

**ARLINGTON HIGH  
SCHOOL  
STUDENT COURSE  
SELECTION  
GUIDEBOOK  
2025-2026**



## MESSAGE TO STUDENTS

This Course Selection Guide has been prepared to help students plan for their future. Planning a high school program is a major task that every student and parent must face. However, it is the responsibility of the School Counselor to review all aspects of each student's record and to assist in guiding that individual in the development of an appropriate program of study.

Planning next year's course of study is the primary task now at hand. Please use this guide as an introduction to the courses Arlington High School will offer next year. A review of the course descriptions found on the following pages should be the beginning stage of each student's investigation. Department coordinators and teachers should be consulted regarding the requirements and the depth of study included within each potential course. All questions related to course selections should be referred to the School Counselor's Office.

Arlington High School is committed to providing all of our students with access to honors, dual enrollment, and Advanced Placement (AP) courses. Notice that throughout this course catalog there are recommended benchmarks for students interested in enrolling in upper level courses. Students who have a strong interest in taking a course, but do not necessarily meet the suggested benchmarks, should have a conversation with their school counselor about enrolling in the course for the next year. We also encourage students to have a conversation with their current, and former, teachers about taking upper level courses. Since honors, dual enrollment, and AP courses offer a higher level of challenge, with increased expectations regarding the level of student work, conversations with the student, parent, and school counselor would determine if placement in one or more of these courses is in the best interest of the student. Students will, however, still be required to have taken prerequisite courses where applicable and where noted. Please note that our dual enrollment courses taken for college credit may have specific prerequisites which can be found in the course description.

As you go to each class on course selection day, your teachers will advise you regarding the selection of courses for next year. Make a list of your tentative course selections that you would be interested in taking next year. Take your list with you when you meet with your school counselor to plan your schedule for next year during February, March or April. Please review graduation requirements and be prepared with course requests and any questions you may have.

The emphasis of a student's program will be on the required core academic courses, not on selected electives. There are courses where, due to space availability, priority will be given to upperclassmen first.

# CONTENTS

Requirements for Graduation	3
Advanced Placement Courses	4
Technology and Engineering (PLTW) courses	4
High School Credit for College Courses	4
Bridge Year Program	5
Class Rank/Factor	5
Pass/Fail Option	5
Independent Study Program	6
Alternative Credit	6
Schedule Changes	7
NCAA	7
Grading Policy	7
English	8
Social Studies	20
Mathematics	31
Science	41
World Languages	55
Art	65
Music & Theatre Arts	74
Business Education	82
Technology and Engineering Education	91
Family & Consumer Sciences	110
Health and Physical Education	119
Course Selection Sheet	136

## REQUIREMENTS FOR HIGH SCHOOL GRADUATION

<b>Regents Diploma</b>	<b>Advanced Regents Diploma</b>
<b>Test Requirements</b> English Regents Algebra Regents Global History Regents US History Regents Science Regents World Language 8th grade examination	<b>Test Requirements</b> English Regents 3 - Math Regents Global History Regents US History Regents 2 - Science Regents World Language level 3 final examination
<b>Course Requirements</b> 4 credits in English 4 credits in Social Studies 3 credits in Math 3 credits in Science 2 credits in Physical Education 1 credit in Art and/or Music .5 credit in Health 1 credit in World Language	<b>Course Requirements</b> 4 credits in English 4 credits in Social Studies 3 credits in Math 3 credits in Science 2 credits in Physical Education 1 credit in Art and/or Music .5 credit in Health 3 credits in World Language or 5 units in Occup. Ed or the Arts
Completed 22 Credits	Completed 22 Credits

The requirements listed above are meant to serve as a guide only and are not inclusive of all the various program options available. Please contact your School Counselor with questions.

## **ADVANCED PLACEMENT COURSES**

A course requirement for any Advanced Placement Course is the Advanced Placement examination given in May. A satisfactory score could earn college credit, advanced standing or both. There is a fee for the AP exam which will be paid by the student.

**AP classes may not be taken as pass/fail**

**If financial assistance is needed, please see your teacher or guidance counselor for more information. AP classes cannot be taken as a Pass/Fail option.**

## **TECHNOLOGY AND ENGINEERING PROJECT LEAD THE WAY COURSES**

A satisfactory course completion score and an acceptable Project Lead the Way (PLTW) grade on the supplemental exam in June could earn college credit. There is a fee for the application to apply for college credit from Rochester Institute of Technology (R.I.T.).

### **PLTW Courses:**

Intro to Engineering, Factor 9  
Principles of Engineering, Factor 9  
Digital Electronics, Factor 9  
Computer Integrated Manufacturing, Factor 9  
Civil Engineering and Architecture, Factor 9

## **COURSES OFFERED FOR COLLEGE CREDIT AT AHS**

The courses listed below are offered at AHS during the school day in conjunction with DCC. Students are required to pay tuition to DCC and could need to purchase textbooks. You will earn DCC credit as well as AHS credit.

