

# Scarsdale High School



**COURSE CATALOG**  
**2012-2013**



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# GENERAL INFORMATION

## GRADUATION REQUIREMENTS

To graduate, students must complete twenty-two credits. The following 18½ credits are required:

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

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

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

## MINIMUM CREDIT REQUIREMENTS

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

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

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

## PROMOTION REQUIREMENTS

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

To Enter Grade	Academic Credits
12	14
11	8.5
10	4

## ENGLISH AND SOCIAL STUDIES

All students attending Scarsdale High School must be continuously enrolled in English. That is, they must be enrolled in an English course or an English as a Second Language (ESL) course during each of their semesters at Scarsdale High School. Students must also be continuously enrolled in social studies.

## ENGLISH AS A SECOND LANGUAGE

Students may, in unusual cases, fulfill the English graduation requirement entirely with ESL courses. For those ESL courses that carry more than one credit, one credit will be applied to the English graduation requirement, and the remainder will be elective credit.

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

## SUMMER SCHOOL CREDIT

Most summer school course work is intended to allow students to make up a failure or improve a grade. Both the original and the summer school grades appear on the student's transcript and are used in computing the student's grade point average. When a student retakes a Regents examination, the new Regents grade is

not used to re-compute the final grade in a course.

Summer school course work for acceleration is not allowed in art, English, foreign language, health, music, physical education, or social studies; however, it may be approved, in exceptional circumstances, in mathematics and science. No credit is awarded for courses taken for acceleration or enrichment. Students seeking credit for any summer school course must secure, in advance, the written permission of the department chairperson and the dean. High school credit is not awarded for summer school courses taken between grades 8 and 9.

**GRADUATION EXERCISES**

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

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

**NEW YORK STATE  
REQUIRED TESTING**

The New York State Department of Education requires that all students pass Regents examinations in English, mathematics, science, and social studies in order to receive a high school diploma. The requirement is supplementary to Scarsdale High School's graduation requirements.

Students classified by the Committee on Special Education who began high school prior to the 2012-2013 school year may, if they are unable to pass Regents examinations, satisfy graduation requirements by passing Regents competency tests. This option will not be open to students who begin high school during or after the 2012-2013 school year.

The New York State Department of Education has established that a minimum score on an approved alternative assessment may be substituted for a Regents examination score once a student successfully completes course study. A list follows.

- English*  
AP = 3
- Mathematics*  
AP = 3  
SAT Subject Test, Level I = 470  
SAT Subject Test, Level II = 510
- Science*  
AP Biology = 3  
SAT Subject Test, Biology = 520  
SAT Subject Test, Chemistry = 540  
SAT Subject Test, Physics = 530
- US History*  
AP = 3  
SAT Subject Test = 560
- Global History*  
AP = 3

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

**SENIOR OPTIONS**

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

presentation for classmates, parents, faculty, staff, and sponsors. Grades for this graduation requirement are awarded on a pass/fail basis.

### GRADING SYSTEM

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

Report card grades for marking periods one through four reflect the student's performance in that marking period only. The final grade is cumulative. It combines grades from individual marking periods with a final exam grade (if an exam is given). Each department has its own policy for weighting individual marking periods. Students may obtain this information from their teachers and department chairs.

For seniors only, the second-quarter report card grade in yearlong courses reflects performance during the first semester and appears on the mid-year college report.

### COLLEGE-LEVEL COURSES

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

### ACADEMIC HELP

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

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

## COURSE CODES

This is the key to coded course numbers:

- hundreds digit represents department
- tens digit represents year of sequence
- ones digit represents the level of work

0-level courses are remedial.

1-level courses are skills.

2-level courses are regular.

3-level courses are enriched and/or accelerated.

4-level courses are honors.

5-level courses are advanced topics.

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

## PASS/FAIL

Courses at Scarsdale High School can be taken on a pass/fail basis; however, such permission is granted only in extraordinary situations. The following requirements apply:

- The student, parent, dean, teacher, department chairperson, and administrator must all agree to the pass/fail option.
- The student must formally select the pass/fail option by signing a contract (available from the deans) no later than the first progress

report date, for semester courses, or the end of the first quarter, for yearlong courses.

## CHEATING

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

Cheating includes, but is not limited to:

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

All incidents of cheating are reported to the department head, the student's dean, and the student's parents. Consequences for a first incident will be determined by the teacher and the department head. While any incident *may* be referred to the principal, all second incidents *must* be so referred and will result in a meeting between the principal and the student and his or her parents. The principal will determine appropriate consequences. A student referred to the principal for a second incident of cheating will not be admitted to the National Honor Society or, if already a member, will be removed from it for breach of its requirement that members exhibit "good character."

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

## SPORTS

### TEAMS AND TEAM MEMBERSHIP

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

### GOLD CARDS

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

- a sports physical, on the school's form, completed by a private physician or the school's doctor
- a parent's response and signature to a health questionnaire
- an interview with the student by the school nurse
- the student's signature

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

### FALL SPORTS

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

### WINTER SPORTS

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

▪ = sport offered



## SPRING SPORTS

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

▪ = sport offered

# COUNSELING SERVICES

## COUNSELING AT SCARSDALE HIGH SCHOOL

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

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

### Grade 9

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

### Grade 10

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

### Grade 11

- Schedule and Program Review
- College Information Program for Parents
- Junior Seminar
- Parent/Student College Conference
- Course Planning
- Individual Follow-up on Issues of Concern
- College Panel Presentations for Students and Parents

### Grade 12

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

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

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

For a more complete description of the counseling services available at Scarsdale High School, please visit the Counseling Center website.

## THE COLLEGE TESTING PROGRAM

### Grade 9

- SAT subject test (if appropriate)

### Grade 10

- SAT subject test (if appropriate)

### Grade 11

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

### Grade 12

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

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

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

**SAT:** The SAT Reasoning Test is a standardized college entrance test offered by the College Board. Many, but not all, colleges require this test or an ACT (see below) as part of the admission process. Students are encouraged to seek the advice of their deans about whether and when to take the SAT. Information on the SAT can be found online at [www.collegeboard.com](http://www.collegeboard.com).

**ACT:** The ACT is a standardized college entrance test offered by ACT (formerly known as American College Testing). Many, but not all, colleges require this test or an SAT (see above) as part of the admission process. Students are strongly encouraged to seek the advice of their deans about whether and when take the SAT. Detailed information on the ACT can be found online at [www.act.org](http://www.act.org).

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

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

## ART

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

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

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

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

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

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

4 periods per week, half year, ½ credit

This one-semester course focuses on three areas of art: media, 2-D, and 3-D. In each, students use a range of materials and apply critical thinking skills to produce a variety of studio projects that grow out of their study of the elements and principles of art, visual culture, and art history. A visit to a contemporary art collection serves as a unifying experience for all Studio Art Foundation classes.

## ELECTIVES

The Studio Art Foundation course must be completed as a prerequisite to any elective. Not all elective courses will be scheduled to run every year.

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

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

4 periods per week, half year, ½ credit

This course helps students sharpen their skills of visual observation and develop their drawing and painting abilities. Students keep a personal sketchbook and work in a variety of media-pencil, ink, charcoal, watercolor, acrylic, etc.-to create projects in basic mark making, observational drawing, color theory, and perspective.

### **\*PRINTMAKING I**

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

4 periods per week, half year, ½ credit

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

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

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

4 periods per week, half year, ½ credit

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

### **\*SCULPTURE I**

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

4 periods per week, half year, ½ credit

This course explores a variety of techniques and guides students in the use of elements and principles of design as they create three-dimensional, expressive works of art from both traditional materials (clay, stone, metal, and glass) and some that are more exotic. Relevant art history, art criticism, and visual thinking activities inform the course.

### **\*CERAMICS I**

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

4 periods per week, half year, ½ credit

Ceramics I concentrates primarily on the handbuilding techniques of pinch, coil, slab, and basic wheel throwing; introduces basic firing skills; and teaches surface decoration techniques such as glazing, slip painting, graffiti, and carving. Students use the elements and principles of design, as well as their study of pottery styles from a range of eras and cultures, to create personal artistic statements that guide their creative efforts.

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

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

4 periods per week, half year, ½ credit

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

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

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

4 periods per week, half year, ½ credit

Explore the fascinating, virtual world of 3-D animation and games, in which both cartoon-based and realistic images of objects and characters create virtual worlds that seems real. Students work with the Cinema 4-D graphics application, the current standard in the profession.

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

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

4 periods per week, half year, ½ credit

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

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

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

4 periods per week, half year, ½ credit

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

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

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

4 periods per week, half year, ½ credit

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

## **ADVANCED ELECTIVES**

*Prerequisite: prior enrollment in an elective course in the same area as the advanced elective*

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

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

4 periods per week, half year, ½ credit

After opening with a review of basic skills in drawing and painting, this course moves students toward a deeper understanding of form, the interaction of colors, compositional structure, light and shadow, and spatial depth. Process journals inform students' work on projects in a variety of styles and media. The cur-

riculum includes studies of historical and contemporary issues in painting.

