr

$\frac{1}{2}$  cr

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

### **Environmental Physics: A citizen's guide to the planet**

1 yr 1 cr

While exploring the physics underlying geology, astronomy, meteorology, and oceanography, students in this course examine the universe and their place in it. Collaboratively, students identify the social, personal, political, and economic implications of various problems and solutions, pursuing such questions as "What can I do to make a difference now?" and "How might what we know about the earth affect our treatment of our planet?" As students gain experience and deepen their conceptual understanding of physical laws, they will use mathematical expressions of these concepts to model problems and solutions for such issues as pollution and energy dependence, they also gain essential skills and experience which will serve them as citizens and architects of the future of our planet. Projects will include the Thermodynamics of Clothing and Designing a Passive Solar House. **In addition to the traditional in-class course, this course will also be offered as an online course through PNW BOCES. Please see page 57 PNW BOCES On-Line Courses for additional details.**

### **Extreme Weather: Violent Meteorology**

$\frac{1}{2}$  yr

$\frac{1}{2}$  cr

This course will focus on the causes and impacts of severe weather events on planet Earth. Students will be introduced to the basic concepts of the science of weather and climate. We will look at current scientific developments in such areas as extreme weather prediction, global climate change, and improved forecasting of events. In addition, the course will address the impact of extreme climate and weather events on society and the environment. Topics will include hurricanes, tornadoes, thunder and lightning, hail, snowstorms, floods, and record temperatures. A trip to the weather center at News 12 will give students a behind the scenes look at how meteorologists prepare weather forecasts and how the forecasts are presented in the television studio.

### **Food Chemistry and Nutrition**

$\frac{1}{2}$  yr

$\frac{1}{2}$  cr

This course introduces students to the basic concepts in nutrition such as nutrients, nutrient sources, their functions in the body and their contribution toward wellness. Human nutritional requirements during various stages of life as well as their connection to various

diseases including global connections to malnutrition and starvation will be explored. Discussions will center on fact and fiction about diets, "health foods," food labeling and food safety. The analysis of food composition will be experienced in the inquiry based laboratory setting. **Prerequisite: Credit in CP Chemistry.**