**DCC classes can not be taken as pass/fail**

### **English Courses:**

**English 101;** ½ year, Factor 9

**English 102;** ½ year, Factor 9

### **Social Studies:**

**Gov 121:** American National

Experience; ½ year, Factor 9

**ECO 105;** Economic Issues; ½ year, Factor 9.

**BHS 103:** Social Problems in Today's World  
½ year, Factor 9

### **Business Education Courses:**

**BUS 102:** College Introduction to Business;  
½ year; Factor 9

**BUS 107;** College Marketing; ½ year; Factor 9

**FINACC104 & 105;** College Accounting;  
full year; Factor 9

**ACC204;** Managerial Accounting, full year,  
Factor 9

### **Math Courses:**

**MAT 185;** Enriched Pre-Calculus, Factor 9

**CPS 141;** Intermediate Computer Programming  
with Java, Factor 9

**CPS 142;** Computer Science, Factor 10

### **Science Courses:**

**BIO 105:** General Biology 1

**BIO 106;** General Biology 2

### **World Languages Courses:**

**FRE 201** – Intermediate French 1

**FRE 202** – Intermediate French 1

**ITALIAN 201** – Intermediate Italian 1

**ITALIAN 202** – Intermediate Italian 2

**SPA 201** – Intermediate Spanish 1

**SPA 202** – Intermediate Spanish 2

## HIGH SCHOOL CREDIT FOR COLLEGE COURSES TAKEN OUTSIDE OF AHS

Some students may wish to enroll in selected courses at area colleges prior to high school graduation. Students are responsible for all tuition and fees. The evaluation of credit for such college coursework will be based on the following criteria:

One half unit is acquired by the successful completion of a subject for one semester. One quarter credit is acquired by the successful completion of a Physical Education course for one semester. All grades for college courses taken outside of Arlington High School will be recorded as the letter grades received from the college and will not be included in GPA and class rank. Health must be taken at AHS.

A+ = 99	B+ = 89	C+ = 79	D+ = 69
A = 95	B = 85	C = 75	D = 67
A- = 91	B- = 81	C- = 71	D- = 65

**PRIOR APPROVAL OF THE COURSE BY THE HIGH SCHOOL GUIDANCE COUNSELOR IS REQUIRED FOR COURSES TO BE USED FOR GRADUATION REQUIREMENTS.**  
**CLASS RANK/FACTOR**

Each course is assigned a factor:

- Weighting factors appear to the right of the course title. Factors are 10=AP, 9=Honors, 8=Regents/College Prep.
- The formula is  $\text{GPA} = \frac{\text{sum of (grade x factor x credit) for each course}}{\text{total credit (excluding pass/fail courses)}}$ .
- The average listed on the transcript is an average based on the GPA divided by 8, the college prep factor.

## CONDITIONS FOR PASS/FAIL OPTION

All students are eligible to select from the available pass/fail electives. The option is restricted to one course per semester and a maximum of one credit per year.

Once a student selects a pass/fail option, no numerical grade for the course will appear on report cards or permanent records. Although students must fulfill the requirements of the course, quarterly and final grades are reported merely as P for passing or F for failing. Grades for class work, homework, tests, etc., will be maintained by the instructor as they are for any other student.

Pass/fail option application forms are available in the guidance office. It is the responsibility of the student applicant to file the completed forms in duplicate (one for guidance; one for the course instructor) one week before the last day of the first marking period of that course. All forms must be signed by a parent or guardian of the application, thus authorizing the student to enroll in a course on a pass/fail basis.

If the number of requests for a given course exceeds the maximum enrollment figures, priority will be given to students who are taking the course for numerical grades.

Core Academic Classes, AP Classes, Con-Current College Classes, and all Science classes with labs cannot be taken as a Pass/Fail option.

## **INDEPENDENT STUDY PROGRAM**

### General Guidelines

The purpose of the Independent Study Program is to offer the student an opportunity for program enrichment. It is not to be a substitute for regular school offerings and cannot be used to satisfy core and sequence requirements.

Enrollment in Independent Study will be affected by student interest, availability of an advisor, and the student's demonstrated ability to complete successfully his or her other subjects while pursuing Independent Study. Independent Study grades are Pass/Fail. No numerical grades are given.

The student must secure the form for Independent Study from the School Counselor. The student must return the completed form (which includes the written approval of the sponsoring teacher, counselor, department coordinator, parent and principal) to the counselor by the end of the 4th week of the semester in which the program will commence. Following application approval, the student is expected to complete his or her work in accordance with the procedure outlined in the application and within the specified time limits. Independent Study in Physical Education, under certain criteria, is available.