### **\*SCULPTURE II**

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

4 periods per week, half year, ½ credit

This course is for students who want to take the next step in developing their abilities to design and sculpt original works in a variety of media. Design- and theme-based assignments are informed by the study of historical and contemporary issues in sculpture.

### **\*CERAMICS II**

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

4 periods per week, half year, ½ credit

This course introduces sculptural handbuilding techniques and challenges students to improve their ability to throw with direction and control. Their work on increasingly advanced projects (i.e., the construction of pots with flanges, lids, and spouts) includes explorations into a variety of decorative techniques with glazes and stains. Essential skills: the ability to solve problems creatively and work independently.

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

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

4 periods per week, half year, ½ credit

In this second-level elective, students expand their knowledge of both the camera and related software programs, such as Adobe Photoshop and Corel Painter. Participants may focus on specific photographic genres (portrait, still life, photojournalism, fashion, landscape/architecture) as they develop personally relevant portfolios that demonstrate technical proficiency. Study of the history of film and digital photography, contemporary fine art, and the work of commercial photographers provides students with inspiration and direction.

### **\*DIGITAL VIDEO II**

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

4 periods per week, half year, ½ credit

In this second-level elective, students use Adobe Premiere, Encore, and After Effects to create professional quality digital videos that express their personal visions. Study of a range of genres (documentary, drama, experimental

video, music video, and film noir) provide direction and inspiration.

### **\*ARCHITECTURE II**

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

4 periods per week, half year, ½ credit

In addition to preparing floor plans, elevations, sections, and pictorial drawings, students will practice model-making techniques. Preparatory readings, research, and fieldwork exposes students to architectural history and complex design principles, which they apply to several extended studio projects.

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

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

4 periods per week, full year, 1 credit

A rigorous, college-level course designed for ambitious, highly motivated, experienced art students, Advanced Topics Art History provides a solid foundation in the history of art from pre-historic times to the present. Slide lectures and class discussions are supplemented by field trips to some of the many excellent galleries and museums in and around New York City.

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

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

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

#### **Grade 12**

6 periods per week, full year, 1 credit

A number of traditional and non-traditional 2-D media and techniques (i.e., printmaking, collaborative drawings, and installation art) form the curriculum of this 2-D studio art course. Students work with a wide variety of mark-making materials, paints, and inks to express personal styles. They are required to keep visual

research journals and select a mentor artist for study.

*Prerequisite: portfolio review by an instructor.*

*Prior enrollment in a minimum of two courses focusing on two-dimensional studio art is recommended.*

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

#### **Grade 12**

6 periods per week, full year, 1 credit

This challenging course provides highly motivated students with opportunities to use a variety of techniques to create ceramic works and sculptures. Emphasis is placed on developing a "concentration" of works based on personal themes and styles.

*Prerequisite: portfolio review by an instructor.*

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

## ENGLISH

### FRESHMAN ENGLISH

The cornerstones of the ninth-grade program in English are close reading, expressive and expository writing, performance, and interdisciplinary connections. Greek and Assyrian mythology, *The Odyssey*, *A Midsummer Night's Dream*, and *The Catcher in the Rye* (among other works) provide students with interesting opportunities to compare and contrast values and mores of cultures across a range of time periods, including their own.

Ninth-grade English and social studies classes are scheduled into blocks that allow those who teach them to share students, design and teach interdisciplinary units, and work closely with guidance counselors to build strong learning communities that facilitate the transition from middle school to high school.

Students who wish to enter honors English during the tenth grade must be highly motivated, demonstrate appropriate skills in the discipline, and perform well on a qualifying examination.

#### ENGLISH 211

##### Grade 9

4 periods per week, 1 credit

This course is designed for students who would benefit from the remediation of their reading, writing, and speaking skills. Class size is limited in order to facilitate an especially close working relationship between students and teacher as they explore such themes as the reluctant journey home, the quest for experience and self knowledge, and the confrontation with mortality.

#### ENGLISH 212

##### Grade 9

4 periods per week, 1 credit

This course develops and sharpens students' understanding of such literary devices as irony, foreshadowing, symbol, and figurative language; clarifies the difference between the concrete and the abstract, the stated and the inferential, the specific and the general; and provides opportunities for self-expression in which

students demonstrate their ability to compare, analogize, link cause and effect, and develop and express ideas by both reason and example. *Note: Some sections of English 212 are part of the Civic Education program. For a description of the program see page 44.*

### SOPHOMORE ENGLISH

#### ENGLISH 221

##### Grade 10

4 periods per week, 1 credit

Class size for this course is limited in order to facilitate the especially close working relationship between students and teacher that allows for the continuation of skills-building work begun in English 211. Students address course themes by contributing personal efforts to group projects (debates, mock trials, and newspapers) that call upon them to express themselves in expository, declamatory, descriptive, and creative modes.

#### ENGLISH 222

##### Grade 10

4 periods per week, 1 credit

What factors shape the individual's perspective on the world? In what ways do the values of the individual clash with those of the larger society? How and why do the codes of society clash with one another? The literature for tenth-grade courses, like the discussions and writings it inspires, investigates the individual's journey from home and into worlds where these conflicts play out in the debate over the nature of law and the struggle to achieve justice.

#### ENGLISH 224

##### Grade 10

4 periods per week, 1 credit

Language enables us to conceptualize and clarify our experience, reflect on and reconfigure it, and, ultimately, communicate it. Providing a medium of thought as well as mediating our encounters with the world, language is a way of both extending the self and connecting with others. *Macbeth*; *Oedipus*, *Rex*; *Frankenstein*; *Jane Eyre*: these works, among others, help students become increasingly aware not only of what texts say but also how they are put together. The tenth grade honors program,



designed for highly skilled, highly motivated students, enables them to become effective communicators, critical readers, thoughtful viewers, and close listeners. During the spring semester students write their first complete research paper with citations and bibliography.

*Prerequisite: the recommendation of the ninth grade teacher and successful performance on a qualifying examination*

## **JUNIOR ENGLISH**

### **ENGLISH 231**

#### **Grade 11**

4 periods per week, 1 credit

This course continues the skills development work of English 211 and 221 and helps students prepare for the English Regents exam they take at the end of the year. Short stories, plays, short novels, radio and television broadcasts, films, and blogs stimulate class discussions and provide material for debates and presentations. Students write informal reflections on current events topics, as well as more formal and developed essays on literary, cultural, and human-interest topics. Class size is limited in order to facilitate an especially close working relationship between students and teacher.

### **ENGLISH 232**

#### **Grade 11**

4 periods per week, 1 credit

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

Class size for this course is limited in order to facilitate an especially close working relationship between students and teacher.

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

#### **Grade 11**

4 periods per week, 1 credit

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

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

#### **Grade 11**

4 periods per week, 1 credit

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

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

### **ENGLISH 234**

#### **Grade 11**

4 periods per week, 1 credit

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

*Prerequisites: both the recommendation of the tenth grade teacher and successful performance on a qualifying examination*

## SENIOR ENGLISH

### ENGLISH 242

#### Grade 12

4 periods per week, 1 credit

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

The limited size of this class facilitates an especially close working relationship between students and teacher.

### ENGLISH 243

#### Grade 12

4 periods per week, 1 credit

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

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

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

*Dilemmas:* Dilemmas flash before our eyes every night in the media. Some are real-life situations that shock us; some are fictions that exhilarate us. How do we learn to see accurately and make sound, ethical decisions? How do we balance "I want" with "I should"?

## ENGLISH 245, Advanced Topics English

### Grade 12

4 periods per week, 1 credit

Advanced Topics English is a college-level course about language--an investigation into the way it invites and confounds interpretation. The course revels in irony, feasts on complexity, and celebrates ambiguity. Topics vary somewhat from year to year, depending on teachers' and students' interests, as do the readings, all of which are philosophically and formally challenging classics or contemporary masterpieces. Students will hone their close-reading skills, explore and emulate the finer points of writing, and examine literature through a variety of critical lenses.

*Prerequisites: both the recommendation of the eleventh grade teacher and successful performance on a qualifying examination*

*NOTE: The English department offers honors-level courses for sophomores and juniors. Seniors interested in the most challenging English curriculum should consider English 245.*

## HEALTH EDUCATION

### HEALTH EDUCATION

#### Grade 10

**4 periods per week (either first or second semester), ½ credit**

Health Education teaches students how to define and achieve physical and mental well-being. Topics include stress, nutrition, human sexuality, mental health, sexually transmitted diseases, AIDS, suicide, substance abuse, and safety. Course materials and lessons provide opportunities for students to explore the issues, discuss their ideas, assess risk-taking behaviors, clarify their values, and evaluate their health. Health Education is required for all tenth graders.

### NUTRITION AND SPORTS SCIENCE

#### Grades 11 and 12

**4 periods per week, first semester, ½ credit**

Anabolic steroids, “magic” supplements, “ideal” body types: our media-driven culture bombards us with confusing, often contradictory, and even false messages about food, nutrition, exercise, and sports science. This elective course provides accurate, current, and relevant information for both serious athletes and everyday citizens who seek healthy ways to achieve and maintain fitness. Participants will analyze personal diets and create their own nutrition plans.