### **Forensic Science**

$\frac{1}{2}$  yr

$\frac{1}{2}$  cr

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

### **Marine Biology**

$\frac{1}{2}$  yr

$\frac{1}{2}$  cr

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

### **Science Laboratory Assistant 9-12**

1 yr 1 cr

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

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

### **Science Research I, II, and III 10-12**

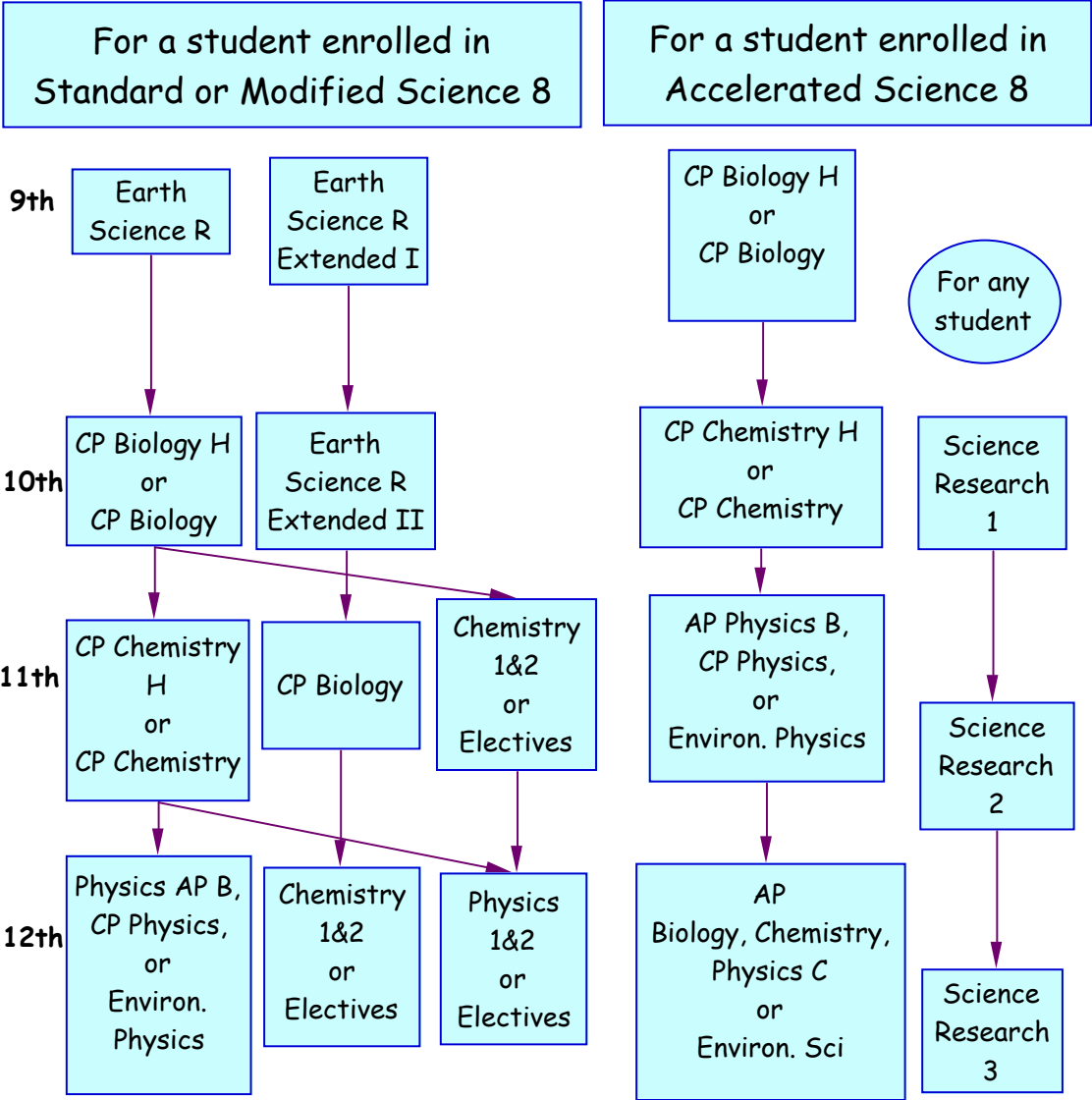
1 yr

1 cr

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

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

# SCIENCE



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

# SOCIAL STUDIES

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

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

## 9<sup>th</sup> GRADE SOCIAL STUDIES

### **Global History and Geography 9**

**1 yr**

**1 cr**

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

## 10<sup>th</sup> GRADE SOCIAL STUDIES

### **Global History and Geography 10**

**1 yr**

**1 cr**

All students are required to take Global History 10, a continuation of the Global History program begun in the 9<sup>th</sup> grade. The second year begins with the Age of Absolutism and the Enlightenment and ends with a unit on the world from 1945 to present. This is an inclusive

study that takes in all the major civilizations of the world, with the exception of the United States. The course targets the skills and content that is the focus of the statewide standards and assessments. The course makes interdisciplinary connections with the English department. Higher level thinking, problem solving, cooperative learning, and public presentation skills that are begun in the 9<sup>th</sup> grade are built upon and refined in grade 10. After a thorough unit of review, the course culminates with the New York State Regents in Global History and Geography. Students enrolled in Global 10 can opt for an Honors designation (Global 10 Honors) by completing additional reading and writing assignments.

## 11<sup>th</sup> GRADE SOCIAL STUDIES

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

### **United States History and Government** 1 yr      1 cr

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

### **Advanced Placement United States History** 1 yr      1 cr

This is a full year program in the study of American history. The approach to the study, in both history and literature, is chronological, placing emphasis upon those pivotal issues, underlying forces, and intellectual currents that have shaped the historical and cultural development of the United States from the colonial period to the present. Extensive reading, seminar practice, and the preparation of document based questions will be assigned. The successful AP student comes to the experience with a strong background in the major events of American history, a high interest in using evidence, an ability to analyze complex material, and the skill to make connections between the past and the present. Students are highly motivated with sufficient time and flexibility to deal with the requirements of this stimulating and demanding course. Finally, AP students are expected to direct their own learning by raising questions and issues based on their reading. Students engage the teacher in order to extend and deepen their understandings. Students in the course will be expected to take the AP Exam in U.S. History. **Recommendation: A minimum grade of 90% in Global 10 or teacher recommendation. This course has a required summer assignment.**

## 12<sup>th</sup> GRADE SOCIAL STUDIES

All seniors must take the equivalent of a full year of social studies. Seniors must take a  $\frac{1}{2}$  credit in Economics and choose an elective which fulfills the Participation in Government

requirement. Semester courses will be scheduled based on sufficient enrollment and available staff. The opportunity to enroll in more than one credit of social studies in grade 12 will be contingent upon enrollment and available staff.