## **ALTERNATIVE CREDIT**

A student may earn a maximum of 6 ½ units of credit for either a Regents or local diploma without completing units of study for such units of credit if:

1. Based on the student's past academic performance, the superintendent of a school district or the chief administrative officer of a nonpublic school, or his or her designee, determines that the student will benefit academically by exercising this alternative;
2. The student achieves a score of at least 85 percent, or its equivalent as determined by the commissioner, on a State developed or State-approved assessment pursuant to section 100.2(f);
3. The student passes an oral examination or successfully completes a special project to demonstrate proficiency, in such knowledge, skills and abilities normally
4. Developed in the course but not measured by the relevant Regents examination or State-approved examination if used, as determined by the Principal, and;
5. The student attends school, or receives substantially equivalent instruction elsewhere in accordance with section 3204(s) of the Education Law, until the age of 16, pursuant to section 3204 and 3205 of the Education Law.
6. All applications for Alternative Credit are due in the Guidance office no later than June 1<sup>st</sup>.

## **SCHEDULE CHANGES**

Student schedules are planned in consultation with the School Counselor. Changes should be requested only after serious consideration and the approval of a parent or guardian has been given.

Due to class size limitation and/or scheduling conflicts, it may be necessary to alter a student's first choice course selections. Students should be prepared to choose alternative courses.

### **NCAA**

NCAA requires students to meet a minimum core eligibility requirement. Not all Arlington High School classes will satisfy this requirement. Courses not meeting eligibility standards will be noted with this statement,

♦ Course does not meet NCAA eligibility standards, at the bottom of the course description. For more information visit [www.ncaa.org](http://www.ncaa.org).

## **GRADING POLICY**

### **GRADING SCALE:**

Passing grades shall include all numerical grades ranging from 65-100

Failing grades shall include all numerical grades ranging from 50-64

A failing grade of 50 shall be the lowest grade awarded to any student in all Marking Periods.

A grade of 40 may be awarded to those students who are chronically absent, if appropriate, due to incomplete work or lack of class participation and with consultation of grade level Administration

## **PHYSICAL EDUCATION GRADING**

The New York State Education Department (NYSED) requires that “students must earn 1/4 credit in physical education for every semester they are enrolled in a New York State high school until the end of their 8th semester of high school.” By the end of their senior year, our students are required to have 2 full credits in Physical Education. These credits are earned over their 8 semesters at Arlington High School.

Due to the regulations outline by the NYSED, it is important for families to understand that if a student stops attending their physical education class and is chronically absent\*, they cannot earn a passing grade in that class.

Physical Education courses are following the updated grading procedures at Arlington High School. Attendance is cumulative over the semester, and students must meet the minimum number of sessions to earn the credit in conjunction with their grade. This would apply even if a student's numerical average would equal a passing grade at the end of the semester. For example: if a student has a 100 average in the first quarter of physical education but then stops attending the class, the student would receive a 40 for non attendance, their semester grade would be an automatic F/40 even though their average would have equaled a 70. Course credit cannot be awarded to the student who does not attend their physical education class enough times to meet the minimum attendance requirements.

\*Chronic absenteeism is defined by the NYS Department of Education as a student missing at least 10 percent of enrolled school days.



## **ENGLISH**

All students will be responsible for demonstrating English language proficiency on a statewide Comprehensive Regents Examination. The English department will offer curricula that will provide students the opportunity to participate in programs that offer challenging academic experiences.

### **ENGLISH COURSE OF STUDY**

The English curriculum course of study (Grades 9-12), referred to by the NYS Standards for English Language Arts as the "Commencement Level of College and Career Readiness," will provide the foundation that is essential to the development of analytical thinking, reading, listening, writing, and speaking skills based on the Common Core Learning Standards, and transitioning to Next Generation ELA Learning Standards.

Students will become skilled readers and listeners of non-fiction, prose, poetry, and expository text written in a variety of periods, disciplines, and rhetorical contexts, and skilled writers and speakers who communicate for a variety of purposes.

Both their reading/listening and writing/speaking  
Should make students aware of the interactions  
Among a writer's purposes, the audience's expectations,  
and the subject matter.

### **FOUNDATIONS OF READING & WRITING**

Students with specific educational needs will be assigned to the foundations of Reading and Writing program. Educational plans will be designed by a certified reading teacher to accommodate students' academic needs and learning styles.

## ENL: ENGLISH NEW LANGUAGE / ESL: ENGLISH SECOND LANGUAGE

### 1) ENL Beginner

Students who score as a beginner on the NYSESLAT or the NYSITELL will take this course. Students will learn to write basic paragraphs using various textual styles. Students will also read high-context texts that relate to their experiences and will help them access content in their content classes. Students will learn to speak and understand spoken English in order to take part in an English-speaking academic environment.

Students will earn one credit

### 2) ENL/ELA

Students who score at the entering (beginner) or emerging (low intermediate) levels on the NYSESLAT or NYSITELL must take this course. Students will study Common Core/ Next Gen aligned themes from the mainstream curriculum. Students will read, write, listen, and discuss these themes by analyzing literary and non-fiction texts. They will write about what they read using various textual styles including opinion/ argument, narrative, and informational.