### CHILD DEVELOPMENT

#### Grades 11 and 12

**4 periods per week, second semester, ½ credit**

This elective course, a combination of fieldwork and seminars, offers a range of materials, films, guest speakers, and discussions that enable students to explore the physical, mental, and emotional growth of the child from conception through early childhood. Placement in a day-care center, preschool, or nursery school provides participants with opportunities to make the conceptual real by working with young children.

## MATHEMATICS

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

### **MATHEMATICS 410**

#### **Grade 9**

4 periods per week, 1 credit

This course is designed for students who have experienced very significant difficulties in mathematics over an extended period of time. Through special instruction in small groups, the course reviews basic principles of arithmetic and provides a basic introduction to topics in algebra, geometry, probability, and statistics. Students who successfully complete this course take Math 411 in grade 10.

### **MATHEMATICS 411**

#### **Grade 9**

4 periods per week, 1 credit

In classes that tend to be small, students concentrate on introductory concepts in algebra, geometry, probability, and statistics. This is the first course in a two-year sequence that prepares students for the New York State Regents exam in Integrated Algebra, which is given at the end of Math 421. A passing grade on that exam is required for a high school diploma.

### **MATHEMATICS 412**

#### **Grade 9**

4 periods per week, 1 credit

This first-year algebra course of the New York State Mathematics Curriculum emphasizes foundational concepts and problem-solving strategies that are common to all branches of mathematics. Topics include the real number system, linear equations and inequalities, coordinate geometry, and quadratic equations. At the end of the course students take the New

York State Regents examination in integrated algebra.

### **MATHEMATICS 424**

#### **Grade 9**

4 periods per week, 1 credit

This challenging course is intended for students who have completed Math 8 Level 3 in the eighth grade and wish to pursue a high school honors program in mathematics. Students are admitted only if they have demonstrated superior achievement in Level 3, have the capacity to work independently, and are recommended by their eighth grade mathematics teacher. The course emphasizes the structure and nature of proof in the study of logic, algebra, mathematical systems, Euclidean geometry, analytic geometry, and probability. Students who complete Level 3 in the eighth grade and desire a less rigorous course should take Math 422.4, which is described below.

### **MATHEMATICS 421**

#### **Grade 10**

4 periods per week, 1 credit

Intended for students who have experienced difficulty with mathematics, this course continues the development of ideas introduced in Math 411 and 412. Topics include logic, plane and coordinate geometry, quadratic equations, and probability. In June, students take the York State Regents examination in integrated algebra.

### **MATHEMATICS 422.4**

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

4 periods per week, 1 credit

Mathematics 422.4 is for students whose high level of success in Math 8 Level 2 or Math 412 earned their teacher's recommendation to take the course. These students must be able to make connections between concepts and solve very sophisticated math problems. Topics include rational expressions, probability, logic and formal geometric proofs, quadrilaterals, similarity, coordinate geometry, and circle geometry.

## **MATHEMATICS 422.5**

### **Grades 9 and 10**

5 periods per week, 1 credit

This course is designed for students who have successfully completed Math 8 Level 2 or Math 412 but have been identified by their math teacher as likely to benefit from an additional period of math per week. Topics include rational expressions, probability, logic and formal geometric proofs, a study of quadrilaterals, similarity, coordinate geometry, and circle geometry.

## **MATHEMATICS 434**

### **Grade 10**

4 periods per week, 1 credit

Mathematics 434 is designed for students who have demonstrated interest and above average ability in Math 424, as determined by the Math 424 teacher. This rigorous course builds on the ideas introduced in Math 424 and includes a study of functions, exponential and logarithmic functions, trigonometric functions, transformations, the complex number system, probability, and statistics.

## **MATHEMATICS 431**

### **Grade 11**

4 periods per week, 1 credit

This course is designed for students who would not be comfortable with the faster pace and greater abstraction of Math 432 or Math 433. It provides a broader view of mathematics through the discovery of mathematical patterns. Topics include inductive and deductive reasoning, types of sequences, functions, conic sections, right triangle trigonometry, analytic and Euclidean geometry, and use of the TI-89 graphing calculator. Students will also review topics in preparation for the math component of the SAT exam.

## **MATHEMATICS 432**

### **Grade 10 and 11**

4 periods per week, 1 credit

This course continues the development of algebraic topics begun in Math 422.4 and 422.5, including complex numbers, functions, exponents and logarithms, and probability.

*Prerequisite: Math 422.4 or 422.5*

## **MATHEMATICS 433**

### **Grades 10 and 11**

4 periods per week, 1 credit

This accelerated course in intermediate algebra and trigonometry is designed for students who have demonstrated above average ability in Math 422.4 or Math 422.5. The concept of function provides a unifying theme for the study of polynomial and rational expressions, exponents, complex numbers, and logarithms. Students study trigonometry in depth and continue the work they started on the probability strand. The TI-89 graphing calculator is used in this course.

*Prerequisites: teacher recommendation and Math 422.4 with a grade of B or higher or Math 422.5 with a grade of A- or higher*

## **MATHEMATICS 444 HH (PRECALCULUS)**

### **Grade 11**

4 periods per week, 1 credit

Intended for the highly motivated student who has demonstrated above average ability in Math 424 and 434, this course provides an in-depth study of the properties of functions, sequences and series, mathematical induction, limits, analytic geometry, vectors, matrices, and the conic sections. The TI-89 graphing calculator is used in this course.

*Prerequisite: teacher recommendation and Math 434*

## **MATHEMATICS 441**

### **Grade 12**

4 periods per week, 1 credit

This yearlong course continues to develop and strengthen students' understanding of mathematical concepts essential for college studies requiring mathematics. New topics include functions, transformation geometry, statistics, graph theory, and matrices. The TI-89 graphing calculator is used in this course.

*Prerequisite: Math 431*

## **MATHEMATICS 443 (PRECALCULUS)**

### **Grade 11 and 12**

4 periods per week, 1 credit

This course covers many of the fundamental concepts necessary for one to succeed in college mathematics courses, including elementary functions, theory of equations, modeling of real-world situations, analytic geometry, limits,

and continuity. The TI-89 graphing calculator is used in this course.

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

### **MATHEMATICS 444 (PRECALCULUS)**

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

4 periods per week, 1 credit

Students who have earned a grade of B+ or better in Math 433 or its equivalent may be recommended for this course in advanced mathematics, which provides a strong foundation for continuing study in mathematics or science and offers a rigorous treatment of elementary functions, theory of equations, modeling of real-world situations, analytic geometry, limits, and continuity. The TI-89 graphing calculator is used in this course.

### **MATHEMATICS 442**

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

4 periods per week, 1 credit

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

*Prerequisite: successful completion of Math 432 or Math 433*

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

#### **Grade 12**

4 periods per week, 1 credit

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

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

### **MATHEMATICS 454 (CALCULUS)**

#### **Grade 12**

4 periods per week, 1 credit

This introduction to concepts and applications of calculus explores such topics as limits, differential calculus, integral calculus and applications, and modeling of real-world situations. The TI-89 graphing calculator is used in this course.

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

### **ADVANCED TOPICS COURSES**

*NOTE: The approval of one's precalculus teacher is prerequisite to taking any of the following Advanced Topics courses: Math 455 (Statistics), Math 455 (AB Calculus) and Math 455 (BC Calculus).*

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

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

4 periods per week, 1 credit

This Advanced Topics course in statistics introduces students to the most important concepts and tools for collecting, analyzing, and drawing conclusions from data. In addition to studying mathematical principles, students will be expected to communicate their interpretation of data in writing. This course is equivalent to an introductory, one-semester, college-level statistics course.

*Prerequisite or co-requisite: teacher recommendation and Math 443 or Math 444 HH or Math 444 (Precalculus)*

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

#### **Grade 12**

5 periods per week, 1 credit

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

*Prerequisite or co-requisite: teacher recommendation and Math 444 HH or Math 444 (Precalculus)*

**MATHEMATICS 455 (BC CALCULUS)****Grade 12****6 periods per week, 1 credit**

Designed for the highly motivated student who has demonstrated superior ability in mathematics, this advanced topics course provides an in-depth study of the concepts and methods of calculus. Substantial emphasis is placed on formal proof.

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

**MATHEMATICS 465****Grade 12****4 periods a week, 1 credit**

This course is designed for exceptional students who have successfully completed Calculus BC. Based on the strengths, backgrounds, and interests of the students, topics may include multivariable calculus, linear algebra, non-Euclidean geometry, analysis, number theory, and game theory.

**MATHEMATICS 442****Math Aide Program****4 periods per week, ½ credit**

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

*Prerequisite: approval of chair of the Math Department*

**COMPUTER SCIENCE 913****Grade 9 through 12****4 periods per week, 1 credit**

This course is intended to provide an introduction to the principles of computer science in an attempt to develop an understanding between hardware and software. Main topics include algorithm development and problem-solving, computing hardware and digital logic/circuit design, database design and SQL, web development, number systems and an introduction to programming.