### **Contemporary Issues**

$\frac{1}{2}$  yr

$\frac{1}{2}$  cr

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

### **Law**

$\frac{1}{2}$  yr

$\frac{1}{2}$  cr

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

### **Economics**

$\frac{1}{2}$  yr

$\frac{1}{2}$  cr

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

### **The US Economy and Globalization Honors**

1 yr

1 cr

Students begin to take an in depth look at the US economy and Globalization. The goal of the course is to have students understand basic microeconomic and macroeconomic principles and to apply their knowledge of these principles to the study of the US economic system and this era of global interdependence in a flexible and authentic way. The course will include the following: AP option, internship option, portfolio option, and independent study. **The course is designated honors and students will fulfill the New York State requirement for both economics and participation in government.**

### **Advanced Placement Macroeconomics**

1 yr

1 cr

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

test in Macroeconomics. **This course has a required summer reading assignment. This course meets the New York State Economics and Participation in Government requirement.**

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

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

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

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

**Advanced Placement European History** **1 yr** **1 cr**

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

## Philosophy

$\frac{1}{2}$  yr

$\frac{1}{2}$  cr

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

- How Should One Live? • How Can I Know What Is Right? • What Makes a Society Just?
- Is Knowledge Possible? • What Is Really Real? • Are We Free? • What Am I? Who Am I?
- Is There a God? • Is murder ever justified? • What does it mean to be happy?

Rather than using our discussions as an end in themselves, we attempt to apply these concepts to our own lives. We hone our thinking by stating and examining assumptions, beliefs, and biases, recognizing the influences of history and culture, differentiating fact from inference and detecting logical fallacies, and stating our own personal philosophies clearly, concisely and convincingly.

Depending on time, we will watch: *The Matrix*, *American Beauty*, *Dead Man*, *The Big Lebowski*, *Munich*, *Groundhog Day*, *Little Miss Sunshine*, *Pulp Fiction*, *Thelma and Louise*, *Into the Wild*, *Memento* and others. **This course meets the New York State Participation in Government requirement.**