Students will earn one credit

### 3) ENL Content Support 9<sup>th</sup> and 10<sup>th</sup> Grades

Students who score at the entering (beginner), emerging (low intermediate), and expanding (advanced) levels on the NYSESLAT or NYSITELL must enroll in this course. Students will work with various texts that expose students to academic language across the content areas commonly learned in 9<sup>th</sup> and 10<sup>th</sup> grades. Students will develop the “academic language necessary for learning”, i.e. the foundational vocabulary that makes learning in content areas possible. They will utilize texts that capture student interest in addition to textbooks and primary and secondary sources.

Students will earn one credit

### 4) ENL Content Support 11<sup>th</sup> and 12<sup>th</sup> Grades

Students who score at the entering (beginner), emerging (low intermediate) and expanding (advanced) levels on the NYSESLAT or NYSITELL must enroll in this course. Students will work with various texts that expose students to academic language across the content areas commonly learned in 11<sup>th</sup> and 12<sup>th</sup> grades. Students will develop the “academic language necessary for learning”, i.e. the foundational vocabulary that makes learning in content areas possible. They will utilize texts that capture student interest in addition to textbooks and primary and secondary sources.

Students will earn one credit

## ENGLISH REGENTS

(Factor 8)

1080 Grade 9-Regents  
1130 Grade 10-Regents  
1180 Grade 11-Regents  
1261 - Grade 12- Regents  
\*\* Senior Electives

With consideration to the aforementioned description of the English Course of Study, students in the REGENTS (three-year) program will have the opportunity to satisfy the NYS requirement in English Language Arts by demonstrating proficiency with the Comprehensive Examination in English in the June of their JUNIOR year. \*\*An additional year of English will be required in their SENIOR year to satisfy commencement requirements.

Students will be expected to:

- Read and listen to an extensive series of complex and challenging literature and expository texts in multiple genres.
- Write and speak about literature that reflects a richness of language and analytical complexity.
- Develop library skills through a variety of formal extended research projects at all levels of instruction.

## ENGLISH HONORS

(Factor 9)

1100 Grade 9-Honors

Recommendation: A final average of 90 or better in grade 8 English class.

1150 Grade 10-Honors

### Recommendation:

A final average of 80 or better in English 9 Honors or a final average of 90 or better in English 9 Regents.

With consideration to the aforementioned description of the English Course of Study, students who seek the challenge of an HONORS program will have the opportunity to satisfy the NYS requirement in English Language Arts by demonstrating proficiency with the Comprehensive Examination in English in January of their JUNIOR year.

Students will be expected to:

- Read and listen to an extensive series of complex and challenging multi-genre literary and expository texts.
- Write and speak about literature in a way that reflects a richness of language usage and the complexity of analysis.
- Develop library skills through a variety of formal extended research projects at all levels of instruction.
- Consider the successful completion of the AP English 11 Language and Composition and/or AP English 12 Literature and Composition examination as an ultimate objective.

## 1220 AP ENGLISH 11 LANGUAGE & COMPOSITION

(1 Unit - Full Year) (Factor 10)

### **Recommendation:**

A final average of 80 in 10 Honors or a final average of 90 in English 10 Regents. A teacher recommendation based on previous coursework is highly recommended.

### **Description:**

Students in this college-level course will have previously demonstrated strong writing and analytical skills. Students read and carefully analyze a broad and challenging range of prose selections, and develop their awareness of how language works. Through close reading and frequent writing, students develop the ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. The reading assignments will feature expository, analytical, and argumentative essays from a variety of authors and historical contexts, as well as an examination and response to nonfiction texts.

**The AP exam is required.**

### **Requirements:**

Satisfactory completion of written and oral assignments, tests, class participation based on reading assignments, extended research project, a final examination, and the AP English Language and Composition Examination. Students will satisfy the NYS requirement in English Language Arts by demonstrating proficiency with the Comprehensive Examination in English in January of their JUNIOR year.

## 2250ENG AMERICAN STUDIES IN LITERATURE

(1 Unit - Full Year) (Factor 8)

### 2250ENG AMERICAN STUDIES IN LITERATURE

(1 Unit - Full Year) (Factor 9)

(2 Units, 1 Unit in English, 1 Unit in US History; Full Year, 2 Period Class)

This course integrates the U.S History and English 11 curriculums to help students see the interconnectedness between the literature that they read and the historical events that act as the context and exigence for that literature.

Successful completion of the Regents examination in English is required for a New York State diploma.

This course will be offered at the Honors level and at the Regents level to 11th Graders. Honors level will satisfy the NYS requirement in English Language Arts by demonstrating proficiency with the Comprehensive Examination in English in January of their JUNIOR year.