*Prerequisite: Ninth graders who wish to take this course must be in advanced math (422.4) or higher.*

**COMPUTER SCIENCE 925****(TOPICS IN COMPUTER SCIENCE)****Grades 10 through 12****4 periods per week, 1 credit**

This course is comparable to an introductory college-level computer science course. It is expected that participants will have had some exposure to programming languages, preferably successful completion of Computer Science 913. Topics: program design, principles of object oriented programming, programming constructs, testing and debugging programs, analysis of algorithms, standard data structures, standard algorithms, recursion, and responsible use of computer systems. All work is done using the Java programming language. This course will involve significant project-based work, much of which will take place outside of class.

*Prerequisite: teacher recommendation and a grade of B+ or better in either Computer Science 913 or a class at least as challenging as Math 433*

**DATABASE DESIGN AND IMPLEMENTATION 943****Grades 9 through 12****4 periods per week, 1 credit**

Database technology affects us in many ways, from making a purchase over the Internet to checking out a book from the library. This course teaches students the theory of relational databases, how to model the environment using ER (Entity-Relationship) Diagrams, and database design and implementation. Students are provided with a foundation in using the SQL programming language.

*Prerequisite: teacher recommendation and a grade of B+ or better in one of the following: Computer Science 913, Math 433, 434, 443, or higher*

## PERFORMING ARTS

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

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

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

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

### NYSSMA/WCSMA

Scarsdale High School participates in the music festivals offered by New York State and Westchester County. Students audition at one of two levels, either grades 7 through 9 or grades 10 through 12. The appropriate music is selected by level from the current NYSSMA Manual. All students auditioning for a festival performance group must be a member of the same performance organization at Scarsdale High School at the times of both audition and performance. Additionally, the NYSSMA eligibility requirement mandates that participating students be members in good standing of their school performing organization, with a minimum class attendance of 50% for the year.

### APPLIED MUSIC

½ credit

Credit is granted for Applied Music in accordance with regulations established by the New York State Department of Education and Scarsdale High School. Students wishing to

enroll in this program must register with their dean at the time course selections are made. Participants must also file registration forms with the chairperson of Performing Arts in the fall of each school year and adhere to the requirements of the Applied Music program. The private music teacher is responsible for submitting grades (either pass or fail) to the chairperson of the Performing Arts Department according to the grading schedule. The student is responsible for making all arrangements with the private teacher. Credit for applied music is granted only if the student is enrolled in one of the school's performance organizations. Pianists and those who play non-orchestral instruments may register for chorus, music appreciation, music theory, or any of the jazz courses. All singers and instrumentalists (Band/Orchestra) must be enrolled in the appropriate organization.

### \*♦SYMPHONIC BAND

4 periods per week, 1 credit

Any instrumental student may elect symphonic band. Ability level is not a factor, although a balanced instrumentation is desired. NYSSMA level-four music is used for this course. This band performs at least twice a year in programs that also feature the wind ensemble. Once a week this class meets from 7:30 to 8:05 a.m.

### \*♦WIND ENSEMBLE

4 periods per week, 1 credit

Acceptance into this course is contingent on a successful, mandatory, springtime audition using prescribed solo material comparable to a NYSSMA level 5 or 6, as well as additional criteria that are available from the Director of Bands. NYSSMA scores may be used for acceptance into this course. The ensemble performs at least two concerts a year for the school and community. Music ranges from standard concert literature to transcriptions to show tunes. Once a week this class meets from 7:30 to 8:05 a.m.

### \*PERCUSSION ENSEMBLE

2 periods per week, ½ credit

This ensemble, an alternative to the concert band and wind ensemble, allows players to improve their skills on a wide range of percus-



sion instruments, including bells, xylophone, marimba, and timpani. It utilizes literature that cannot be performed in large ensembles. Students are not required to audition for this group.

### **VARSITY BAND**

¼ credit

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

### **\*♦MIXED CHORUS**

4 periods per week, 1 credit

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

### **\*♦CONCERT CHOIR**

4 periods per week, 1 credit

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

### **\*♦CHAMBER CHOIR**

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

The Chamber Choir is open to qualified students who are also enrolled in either Concert Choir or Mixed Choir. This organization is for advanced singers who are interested in exploring challenging choral repertoire, usually per-

formed a capella. Performances occur in conjunction with the regular school concerts, as well as at community venues. A balanced voicing will be determined and maintained by the instructor.

### **\*♦SYMPHONIC ORCHESTRA**

4 periods per week, 1 credit

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

### **\*♦STRING ORCHESTRA**

4 periods per week, 1 credit

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

### **\*CHAMBER ORCHESTRA**

1 credit

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

### **VOCAL AND INSTRUMENTAL ENSEMBLES**

1 or 2 periods per week, ¼ or ½ credit

Vocal and instrumental ensembles of varying types and sizes, such as madrigals, trios, quartets, etc., will be organized in September of each school year. These ensembles are for all students regardless of level and ability and are scheduled with the band, chorus, and orchestra directors.

### **\*JAZZ ENSEMBLE**

1 evening rehearsal per week, ½ credit

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

### **PIANO CLASS**

2 periods per week, full year, ½ credit

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

### **INSTRUMENTAL MUSIC INSTRUCTION**

(no credit)

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

### **\*MUSIC APPRECIATION**

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

4 periods per week, half year, ½ credit

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

### **\*JAZZ APPRECIATION**

2 periods per week, ½ credit

This course is designed for the student who wants to know more about and listen to some of the greatest examples of jazz. It provides an historical overview of the styles, cultural

aspects, and personalities that have shaped this great American art form.

### **JAZZ IMPROVISATION**

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

2 periods per week, half year, ¼ credit

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

### **COMPUTER/ELECTRONIC MUSIC**

2 periods per week, full year, ½ credit

This course offers instruction in the use of the computer and synthesizer for creating, composing, and arranging music. It is open to all students, experienced and inexperienced alike. The content includes the basic musical elements of form, instrumentation, improvisation, and composition. Emphasis will be on using technology as a means of expression and creativity.

### **\*MUSIC THEORY**

2 periods per week, full year, ½ credit

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

### **\*MUSIC THEORY 815**

2 periods per week, full year, ½ credit

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

*Prerequisite: a background in the basics of music theory and permission of the instructor*

### **\*ACTING I**

4 periods per week, half year, ½ credit

In Acting I, students learn how to create interesting characters, gain self-confidence in front of a group, develop imagination, improve concentration, and work cooperatively. The course includes theatre games and activities, improvi-

sation, and exercises that improve the speaking voice and physical expressiveness. Videos are used to analyze great acting. Course activities may include a field trip to a live theatre experience in New York City.

### **\*ACTING II/ADVANCED ACTING**

4 periods per week, half year, ½ credit

Participants in Acting II continue to explore various approaches to creating character, including Stanislavski's system. Course texts range from classical to contemporary to absurdist. Students research a famous person from history and develop their own one-person plays. The course culminates in an evening performance of student work.

*Prerequisite: Acting I*

### **\*IMPROVISATION**

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

2 periods per week, half year, ¼ credit

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

*Prerequisite: Acting I or permission of the instructor*

### **\*MASTER CLASS IN THEATRE**

4 periods per week, half year, ½ credit

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

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

### **\*PLAYING THE SCENE**

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

2 periods per week, ½ year, ¼ credit

In this class experienced actors develop their cold reading and improvisational skills, sharpen their ability to create vibrant characters, and acquaint themselves with great, contemporary dramatic literature.

*Prerequisite: Acting I or permission of the instructor*

### **THEATER TECH**

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

2 periods per week, half year, ¼ credit

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

The course meets from 6:30 to 8:30 p.m. one evening per week.

## PHYSICAL EDUCATION

### Grades 9 through 12

The physical education program provides opportunities for students to strive for competency and even proficiency in a range of personal fitness programs that improve their cardiovascular endurance, flexibility, muscular strength and endurance, and body composition. Courses teach that physical activity provides opportunities for enjoyment, challenge, self-expression, communication, and sportsmanship.

New York State Department of Education graduation regulations mandate that a student must earn two high school credits in physical education. Each year, students receive half a credit for successfully completing all four required quarters of physical education.

Students may select from among a variety of quarterly elective courses that offer individual or team activities, cooperative or competitive events, and relevant topics of study, such as CPR and first aid.

All freshmen are required to take physical education classes, even if they participate in extra-curricular athletic activities or programs. The yearlong program offers a variety of individual and team activities that teach them to identify, develop and maintain health-fitness levels.

Students in grades 10-12 who are competing on a Scarsdale High School athletic team may apply to receive an exemption from physical education during the quarter in which their competitive season occurs. Fall season athletes may be exempt during the first quarter; winter season athletes, during either the second or third quarter (but not both); and spring season athletes, during the fourth quarter. To receive an exemption, athletes must achieve "Healthy Fitness Zone Standards" for the Fitnessgram Assessment and maintain their roster status for the entire season. Athletes are responsible for attending classes until their teacher certifies their exemption.

For the most part, but not exclusively, assessments in physical education classes are measures of a student's physical performance. Performance indicators include the develop-

ment of and adherence to a personal fitness plan, cognitive assessments, and both daily and long-term assessments of one's effort, performance of skills, and improvement.