## Modern American Culture (Social Studies and English) 1 yr

2 cr

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

### **Seminar in Environmental Studies**

**1 yr**

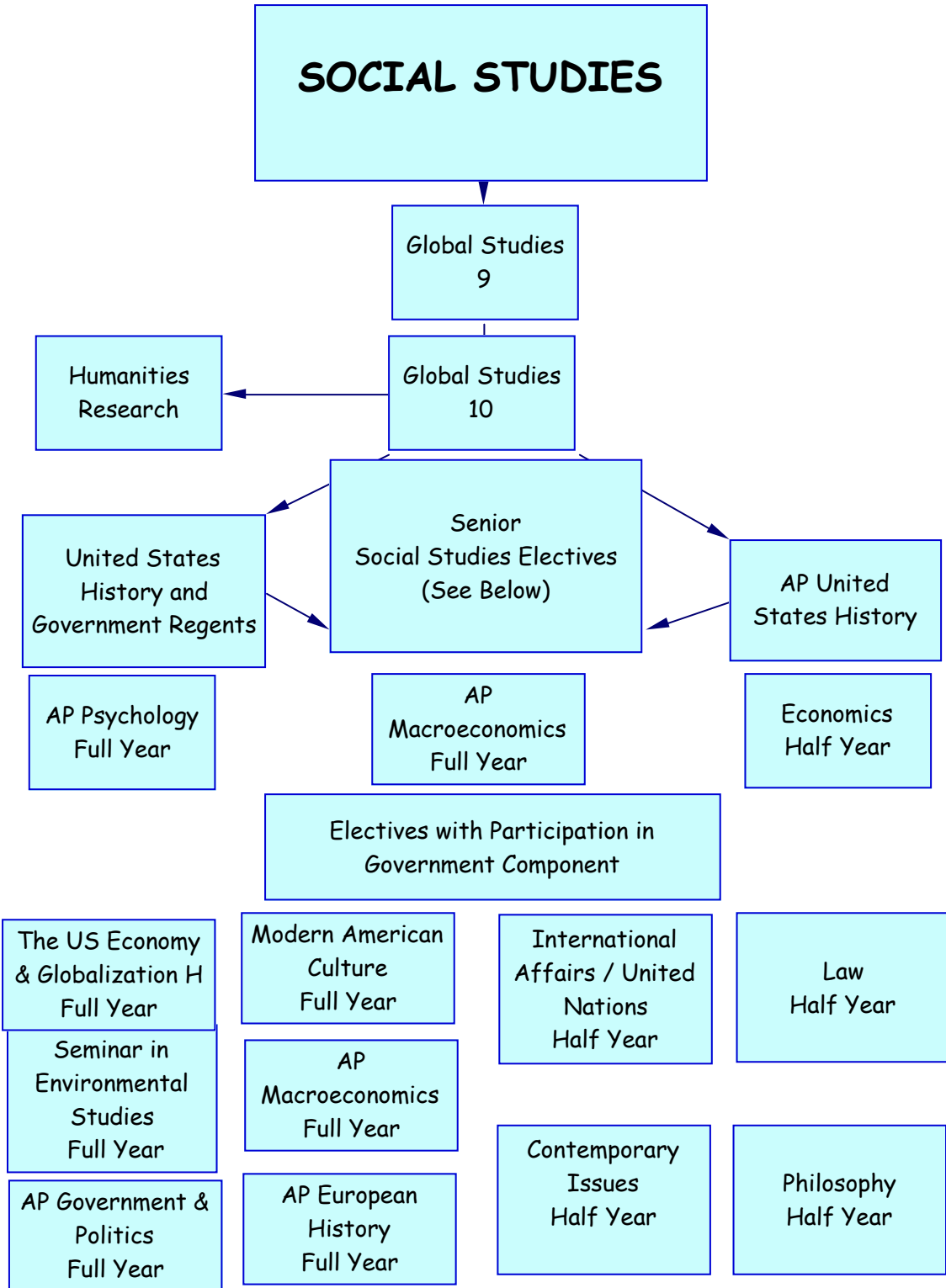
**2 ½ cr**

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

### **International Affairs/ Model United Nations**

**½ yr ½ cr**

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



# WORLD LANGUAGE

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

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

## SPANISH

### Spanish Level I

1 yr

1 cr

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

### Spanish Level II

1 yr

1 cr

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

### Spanish Level III

1 yr

1 cr

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

### Spanish Level IV

1 yr

1 cr

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

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

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

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

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

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

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

**FRENCH****French Level I****1 yr****1 cr**

This introductory course in French stresses speaking, listening, reading and writing skills. Grammar, vocabulary and cultural awareness are developed around central themes. By the end of French I, students have mastered many basic grammatical concepts.

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

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

**French Level III****1 yr 1 cr**

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

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

### **French Level IV**

**1 yr 1 cr**

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

### **French Level IV Honors**

**1 yr 1 cr**

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

### **French V**

**1 yr 1 cr**

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

### **Advanced Placement French V**

**1 yr 1 cr**

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

## **LATIN**

### **Latin Level I**

**1 yr**

**1 cr**

This course provides a firm foundation in the study of Latin. Basic grammar is mastered and the ability to read and understand Latin in context is strongly developed. The Latin origin of English words is stressed in order to increase the students' English vocabulary and to encourage interest in the patterns of language. Culture is emphasized through the study of Greco-Roman mythology and the society of 1<sup>st</sup> century Rome in Pompeii, Britain, and Alexandria. In addition to traditional methods of assessment, students engage in cooperative, group-based learning and with technology.