## ENGLISH ELECTIVES

College Preparatory English 12 and Advanced Placement English 12 Literature & Composition are full-year courses. Students who do not elect to take a full-year Senior English course must take two single-semester courses. Students are asked to select one course for each semester. At least one selection must be a multi-genre literature course; that is, a course that includes more than one type of literature such as poetry, the essay, the novel, drama, etc. Multi-genre courses are starred.

### FULL-YEAR OPTIONS:

\*1261 - Grade 12- Regents  
(1 Unit - Full Year) (Factor 8)

#### **Description:**

This course of study incorporates practical skills that students will encounter post-graduation. They will engage with current events, read self-selected texts, write for a variety of purposes, engage in career exploration through research and civic engagement.

#### **Requirements:**

Reading, writing, reflection, discussion, research, and civic engagement.

\*1270 AP ENGLISH 12 LITERATURE & COMPOSITION  
(1 Unit - Full Year) (Factor 10)

#### **Recommendation:**

A final average of 80 or better in AP English 11 or a final average of 90 or better in English 11 Regents. A teacher recommendation based on previous coursework is highly recommended.

\*1270 AP ENGLISH 12 LITERATURE & COMPOSITION cont'd

#### **Description:**

Students in this college-level course will have previously demonstrated strong writing and analytical skills. Students read and carefully analyze a broad and challenging range of prose selections, and develop their awareness of how language works. Through close reading and frequent writing, students develop the ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. This course emphasizes a chronological approach to English literature and a concentration on three literary genres: the novel, drama, and poetry.

**The AP examination is required.**

#### **Requirements:**

Satisfactory completion of written and oral assignments, tests, class participation based on reading assignments, extended research project, a final examination, and the AP English Literature and Composition Examination.

Textbooks (teacher selected and not limited to: Norton Anthology of English Literature, The English Tradition: Poetry, selected reading from Seven Famous Greek Plays, The Canterbury Tales, selected reading from Shakespeare (King Lear and/or Macbeth), Shaw, Swift, and Dostoevsky. In addition, Faust, Other Voices-Other Vistas, Vintage Book of Contemporary World Poetry, readings from Chekhov, Beckett, Ibsen, Sartre, McCarthy, Shelley, and free choice books from selected lists are used.

## HALF-YEAR OPTIONS:

(\* = Multi-genre. A student must select one multi-genre course if a student is pursuing two half-year courses. A student can select two multi-genre courses if desired.)

### \*1280 ENGLISH 101: COMPOSITION 1 (1/2 Unit – 1 Semester) (Factor 9)

#### **Description:**

English 101 concentrates on expository and argumentative writing, traditional rhetorical modes, and effective composing, revising, and editing strategies. English 101 covers MLA conventions, and research is required. Critical thinking and reading skills are also evaluated.

**English 101 is the first credit course in the DCC Writing Program and is required in all DCC degree programs and most certificate programs. The prerequisite for the course is a High School GPA of 80 or better, or an English Regents score of 80 or better. Students must earn a C or better to advance to English 102 and are granted three college credits from Dutchess Community College. There is a fee associated with this course.**

#### **Writing Assignments:**

English 101 assignments consist of a variety of formal and informal writing. The formal writing includes analytical or persuasive writing. Students are required to make references to several texts included in the textbook for the class. Each essay is focused on writing with a clear thesis, well-developed paragraphs organized around a topic sentence, and supporting details. Essays start in class and are developed through a process of brainstorming, drafting, revising, and editing.

The final examination is given in class at the end of the semester. Students will make direct references to textual material and include correct citations according to the MLA style and a Works Cited page.

**Textbooks:** An anthology of expository essays selected by the English 101 Committee at Dutchess Community College will be used. In addition, students will use a writing handbook which is a valuable resource for student writers, offering an overview of essay structure, a review of grammar rules, a description of the research process, rules of MLA documentation, and a glossary of usage principles.

### \*1281 ENGLISH 102 – COMPOSITION II (1/2 Unit – 1 Semester) (Factor 9)

**Prerequisite:** Successful completion of English 101 with a C grade or better

#### **Description:**

This course is a continuation of English 101, which further emphasizes well-constructed and developed written composition, factually supported conclusions, and the use of precise and varied language. It also serves as an introduction to three genres of literature: short fiction, poetry, and drama. Research is required. Students should use MLA documentation.

**Upon successful completion of this course with a C grade or better, students are granted three college credits from Dutchess Community College. There is a fee associated with this course.**

#### **Writing Assignments:**

The writing assignments in English 102 reinforce the skills students acquire in English 101. Students write formal essays and informal writing, which consists of quizzes, responses, and journal entries. Students write four short expository and analysis essays in response to a variety of literary genres. Within each essay, students analyze and explicate several literary texts and, as in English 101, incorporate these sources correctly according to the MLA style, using both in-text citations and a Works Cited page. Essays start in class and are developed through a process of brainstorming, drafting, revising, and editing. In the process of explicating a literary text, students use the methods of literary analysis appropriate to each genre and become proficient in using and identifying literary terms. Students will work through a careful process of evaluating, summarizing, quoting, paraphrasing, and citing sources correctly according to the MLA style.