Students who are medically unable to fulfill course requirements because of a temporary medical condition must submit, through the nurse's office, medical certification that indicates the activities in which the student may participate. Students with medical modifications are required to attend class. Exempted students who have extended medical conditions may need to complete course work during a future term.

Students in grades 10-12 may take up to three quarters' worth of independent study courses in physical education during their high school career. Participants are required to have achieved "Healthy Fitness Zone Standards" for the Fitnessgram Assessment, be current in meeting their physical education requirements, be engaged in an educational environment, be supervised by a certified professional, and pursue a course of study that the high school does not offer in any form. Recreational and competitive activities do not qualify for course approval. Interested students can get the requisite application from either the physical education office or the department's web site.

*Prerequisite: approval of the department chair*

## SCIENCE

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

### **BIOLOGY 511**

#### **Grade 9**

6 periods per week, 1 credit

Biology 511 provides students with a basic overview of the concepts of biology and with reinforcement and practice in moving from concrete to abstract reasoning. Topics covered include cellular and molecular biology, organismal structure and function, evolution and diversity, genetics, and ecology. Students practice and develop their scientific problem-solving skills through laboratory investigations.

### **BIOLOGY 512**

#### **Grade 9**

6 periods per week, 1 credit

Biology 512 provides a comprehensive overview of the concepts of biology and provides students with many opportunities to practice and develop scientific problem-solving skills, particularly during laboratory investigations. Topics include cellular and molecular biology, organismal structure and function, evolution and diversity, genetics, and ecology.

### **BIOLOGY 513**

#### **Grade 9**

6 periods per week, 1 credit

Biology 513 provides an enriched overview of the concepts of biology and provides students with many opportunities to practice and develop scientific problem-solving skills, particularly during laboratory investigations. Topics include cellular and molecular biology, organismal structure and function, evolution and diversity, genetics, and ecology.

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

#### **Grade 10**

6 periods per week, 1 credit

Earth Science 511 provides students with a basic overview of the concepts in geology,

including rocks and minerals, plate tectonics, and surface processes. Astronomy, with a focus on Earth in space, is explored as well. Laboratory investigations provide students with opportunities to practice and develop scientific problem-solving skills. This course provides reinforcement and practice in moving from concrete to abstract reasoning.

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

#### **Grade 10**

6 periods per week, 1 credit

Earth Science 512 explores topics in geology, including rocks and minerals, plate tectonics, surface processes, and Earth history. Astronomy, with a focus on Earth in Space, is explored as well. The course emphasizes the sustainability of mineral, energy, and water resources, and it offers extensive, hands-on laboratory experiences in a supported learning environment.

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

#### **Grade 10**

6 periods per week, 1 credit

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

### **\*CHEMISTRY 513**

#### **Grades 10 and 11**

6 periods per week, 1 credit

Chemistry 513 explores the fundamental topics of chemistry in great depth, including the structure of matter, the changes that matter undergoes, and the energy that accompanies these changes. Hands-on laboratory activities reinforce concepts learned in class. Students must have strong mathematical problem solving skills to master the quantitative relationships that are developed throughout the course. (Those who have done well in Math 422.4 or Math 424 are usually successful in this course, whereas those who have taken Math 422.5 may be challenged by the mathematical applications.)

*Prerequisites: Biology 513 and teacher recommendation*

**\*CHEMISTRY 512****Grade 11**

6 periods per week, 1 credit

Chemistry 512 teaches fundamental chemical concepts in the context of current local and global environmental issues. Topics include water, minerals, and energy resources and their availability. The course emphasizes reading in the subject area, decision making, data analysis, and problem solving. Hands-on laboratory activities that reinforce concepts learned in class.

*Prerequisite: Earth Science*

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

6 periods per week, 1 credit

This course surveys the topics of motion, forces, energy, momentum, buoyancy, electricity, and magnetism. Students participate in an extensive laboratory program and in group projects that focus on the applications of these topics to the everyday world. Highly motivated and creative students should consider this course, an excellent hands-on approach to physics and engineering that does not rely heavily on mathematics. Students enrolled in Mathematics 444H, 444HH, 454, or 455 may not enroll in Physics 512.

*Prerequisites: Biology and Chemistry*

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

6 periods per week, 1 credit

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

*Corequisite: Math 443 or Math 444*

*Note: Biology 525, Chemistry 525, Geology 524, and Physics 525 REQUIRE the approval of the science department. Selection criteria include grades in previous math and science courses AND recommendations of science teachers. Application MUST be made by January 27, 2012.*

**BIOLOGY 525****Grade 12**

6 periods per week, 1 credit

This Advanced Topics course is appropriate for students with an interest in biology and a demonstrated record of success in the sciences. Major themes include the transmission of biological information, the evolution of life, and the flow of energy through living systems. Laboratory work is an essential component of the course.

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

**\*CHEMISTRY 525****Grade 12**

6 periods per week, 1 credit

Advanced Topics Chemistry is the equivalent of a university-level introduction to inorganic chemistry. The course requires students to have the strong mathematical skills necessary to analyze and solve the problems that grow out of the in-depth presentation of many complex topics. Laboratory investigations reinforce classroom discussions and require formal laboratory reports.

*Prerequisites: Chemistry 513 and Physics 513*  
*Corequisite: Math 454 or Math 455*

**\*GEOLOGY 524****Grade 12**

6 periods per week, 1 credit

This honors level geology course explores topics in mineralogy, plate tectonics, surface and ground water, geologic history, and paleoclimatology. Students use real-time data for the analysis of natural disasters and hazard mitigation. Additionally, they evaluate global issues related to the need for mineral, energy, and water resources.

*Prerequisites: Chemistry 513 and Physics 513*

**\*PHYSICS 525 (Mechanics)****Grade 12**

6 periods per week, 1 credit

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

and philosophy of physics provide rich contextualizing information.

*Prerequisites: Chemistry 513 and Physics 513*

*Corequisite: Math 455*

## **ENVIRONMENTAL SCIENCE 523**

### **Grade 12**

6 periods per week, 1 credit

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

*Prerequisites: Biology and Chemistry*

## **MARINE SCIENCE 522**

### **Grade 12**

6 periods per week, 1 credit

Laboratory experiences and field trips to area marine environments provide students in this course with opportunities to learn about the biological, chemical, and physical aspects of the world ocean. The course introduces students to the study of oceanography, paleoclimatology, ocean mineral resources, and the marine plants and animals that inhabit coral reefs, salt marshes, tide pools and other ocean environments.

## **SCIENCE RESEARCH**

### **Grades 10 through 12**

4 periods per week, 1 credit

Science Research is designed to help students explore deeply a topic of interest in social science, psychology, math, or biological, chemical, or physical science. Students develop skills in conducting bibliographic searches of international print and online databases, presenting selected journal articles, and finding a mentor who will assist them in their original research projects.

The course is designed as a three-year sequence that commences in the sophomore year, during which students develop basic skills. The major portion of authentic research and data collection takes place during the junior year. In the senior year, papers are completed and may be submitted for publication. Participants are expected to complete independently a minimum of five hours of docu-

mented work each week. An annual summer research component is mandatory.

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

*Prerequisites: teacher recommendations and exemplary completion of the introductory assignment*

## SOCIAL STUDIES

### **\*WORLD HISTORY 611**

#### **Grade 9**

4 periods per week, 1 credit

This course, the first half of the two-year World History program, is for students whose reading, writing, note-taking, and research skills require specialized attention. It examines the history of the world from the origin of humans through approximately 1700 by comparing and contrasting the world's cultures and exploring the ways in which social, intellectual, artistic, religious, technological, political, and economic developments have shaped human societies and produced cross-cultural changes. At the end of tenth grade, students take the state mandated Regents exam that covers material from World History 611 and World History 621.

### **\*WORLD HISTORY 612**

#### **Grade 9**

4 periods per week, 1 credit

This course, the first half of the two-year World History program for the majority of freshmen, examines the history of the world from the origin of humans through approximately 1700 by comparing and contrasting the world's cultures and exploring the ways in which social, intellectual, artistic, religious, technological, political, and economic developments have shaped human societies and produced cross-cultural changes. Instruction is designed to help students begin developing the reading, writing, note-taking, and research skills they will use during their high school careers. At the end of tenth grade, students must take the New York State Regents examination in World History.

Within the World History 612 program some students may wish to elect the Civic Education program. For a description of the program, see page 44.

### **WORLD HISTORY 621**

#### **Grade 10**

4 periods per week, 1 credit

The second half of the two-year World History program introduced in World History 611, this course continues the study of the his-

tory of civilization, starting at 1700 and progressing to the present day. Continuing exploration of themes studied in World History 611 places special emphasis on the interdependence and interconnectedness of the world's cultures. Skills development in reading, writing, research, and use of the computer will be tailored to the abilities and needs of the students. At the end of this course, students take the state mandated Regents exam that covers material from World History 611 and World History 621.