## Latin Level II

1 yr 1 cr

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

## Latin Level III

1 yr 1 cr

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

## Latin Level IV Honors

1 yr 1 cr

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

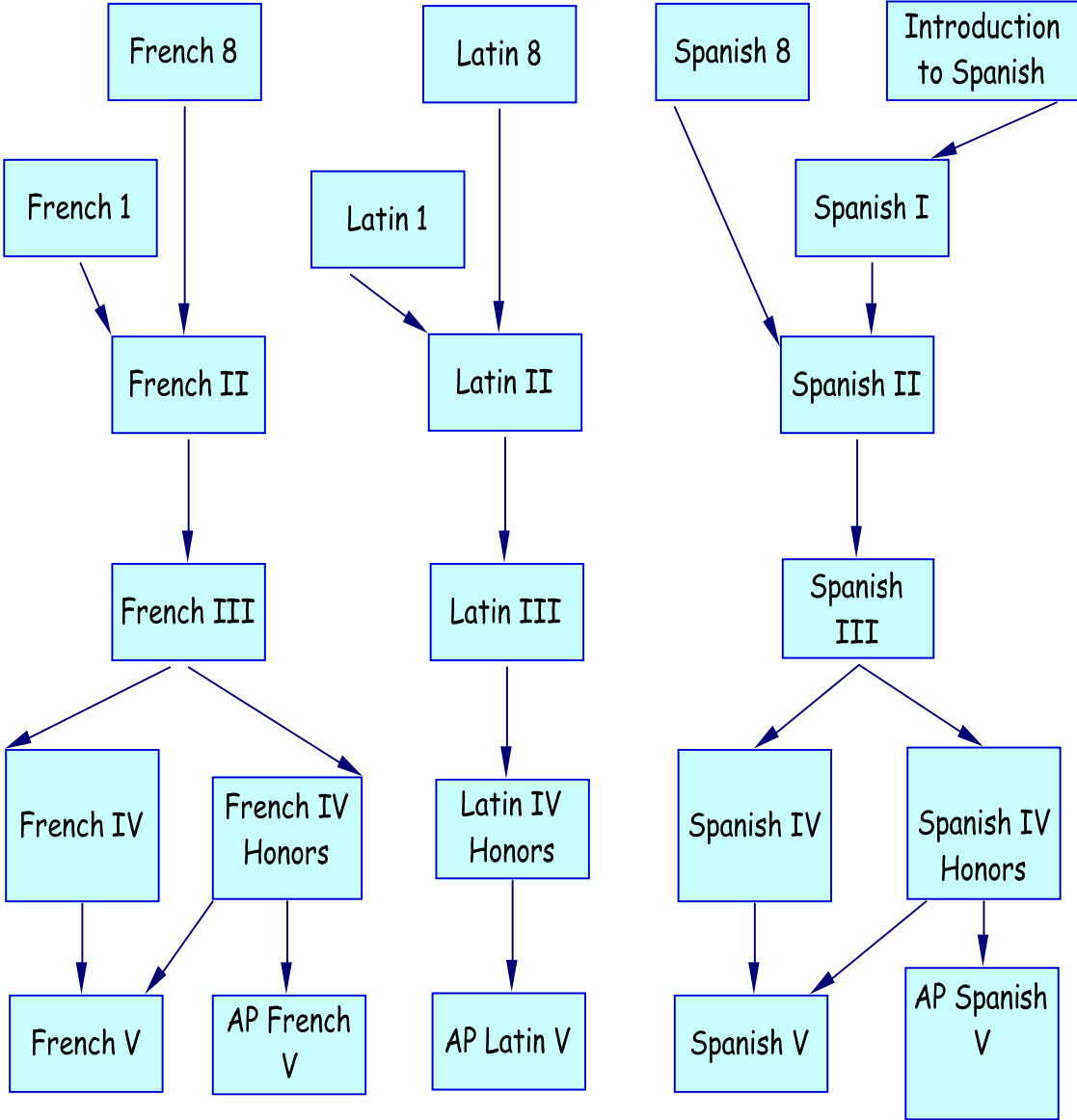
## Advanced Placement Latin Level V

1 yr 1 cr

All students in this course refine the skills required to read Latin literature at sight, using the curriculum embraced by the AP Latin exam. The focus of the year is on the translation, analysis, and interpretation of the poetry of Vergil's *Aeneid*. Mastery of content, metrical scansion, poetic devices, and relevant Roman culture and history are the goal. The AP syllabus contains about 2,000 lines of Latin poetry; these are carefully translated. The whole of the *Aeneid* is read in English, and its plot, themes, imagery, and literary history are analyzed in detail. The cultural and historical focus is the Age of Augustus. Students are

also trained in techniques for responding to essay prompts based closely upon passages of Latin. A summer study assignment - reading of Vergil's *Aeneid* in English - will help prepare them for the AP curriculum.