The final examination given in class includes several forms of writing written in class analyzing or explicating at least one of the texts discussed in class during the semester.

### \*1320 CONTEMPORARY LITERATURE

(1/2 Unit - 1 Semester) (Factor 8)

This course is open to any senior. This course is also open to any sophomore or junior seeking an English elective ½ credit in addition to their grade-level required English course. ELA elective courses for students in grades 10 and 11 may not substitute for all or part of the required year of English at that grade level.

#### **Description:**

This course will provide an opportunity for students to interact independently, in small groups, and as a total class, with the varied, exciting, and frequently complex world of contemporary literature. It will deal with selected short stories, novels, and memoirs from some of the well-known contemporary authors. Oral and written projects will be employed to elicit thought-provoking analyses of the literature we encounter. Students will develop greater sensitivity to literature in terms of its treatment of humanistic values, development of moral perspectives, and respect for individual autonomy. Students will gain a greater awareness of how literature can contribute to forming moral character and to leading passionate, purposeful lives.

#### **Requirements:**

Journal writing, literary discussions, written literary analysis, teacher-selected contemporary literature reading, student-selected contemporary literature reading.

### \*1330 SPORTS IN LITERATURE

(1/2 Unit - 1 Semester) (Factor 8)

This course is open to any senior. This course is also open to any sophomore or junior seeking an English elective ½ credit in addition to their grade-level required English course. ELA elective courses for students in grades 10 and 11 may not substitute for all or part of the required year of English at that grade level.

#### **Description:**

This course consists of an examination of sports from several perspectives through interaction with literature presented by sports columnists, the media, and contemporary authors. Reading in this course will be both pleasurable and thought-provoking, covering a range of modern fiction, non-fiction, poetry, biographies, and commentaries. Writing assignments will be descriptive and critical in an attempt to provide the student with opportunities to express personal reactions with confidence and clarity. Through the use of sports literature, the student will develop a greater sensitivity to the world of sport and the relationship between that world and contemporary society.

#### **Requirements:**

Individual reading, weekly writing, writing conferences with the teacher, a library research project, and a portfolio assessment.

♦ **This course does not meet NCAA eligibility standards.**

### \*1340 CHILDREN'S LITERATURE

(1/2 Unit – 1 Semester)      (Factor 8)

This course is open to any senior. This course is also open to any sophomore or junior seeking an English elective ½ credit in addition to their grade-level required English course. ELA elective courses for students in grades 10 and 11 may not substitute for all or part of the required year of English at that grade level.

#### **Description:**

The focus of this course is on reading and analyzing literature for children, aged birth to 12. Students will learn about the characteristics of good children's literature and read a vast array of primary texts including, but not limited to, short tales, poetry, and novels, in addition to critical essays. Students will be required to complete a substantial amount of reading in order to have a vast knowledge of children's literature and strong understanding of the role it plays in developing deep interests and solid habits in reading.

#### **Requirements:**

Reading assignments will include textbook reading in addition to children's stories, poetry, novels, and critical essays both independently selected and teacher assigned. Writing assignments will include: analytical essays on selected children's literature and thematically related topics; daily journal writing; and a research project. Classwork will include class discussions, and cooperative literature circles, quizzes, and a final exam.

♦ **This course does not meet NCAA eligibility standards.**

### \*1361 GENDER IN LITERATURE

(1/2 Unit – 1 Semester)      (Factor 8)

This course is open to any senior. This course is also open to any sophomore or junior seeking an English elective ½ credit in addition to their grade-level required English course. ELA elective courses for students in Grades 10 and 11 may not substitute for all or part of the required year of English at that grade level.

#### **Description:**

This course of study will examine the role of men and women in writing. Through the use of fiction, poetry, essays, speeches, and newspaper and magazine articles, students will explore the changing roles and images of women and men in literature. Course material will emphasize North American literature, with some time devoted to writing from other parts of the world. A historical/literary chronology will be presented. This course will be developed in accordance with the NY State Education Department standards for reading/listening and speaking/writing.

#### **Requirements:**

Class readings and writings, and individual written and oral presentations



**\*1390 AFRICAN-AMERICAN LITERATURE**  
(1/2 Unit - 1 Semester) (Factor 8)

This course is open to any senior. This course is also open to any sophomore or junior seeking an English elective ½ credit in addition to their grade-level required English course. ELA elective courses for students in grades 10 and 11 may not substitute for all or part of the required year of English at that grade level.