### **WORLD HISTORY 622**

#### **Grade 10**

4 periods per week, 1 credit

This course, the second half of the two-year World History program introduced in World History 612, continues the study of the history of civilization, starting at 1700 and progressing to the present day. Continuing exploration of themes studied in World History 611 places special emphasis on the interdependence and interconnectedness of the world's cultures. Skills development in reading, writing, research, and use of the computer are tailored to the abilities and needs of the students. At the end of this course, students take the state mandated Regents exam that covers material from World History 612 and 622.

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

#### **Grade 11**

4 periods per week, 1 credit

This course is for students whose reading, writing, note-taking, and research skills require specialized attention. Its chronological approach to the study of America's complex national heritage is reinforced by recursive investigations into major themes. Students trace the development of the United States into a major industrial and world power, explore the process through which America's democratic ideals have become a reality for an increasing range of Americans, and develop an understanding of the ways in which the Constitution and the American political system have shaped U.S. history and their lives today. Primary and secondary sources, as well as original student research, broaden and deepen understanding of the ways in which history is written and historians work. At the end of the year, students must



take the New York State Regents examination in United States history.

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

### **Grade 11**

4 periods per week, 1 credit

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

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

### **(American Studies)**

### **Grade 11**

4 Periods per week, 1 credit

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

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

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

### **Grade 11**

4 Periods per week, 1 credit

Advanced Topics in United States History is a college-level survey course that explores the historical forces that shaped the nation from the colonial era to the present. A range of instructional techniques, a variety of assignments, and regular opportunities to research, learn actively, and write, provide students with opportunities to master a significant body of content and develop and apply thinking and research skills. The course teaches skills for reading historiography critically, which enable students to distinguish among and assess various interpretations of American History. Admission is based on recommendations of previous teachers, course grades, and a writing test given in late January of the sophomore year. Students taking this course may sit for the Advanced Placement exam in U.S. History.

## **TWELFTH GRADE SOCIAL STUDIES**

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

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

### **Grade 12**

4 periods per week, full year, 1 credit

Food for Thought is open to all seniors. It explores eating habits and cultural assumptions about food, as well as economic, social, and political issues related to food production and distribution. Topics include sustainability, social identity and food, scarcity, government policies,

gender and class issues, food marketing and cultural diffusion, economic philosophies and trends, food as a political and personal statement, and more. Readings are drawn from contemporary news and analysis, historical primary and secondary accounts, and fiction. Students should expect some reading each night, debates, in-depth research, tests, papers, and projects throughout the year. Cooking skills not required.

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

#### **Grade 12**

4 periods per week, full year, 1 credit

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

### **LIVING IN AMERICA 642**

#### **Grade 12**

4 periods per week, full year, 1 credit

Living in America examines social, economic, and political life in America today through interactive projects and a variety of print and media resources. The course provides students with opportunities to pursue areas of personal interest both within and outside the classroom. Research, simulations, and independent and collaborative projects play an integral part in each student's learning experience.

### **COMPARATIVE GOVERNMENT WITH ECONOMICS 645**

#### **Grade 12**

4 periods per week, full year, 1 credit

Advanced Topics in Comparative Government with Economics introduces students to the fundamental concepts used by political scientists to study the processes and outcomes of

political and economic systems in England, Russia, China, India, Mexico, Iran, Nigeria, and Cambodia. This course conveys the rich diversity of political, economic, and social life of each of these nations, explores institutional variation, considers the significance of political change, and examines the effects of globalization. Extensive primary source readings, critical essays, case studies, historical fiction, and non-fiction are source materials for small group discussions, simulations, debates, and research projects.

Admission is based on recommendations of previous teachers, grades, and a writing test given in late January of junior year. Students taking this course may sit for the Advanced Placement test in Comparative Government.

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

#### **Grade 12**

4 periods per week, full year, 1 credit

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

The political focus of the course includes investigations into the constitutional underpinnings of American democracy: federalism, separation of powers, Congress, the presidency, the federal judiciary, political parties and interest groups, civil rights, and civil liberties. Course requirements include extensive primary- and secondary-source readings, numerous critical essay assignments, and simulations. Admission is based on recommendations of previous teachers, grades, and a writing test given in late January of junior year. Students taking this course may sit for the Advanced Placement test in Macroeconomics.

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

### **Grade 12**

4 periods per week, full year, 1 credit

This college-level course is designed to cultivate an in-depth understanding of America's relationship with the world through the multiple lenses of American government, economics, international relations, diplomatic history, and current events. The government focus of this course examines the origins, structure and process of foreign policy making, the role of interest groups in shaping our relationship with other nations, civil liberties issues, and the ongoing role of foreign affairs in presidential and congressional campaigns. The economics component of this course includes topics such as globalization, economic competitiveness, and the nature and operation of global financial and currency markets. Participants analyze contemporary global issues, the historic and contemporary sources of American national power, and important events and recurring themes and principles in the history of U. S. foreign policy making. Course requirements include reading and current events quizzes, critical and analytical essays, simulation projects, case studies, in-class presentations, and a variety of current and historical readings in political, economic, and foreign affairs. Admission is based on recommendations of previous teachers, grades, and a writing test given in late January of junior year. Students taking this course may sit for the Advanced Placement test in American Government.

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

### **Grade 12**

4 periods per week, full year, 1 credit

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

and secondary readings, short essays, and research papers. Admission is based on recommendations of previous teachers, grades, and a writing test given in late January of junior year. Students taking this course may sit for the Advanced Placement test in European History.

## **SOCIAL STUDIES ELECTIVES**

### **PSYCHOLOGY**

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

4 periods per week, half year (either first or second semester), ½ credit

This course serves as an introduction to psychology for students who have had little or no exposure to this important discipline. The course begins with an examination of the theory of this relatively young science and a study of the methods employed to learn about human behavior and experience. Major units include aggression, motivation, theories of personality, humanistic psychology, educational psychology, perception, emotions, and stress. Case studies for the course are taken from fiction and non-fiction sources.

*Note: 10th graders will be admitted to this course if space is available.*

### **PSYCHOLOGY 645**

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

4 periods per week, full year, 1 credit

This introductory college-level course offers a systematic study of human beings. Students examine psychological facts, principles, and phenomena associated with the major subfields of psychology. They also learn about the ethics and methods psychologists use in their science and practice. Topics include research methods, biological bases of behavior, learning and cognition, developmental psychology, social psychology, treatment of psychological disorders, and more. Course requirements include extensive primary- and secondary-source readings, numerous critical essays, and experimental research projects. Admission is based on recommendations of previous teachers, grades, and a writing test given in late January of junior year. Students taking this course may sit for the Advanced Placement test in Psychology.

## **THE GREAT DIVIDE: RACE AND ETHNICITY IN AMERICA**

### **Grades 10 through 12**

4 periods per week, half year (either first or second semester), ½ credit

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

## **SEXUAL POLITICS**

### **Grades 11 and 12**

4 periods per week, half year (either first or second semester), ½ credit

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

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

### **Grade 11 AND 12**

4 periods per week, first semester, ½ credit

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

morality. Classic texts, music, art, and literature provide the material with which students will deconstruct philosophical questions and collectively evaluate the validity of arguments.

## **CRIMINAL JUSTICE**

### **Grades 11 and 12**

4 periods per week, second semester, ½ credit

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

## WORLD LANGUAGES

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

### LATIN

The department offers four years of Latin. Students learn how to read and pronounce Latin, deepen their understanding of language in general and of English in particular, and discover classical culture through the study of Roman lifestyles, mythology, and literature. Courses are open to all students.

#### LATIN 313

##### Grades 9 through 12

4 periods per week, 1 credit

Students begin the course by reading the ongoing story of a Roman family and comparing the Roman way of life to their own. They study the way in which words are formed in Latin and English, learn how to determine meaning, and research Greco-Roman mythology and art. Films and other visual aids are used to enhance learning.

#### LATIN 323

##### Grades 10 through 12

4 periods per week, 1 credit

In this course students continue to develop their reading skills in Latin and deepen their sensitivity to language, in part by doing intensive work in English vocabulary derived from the Latin roots they learn. Aspects of city life are illustrated and explored in the study of gladiatorial games and chariot races, neighborhoods and Forum, schooling, government, religious practices, and architecture.

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

#### HONORS LATIN 334/344

##### Grades 11 and 12

4 periods a week, 1 credit

Honors Latin 334 (third year) and 344 (fourth year) are taught as a single, combined class. Two versions of the course (A and B below) are offered in alternate years. For a student enter-

ing after Latin 323, the transcript will show Honors Latin 334; if a fourth year is elected, it will appear as Honors Latin 344 on the transcript.

#### HONORS LATIN 334/344A

##### Grades 11 and 12

4 periods per week, 1 credit

In this course, students examine in depth the nature of myths and legends in Greco-Roman tradition through readings from Livy, Ovid, and Virgil, and in myths of their own creation in the classical style. They apply explorations of classical literary features to readings of modern writers of English poetry and prose.

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

#### HONORS LATIN 334/344B

##### Grades 11 and 12

4 periods per week, 1 credit

In this course, students examine the Romans' own views of their way of life through readings from Pliny (on women, gladiators, slaves), Petronius (on a lavish banquet), Juvenal and Martial (on education and social class). The highlight of the course is the reading and videotaping of a complete Roman comedy by Plautus.