# WORLD LANGUAGE



# PNW BOCES ONLINE COURSES 2011-2012

John Jay High School, in collaboration with PNW BOCES and other area high schools, is offering online courses for students in participating districts. These courses will be taught by instructors who are high school teachers in partnering schools. The classes will be comprised of students from different high schools. The number of seats set aside for John Jay students is limited.

## **PNW BOCES Online Courses for 2010-2011 - NEW offerings!**

Don't pass up this opportunity to "learn the way you live". Students who take one of these new online courses will work and learn collaboratively using an innovative educational platform and Web 2.0 learning tools. Learning won't feel the same! While you won't always be in the same room with your teacher and peers, you will be connected. You will have opportunities to participate in live webinars, discuss learning with your peers using synchronous and asynchronous chats and forums; use social networking tools to share resources, create and share work virtually, and learn from a variety of media (say goodbye to that heavy textbook!). These courses also offer you an opportunity to learn with students from other high schools in this region and to manage your coursework in a way that fits into your busy life.

### **Making a lasting impression: Architecture across the centuries and today - Art Elective - Fall and Spring Semester $\frac{1}{2}$ yr $\frac{1}{2}$ cr**

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

### **Environmental Physics: A citizen's guide to the planet**

#### **Science Elective - Full Year Course**

**1 yr 1 cr**

While exploring the disciplines of physics, as well as geology, astronomy, meteorology, and oceanography, students in this course explore the universe and their place in it. Collaboratively, students identify the social, personal, political, and economic implications of various problems and solutions, pursuing such questions as "What can I do to make a difference now?" and "How might what we know about the earth affect our treatment of our planet?" As students gain experience and conceptual understanding of physical laws, and use mathematical expressions of these concepts to model problems and solutions for such

issues as pollution and energy dependence, they also gain essential skills and experience which will serve them as citizens and architects of the future of our planet.

**WANTED: Solutions to problems of the 21<sup>st</sup> Century; NEEDED: More than just good ideas**

**Science or Social Studies Elective - Spring Semester**  $\frac{1}{2}$  yr  $\frac{1}{2}$  cr

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

**Take Action! Support a sustainable community**

**Science Elective - Fall and Spring Semester**  $\frac{1}{2}$  yr  $\frac{1}{2}$  cr

What can we, together, change? What is in our common interest? How can we sustain fulfilling lives? These are a few of the questions that students will explore in this course focused on taking action within their community, school or home. While learning about sustainability through case studies, students will collaborate to identify a target area for research and action. The teacher will guide students in developing questions, gathering data in a variety of ways, analyzing information and drafting an action plan. Then, students take action, gather more information and suggest next steps - all in an effort to improve some aspect of our common lives. This course offers a unique opportunity for students to connect across local and global communities and to demonstrate the power of student-led action for change.

# SPECIAL PROGRAM OPTIONS

## **Learning Center**

$\frac{1}{2}$  yr

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

## **THE TECH CENTER**

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

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

## TECH CENTER COURSES

### **Communications Career Academy**

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

### **Business Career Academy**

Business & Computer Technology  
Entrepreneurship & Business Management  
Microcomputer Technology

### **Teaching Career Academy**

Early childhood Education  
Introduction to Teaching  
New Visions Education

### **Cosmetology Career Academy**

Cosmetology

### **Environmental Science Career Academy**

Advanced Placement Environmental Science  
Academy  
Floral Design & Shop Management  
Urban Forestry / Arboriculture

### **Construction Career Academy**

Carpentry  
Computer Assisted Drafting & Design (CADD)  
Construction Electricity  
Heating / Ventilation / Air Conditioning  
Masonry  
New Visions Engineering  
Plumbing / Pipe Fitting  
Telecommunications Technology  
Welding

### **Transportation Academy**

Auto Body  
Auto Mechanics  
Small Engine / Motorcycle Technology

### **Hospitality Academy**

Culinary Arts  
Baking & Pastry Arts

### **Health Career Academy**

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