**Description:**

This course of study will examine fiction, poetry, essays, and speeches by African-American writers. It will analyze the portrayal of this group from Colonial times to the present. Material will be presented chronologically with emphasis on the Harlem Renaissance, the 1960's, and the present. This course was developed in accordance with the NY State Education Department standards for reading/listening and speaking/writing.

**Requirements:**

Class readings and writings, and individual written and oral presentations.

**\*1460 WAR IN LITERATURE**  
(1/2 Unit – 1 Semester) (Factor 8)

This course is open to any senior. This course is also open to any sophomore or junior seeking an English elective ½ credit in addition to their grade-level required English course. ELA elective courses for students in grades 10 and 11 may not substitute for all or part of the required year of English at that grade level.

**Description:**

This course is an intensive journey through the effects of war on both American and international societies throughout history as portrayed through literature. This one-semester course will provide an examination of war from various perspectives through interaction with literature presented by; wartime columnists, classical texts, world-renowned masterpieces, contemporary authors, and various other media venues. Readings have been selected to be both pleasurable and thought-provoking, covering a range of modern fiction, non-fiction, poetry, biography, interview, commentary, and classical resources.

**Requirements:**

Written responses are designed to be expressive, descriptive, narrative, and critical in an attempt to provide students with the opportunity to share personal reactions with confidence and clarity. Through the use of literature and other media forms, the primary objective of the course is to generate comprehensive reading, writing, listening and speaking skills. A research project and a final portfolio assessment are included.

**\*1470 SHAKESPEARE**

(1/2 Unit – 1 Semester)

(Factor 8)

This course is open to any senior. This course is also open to any sophomore or junior seeking an English elective ½ credit in addition to their grade-level required English course. ELA elective courses for students in grades 10 and 11 may not substitute for all or part of the required year of English at that grade level.

**Description:**

This course is perfect for students who enjoy reading/performing Shakespeare plays. Whether you know a lot about Shakespeare or just a little, everyone is welcome to take this class. This course will include some of his famous plays, as well as some of his more obscure plays. This class will give you the foundation you need to enjoy Shakespeare for the rest of your life.

**Requirements:**

The class includes reading and performing Shakespeare's plays. Students will also watch several plays on video. There is an exam at the end of each play. There are a few essays and projects. There is a final exam at the end of the course.

**6251 THE BUSINESS OF MEDIA  
JOURNALISM AND PRODUCTION**

(1 Unit)

(Factor 8)

(2 Units, 1 Unit in Business Education, 1 Unit in English; Full Year, 2 Period Class) (Factor 8)

This course is open to any senior. This course is also open to any sophomore or junior seeking an English elective ½ credit in addition to their grade-level required English course. ELA elective courses for students in grades 10 and 11 may not substitute for all or part of the required year of English at that grade level.

This course is designed to provide students with knowledge of the publishing industry to support them while they try their hands at publishing endeavors that suit their individual interests. They will select specific topics to create and complete a publishing production product related to an area of study of their choosing. Students will examine the present structure of the publishing industry and explore the dynamic differences between traditional and modern publishing formats. Throughout the course, students will investigate market trends, observe and research audience preferences, develop a basic knowledge of advertising techniques and analyze copyright law while applying these principles to their project. Students will also make connections in media literacy, as well as research and inquiry while exercising their skills in nonfiction writing and editing. This will be a full-year course consisting of two back-to-back class periods. Students will earn 1 credit in Business and 1 credit in English upon completion. The English credit will be elective credit only and not used to replace any 9 or 10 Regents, 9 or 10 Honors, 11 or 12 AP, or DCC courses.

## **SINGLE – GENRE:**

A senior can only select one single genre elective if pursuing two half-year courses.  
Students **CANNOT** select two single-genre electives.

### 1410 CREATIVE WRITING

(1/2 Unit - 1 Semester)      (Factor 8)

This course is open to any senior. This course is also open to any sophomore or junior seeking an English elective ½ credit in addition to their grade-level required English course. ELA elective courses for students in grades 10 and 11 may not substitute for all or part of the required year of English at that grade level.

#### **Description:**

This course is open to students who would like to explore the discipline of creative writing and be willing to share their writing within the classroom. Lessons will include daily writing assignments and/or the development of various literary elements and techniques pertinent to the writing of such genres as memoirs, short stories, fairy tale-adapted one-act dramas, editorials, and poetry.

#### **Requirements:**

Satisfactory completion of daily assignments, daily writing journal entries, and major writing projects. Students will share, edit, and revise their writing individually and in peer writing groups. The final exam grade will be the contents of the writing folder: the major writing assignments.

### 1440 POETRY

(1/2 Unit - 1 Semester)      (Factor 8)

This course is open to any senior. This course is also open to any sophomore or junior seeking an English elective ½ credit in addition to their grade-level required English course. ELA elective courses for students in grades 10 and 11 may not substitute for all or part of the required year of English at that grade level.