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

### MYTHS AND LEGENDS

#### Grade 12\*

4 periods per week, second semester, ½ credit

This course is an introduction to mythology: what it is and why it continues to interest us today. Students will explore how myths help to explain human relationships and emotions (e.g., family, loyalty, courage, jealousy, passion, grief) and natural phenomena (e.g., creation of the world, the seasons, weather). They will read the important stories of gods and heroes from the Greco-Roman tradition (the Olympians, Hercules, Theseus, Jason, Prometheus, and so forth). They will compare aspects of this Western tradition with mythologies from Africa, Asia, and Native American cultures. They will look at modern superheroes and create their own myths based on universal themes.

The course is taught in English. It may not be used to satisfy the foreign language requirement.

*\*Students in other grades must obtain the permission of the department chairperson.*

## **MODERN LANGUAGES**

The primary goal of all modern language courses is the achievement of functional and even proficient communication in the context of the target language culture. In order to achieve this goal, students and teachers speak, read, and write in the target language as much as is possible. Supplementary study help is available in the World Languages Center (room 415).

### **FRENCH, SPANISH, and MANDARIN**

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

#### **French: Long Sequence**

### **FRENCH 323**

#### **Grade 9**

4 periods per week, 1 credit

French 323 is open to students who have successfully completed a French program in middle school. A communicative approach to the study of vocabulary and grammatical structures is supplemented with the use of dialogues, cultural notes, and authentic documents from a variety of sources.

*Prerequisite: successful completion of eighth grade French (B or better) or equivalent and the eighth grade teacher's recommendation*

### **FRENCH 324**

#### **Grade 9**

4 periods per week, 1 credit

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

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

### **FRENCH 333**

#### **Grade 10**

4 periods per week, 1 credit

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

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

### **FRENCH 334**

#### **Grade 10**

4 periods per week, 1 credit

French 334 is an honors class conducted in French. The course emphasizes expansion of practical vocabulary and reviews and extends students' understanding of the rules of grammar. French history, art, and literature serve as a basis for class discussion and development of composition. Literary excerpts from each century are read, discussed, and analyzed, and *Le Petit Prince* is read in its entirety.

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

### **FRENCH 343**

#### **Grade 11**

4 periods per week, 1 credit

This course gives students an opportunity to implement in conversation the language skills acquired in French 323 and 333. The course is designed to enrich vocabulary, improve reading, and refine basic structural elements of the language. Class discussion, reading selections, reviews and short compositions serve to strengthen the students' command of the French language. Topics for discussion include current events, individual interests, and the culture of the French-speaking world.

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

### **FRENCH 344**

#### **Grade 11**

4 periods per week, 1 credit

French 344 emphasizes the study of grammatical structures and the modern idiomatic usage of French in both oral practice and written composition. Explorations into literary works

and authentic materials provide interesting and relevant content, offer opportunities for cultural enrichment, and help students move toward oral and written proficiency. The course is good preparation for the senior-year Advanced Topics language course.

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

### **FRENCH 353**

#### **Grade 12**

4 periods per week, 1 credit

This course offers students the opportunity to refine their communication skills. Readings and discussions of excerpts written by prominent French authors complement the continuing study of advanced grammar and vocabulary. Authentic documents and materials are sources for in-depth study of cultural topics: modern French art, an overview of French history, the many cultures of the French-speaking world, and twentieth century French music. Students participate in one or two field trips each year.

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

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

#### **Grade 12**

4 periods per week, 1 credit

The rigorous Advanced Program in French Language is equivalent to a third year (fifth or sixth semester) college course in advanced French composition and conversation. It is intended for highly motivated and talented students who strive for proficiency in all four language skills: listening, speaking, reading, and writing. Instruction, evaluations, writing, conversations, and presentations are done exclusively in French. Radio and television broadcasts, films, electronic media, print media, and literary selections are fodder for extemporaneous conversations, classroom discussion, debates, and presentations. Students write informal reflections on current events topics, as well as multi-paragraph persuasive essays on literary, cultural, social, and human interest topics.

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

## **French: Short Sequence**

### **FRENCH 312**

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

4 periods per week, 1 credit

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

*Prerequisite: none*

### **FRENCH 322**

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

4 periods per week, 1 credit

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

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

### **FRENCH 332**

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

4 periods per week, 1 credit

A group of cultural readings is used as a basis for both conversational practice and the introduction and review of vocabulary and grammar. Audio-visual aids, including films, supplement the curriculum.

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

## **Spanish: Long Sequence**

### **SPANISH 313**

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

4 periods per week, 1 credit

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

language skills are developed with the goal of preparing students for Spanish 323 or 324.

*Prerequisite: approval of department chair*

### **SPANISH 323**

#### **Grade 9**

4 periods per week, 1 credit

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

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

### **SPANISH 324**

#### **Grade 9**

4 periods per week, 1 credit

This rapidly paced course is open to students who earned a grade of A in eighth grade Spanish and have the recommendation of their eighth-grade teacher. By developing their vocabulary and improving their pronunciation and fluency, students become increasingly proficient at using Spanish in real-life situations. Instruction includes explorations into authentic documents from a variety of sources.

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

### **SPANISH 333**

#### **Grade 10**

4 periods per week, 1 credit

In this third year of study, students broaden and deepen their knowledge of grammar and vocabulary so that they can use the language in real life settings. The culture of the Spanish speaking world provides a basis for readings, discussions, dialogues, and projects. This course is conducted entirely in Spanish.

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

### **SPANISH 334**

#### **Grade 10**

4 periods per week, 1 credit

In this honors course, conducted entirely in Spanish, topics for oral and written expression are drawn from contemporary events, daily

experiences and reading selections. Vocabulary is enriched through the reading of short stories and literary excerpts; composition skills are developed and grammar is reviewed and expanded to enable students to speak and write Spanish with greater accuracy and sophistication.

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

### **SPANISH 343**

#### **Grade 11**

4 periods per week, 1 credit

This course is conducted in Spanish and is designed to improve the student's oral language skills, increase vocabulary, improve reading, and review and solidify the basic elements of Spanish. Class discussions, reading selections, reviews, and short compositions serve to strengthen the student's command of the Spanish language. Topics for discussion will include current events, individual interests, and the culture of the Spanish-speaking world.

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

### **SPANISH 344**

#### **Grade 11**

4 periods per week, 1 credit

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

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

### **SPANISH 353**

#### **Grade 12**

4 periods per week, 1 credit

This course is conducted in Spanish. Discussions emanate from contemporary issues and events, individual interests, and reading selections by authors from Spain and Spanish America. Although grammar is not the focal point of this course, review occurs when



necessary. Students make several presentations involving a variety of themes and films. The course is designed to solidify the student's previous training in Spanish so that he/she can speak, read, understand, and write with ease.

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

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

#### **Grade 12**

4 periods per week, 1 credit

The rigorous Advanced Topics in Spanish Language is equivalent to a third year (fifth or sixth semester) college course in advanced Spanish composition and conversation. It is intended for highly motivated and talented students who strive for proficiency in all four language skills: listening, speaking, reading, and writing. Instruction, evaluations, writing, conversations, and presentations are done exclusively in Spanish. Radio and television broadcasts, films, electronic media, print media, and literary selections stimulate extemporaneous conversations, class discussion, debates, and presentations. Students write informal reflections on current events topics, as well as multi-paragraph persuasive essays on literary, cultural, social and human interest topics.

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

### **Spanish: Short Sequence**

#### **SPANISH 311**

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

4 periods per week, 1 credit

This introductory Spanish course helps students with no previous experience in the language develop basic listening and speaking skills. Emphasis is placed on using the language in the real world. Class size is small to allow maximum participation.

*Prerequisite: Students are placed in this course upon recommendation of their dean and the approval of the department chair.*

#### **SPANISH 321**

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

4 periods per week, 1 credit

This course, a continuation of Spanish 311, continues to develop basic listening, speaking,

reading, and writing skills that facilitate practical conversation. Students study the cultures of the Spanish speaking countries of the world. Class size is kept small to allow maximum participation.

*Prerequisite: successful completion of Spanish 311 or equivalent*

#### **SPANISH 312**

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

4 periods per week, 1 credit

This introductory Spanish course for those with little or no experience in the language provides a solid foundation for future study. A communicative approach is used to introduce students to vocabulary, verb conjugations/ tenses, and elementary grammatical structures. The course is directed towards oral/aural fluency and reading comprehension by means of daily repetition of basic speech patterns, dialogues, oral projects, and reading passages. Readings also serve to introduce students to the Spanish-speaking world.

*Prerequisite: none*

#### **SPANISH 322**

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

4 periods per week, 1 credit

This course continues Spanish 312 and takes a communicative approach to developing thematic vocabulary and furthering students' understanding of grammatical structures. Students are expected to actively participate in an increasingly Spanish language environment. *Prerequisite: successful completion of Spanish 312 (C- or better) or Spanish 321 (A- or better) or equivalent*

#### **SPANISH 332**

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

4 periods per week, 1 credit

This course begins with a review of basic principles of grammar, expands students' vocabulary, and introduces more complicated grammatical structures. The class is conducted in Spanish, and students are expected to communicate in the target language. Reading selections, class discussions, films, and compositions form the basis for continued language development.

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

## **SPANISH 342**

### **Grade 12**

4 periods per week, 1 credit

This course, conducted in Spanish, reinforces all basic topics already learned while introducing the present subjunctive. The class is conducted in Spanish, and students are expected to communicate in the target language. Topics are based on activities in daily life, student interests, and cultural events. The study of two current films allows for an immersion experience and wide-ranging discussions.

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

## **SPANISH 352**

### **Grade 12**

4 periods per week, 1 credit

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

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

### **Mandarin: Long Sequence**

## **MANDARIN 313**

### **Grades 9-12**

4 periods per week, 1 credit

This accelerated introductory course is intended for those who are capable of acquiring language skills quickly and either know a cognate language, have successfully studied another world language, or have studied the language in the past and need an overview before moving forward in their study of it. Students are introduced to the basic pronunciation and tones through vocabulary, useful expressions, and structures that facilitate communication. Study of the pinyin system and simplified characters results in the mastery of 130 characters. The course emphasizes all four language skills (listening, speaking, reading,

and writing) and is conducted in the target language as much as possible.

*Prerequisite: approval of department chair*

## **MANDARIN 323**

### **Grades 9-12**

4 periods per week, 1 credit

Mandarin 323 builds upon learning done in Mandarin 313. In this accelerated course, students continue to improve their pronunciation, expand their vocabulary and knowledge of syntax, and engage in simple conversations. Continuing work on Chinese writing results in mastery of 220 characters. The course emphasizes all four language skills (listening, speaking, reading, and writing) and is conducted in the target language as much as possible.

*Prerequisite: successful completion of Mandarin 313 (B or better)*

## **MANDARIN 333**

### **Grades 10-12**

4 periods per week, 1 credit

Mandarin 333 is intended for students who have successfully completed Mandarin 323. The course builds on Mandarin 323 at an accelerated pace and expands students' vocabulary, knowledge of syntax, conversation abilities, and range of topics. Students are introduced to Chinese culture and literature, and their ongoing work on Chinese writing should result in the mastery of 330 characters by the end of the school year. Like its antecedents, Mandarin 333 emphasizes all four language skills (listening, speaking, reading, and writing) and is conducted in the target language as much as possible.

*Prerequisite: successful completion of Mandarin 323 (B or better)*

### **Mandarin: Short Sequence**

## **MANDARIN 312**

### **Grades 9-12**

4 periods per week, 1 credit

This course is intended for students with little or no previous knowledge of Mandarin. Students are introduced to basic pronunciation and tones through vocabulary, useful expressions, and structures that allow communication. Study of the pinyin system and simplified characters results in the mastery of 100 characters. The course emphasizes all four language skills

(listening, speaking, reading, and writing) and is conducted in the target language as much as possible.

*Prerequisites: None*

## **MANDARIN 322**

### **Grades 10-12**

4 periods per week, 1 credit

Mandarin 322 builds upon Mandarin 312. Students continue to master pronunciation, expand their vocabulary and structure, and engage in simple conversations. Continuing work on Chinese writing results in mastery of 180 characters. The course emphasizes all four language skills (listening, speaking, reading, and writing) and is conducted in the target language as much as possible.

*Prerequisite: successful completion of Mandarin 312 (C- or better)*

# SPECIAL PROGRAM OPPORTUNITIES

## BOARD OF COOPERATIVE EDUCATIONAL SERVICES

The Mid-Westchester Center for Occupational Education, located next to Westchester Community College, is the occupational-education wing for high schools in Southern Westchester BOCES. It supplements and enriches high school programs by offering vocational courses (listed below) as a part of the student's regular school experience. Each course carries three credits per year toward graduation from the student's home school. All credits earned at BOCES appear on the student's Scarsdale High School transcript.

The center offers the following courses:

- Air Conditioning, Heating, and Refrigeration
- Auto Mechanics
- Carpentry
- Collision Technology (Auto Body)
- Commercial Art
- Computer Repair and Networking
- Cosmetology
- Culinary Arts
- Electricity
- Emergency and Protection Services
- Fashion Design
- Multimedia Productions
- Natural Hair
- TV/Video
- Basic Occupational Programs

BOCES also provides the following alternatives to regular high school programs:

- Alternative High School Westchester
- Regional Alternative High School
- GED Preparation Program
- Teenage Pregnancy Parenting Program

Additional information regarding these programs is available from the deans.

All credits earned at BOCES appear on the student's Scarsdale High School transcript.

## CIVIC EDUCATION PROGRAM

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

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

## ENGLISH AS A SECOND LANGUAGE

The high school offers small group instruction in English as a second language (ESL) to students who come to Scarsdale with little or no background in the English language. Because the needs of these students vary, instructional methods emphasize individualized programs of reading, writing, and study. In the past few years, students from China, Germany, Indonesia, Iran, Italy, Japan, Korea, and Latin America have received ESL instruction.

## LEARNING RESOURCE CENTER

### STUDY METHODS

#### Grades 9 through 12

4 periods per week, 1/2 credit

The Learning Resource Center provides support to students whose learning disabilities affect their academic performance. Small group instruction strengthens participants' reading,

analytical, writing, math, test-taking, note-taking, organizational, and study skills.

**LIBRARY**

The Scarsdale High School library has strong print and media collections that have been developed to support curriculum related research and encourage reading in areas of individual interest.

The library houses approximately 45,000 books and a rich periodical collection in hard copy and microform. A computerized catalog provides access to the collection.

Numerous and various online subscription databases are available to students and staff via the Internet, both in school and at home. These indexes, full-text articles, and e-books increase the effectiveness and efficiency of student research in all disciplines and provide up-to-date access to an impressive range of historical, academic, and multimedia documents and materials.

Librarians teach research methods to classes, assist students in their library work, and offer guidance in choosing materials for extracurricular use. The librarians are assisted by aides and parent volunteers who make invaluable contributions to the library program.

The library is open for individual and small group quiet study every school day from 7:30 a.m. until one hour after the last class of the day.

**OUTLOOK**

Students who are interested in video productions, computers, and electronic equipment are encouraged to consider participating in Outlook, a service organization directed by Leonard Vento, supervisor of technical services. Outlook students attend weekly meetings, participate in the setup and repair of audio-visual and computer equipment, and videotape sports events, special activities, meetings, and interviews, many of which are broadcast on Cable Channel

15. Participants in Outlook are eligible to earn a half credit (pass/fail).

**SCARSDALE ALTERNATIVE SCHOOL**

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

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

Scarsdale Alternative School is open to sophomores, juniors, and seniors and is part of Scarsdale High School. Although SAS students and teachers make use of some classrooms and a faculty office at Scarsdale High School, they "live" in one large room (fireplace included), a kitchen, and two small classrooms, in a separate building on the high school grounds. This proximity to Scarsdale High School, yet physical separation from it, is ideal. SAS stu-

dents and teachers may take advantage of the extensive resources of the high school, including its gym and playing fields, laboratories, media center, library, computers, music rooms, auditorium and theater, while having their own separate "place," which is so necessary in fostering a sense of community. Weekly core group meetings often take place in homes in the community.

SAS is a college preparatory school whose students are a representative cross section of the larger high school's student body. All of our students go on to four-year colleges or universities. We offer courses typically taken in high school--English, social studies, mathematics, and science--as well as electives that reflect staff expertise and student interests and abilities. All SAS students take courses at the high school, most notably in those subjects not usually offered at SAS, such as foreign languages, college-level sciences, and the visual and performing arts. In addition, SAS students participate in student government, various clubs, drama productions, publications, athletics, and other extracurricular activities offered at Scarsdale High School.

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

The annual January Internship Program facilitates monthlong internships between SAS students and lawyers, judges, doctors, administrators, journalists, architects, lab researchers, bankers, television cameramen and directors, movie producers, publishers, United States senators and other politicians, accountants, and business people. Over the years, SAS students have interned locally, in the New York metropolitan area, in a variety of cities and states, and even in such places as France, Israel, and Spain.

Very important to an understanding of the philosophy of SAS is the emphasis on communication and participation. Each SAS student

meets regularly to discuss academic and personal concerns with his or her Core Group Teacher, who acts as an advisor and resource person. At weekly community meetings, students and teachers address social and academic concerns and collaborate to make decisions regarding all areas of school life, from discipline to curriculum. SAS strongly believes that students need experience in working cooperatively in formal and informal situations so that they may learn how to meet responsibilities as citizens in their school and local community and, ultimately, in their country and world.

The purpose of evaluation at SAS is to allow individuals and groups to assess their strengths and weaknesses so that they can improve their ability to succeed in accomplishing common objectives. A student's performance is assessed by both the student and her or his teacher. The transcript, which consists of teacher evaluation and a personal statement written by the student, is the student's permanent record of performance, along with the grades received in classes taken in the main school.

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