#### **Description:**

This course includes an introduction to major contemporary and classical poets, poetic forms, and techniques, the language and music of poetry, and the exploration of personal preferences in poetry. The course emphasis is on 1. Reading: poetry assigned and of choice, poet biographies, and other published work. 2. Analysis and interpretation of poetry presented in writing and orally. 3. Writing personal poetry and completion of other assigned poetry forms and styles. 4. Participation in writing groups and in-class activities.

#### **Requirements:**

Maintaining a daily writing journal, successful completion of daily assignments, and graded projects as the final portfolio assessment/final exam grade.

### 1450 PUBLIC SPEAKING

(1/2 Unit - 1 Semester) (Factor 8)

This course is open to any senior. This course is also open to any sophomore or junior seeking an English elective ½ credit in addition to their grade-level required English course. ELA elective courses for students in grades 10 and 11 may not substitute for all or part of the required year of English at that grade level.

#### **Description:**

This beginning course in public speaking is devoted to the study of effective speech-making. It is designed for students who already feel confident speaking in front of a group, as well as for those students who would like to increase their confidence in this domain. Students will increase their skills in delivering effective speeches, as well as their awareness of what goes into preparing successful addresses.

#### **Requirements:**

Students will be required to write and deliver a variety of speeches for a variety of purposes. Students will learn how to evaluate their own, and others', speeches for effectiveness. Students will view and analyze selected historical, and contemporary, speakers and their speeches.

### 1471 SCIENCE FICTION

(1/2 Unit - 1 Semester) (Factor 8)

This course is open to any senior. This course is also open to any sophomore or junior seeking an English elective ½ credit in addition to their grade-level required English course. ELA elective courses for students in grades 10 and 11 may not substitute for all or part of the required year of English at that grade level.

### 1471 SCIENCE FICTION cont'd

#### **Description:**

This course will provide students with the opportunity to engage with the world of literary science fiction. Through selected short stories and novels, students will explore, independently and in groups, both classic and contemporary quality science fiction writing. Oral and written projects will be used to help students navigate and appreciate this important, yet often overlooked, branch of fiction. Students will gain a greater awareness of the craft of writing through their study, as well as an understanding of the impact science fiction writing has had on our past and present society and culture. Many students are already avid fans of this sub-genre; this course will give them, as well as those who are not yet as familiar with it, a chance to pursue their interests with passion and purpose.

### 1472 GRAPHIC NOVEL

(1/2 Unit - 1 Semester) (Factor 8)

This course is open to any senior. This course is also open to any sophomore or junior seeking an English elective ½ credit in addition to their grade-level required English course. ELA elective courses for students in grades 10 and 11 may not substitute for all or part of the required year of English at that grade level.

#### **Description:**

Graphic novels, which have become increasingly popular in recent years, combine images with words in unique ways. The focus of this course is book-length, comic-art narratives and the various genres they reflect. Fiction and non-fiction graphic novels, including memoirs and history, in addition to novel adaptations, will be examined. Comic studies incorporate art history, literary studies, and cultural studies, allowing students to foster creative and profound thoughts about how words and images work together to affect us and the world we live in.

#### **Requirements:**

Students should be prepared to read, analyze, discuss, and write about graphic novels daily. In addition to class texts, students will read a graphic novel of their choice and promote it to their peers. Writing will be analytical in nature, but students will try their hand at creating a graphic story for a class anthology.

## SOCIAL STUDIES

All students are responsible for completing 4 years of required social studies course work. All students must successfully demonstrate proficiency on both the Global History and Geography and the United States History and Government Regents examinations. Curriculums for required classes are based on the New York State Social Studies Frameworks and Practices.

### GENERAL EXPLANATION OF LEVELS:

#### Regents Level

(Factor 8)

Regents level courses require reading and writing and stress concepts and general themes in history through the use of a wide range of materials and sources. Students further develop and refine reading and writing abilities as well as research and analytical skills. All students must pass the Regents examination in Global History and Geography and the Regents examination in United States History and Government to satisfy the Regents Social Studies exam requirement and earn a Regents diploma.

#### Advance Work

(Factor 9)

#### Advanced Placement Level

(Factor 10)

Students in Honors or Advanced Placement Social Studies courses will have the opportunity to acquire the sophisticated skills required of the social scientist. In the 9th grade, note taking and research skills will be taught. In 10th grade, emphasis will be placed on learning how to utilize a bibliography, and how to research and write a term paper. In the 11th grade A. P. U. S. History course, students will write a series of critical analysis papers and be trained to master the writing skills required by the AP exam. In addition, a summer assignment is required for each of the Honors and AP courses. Students enrolled in Honors and AP courses will still be required to take and pass the Regents examinations in Global History and United States History. AP courses at the 10th, 11<sup>th</sup> and 12<sup>th</sup> grade levels also provide the opportunity to earn college credit(s) in the social sciences.

**The AP exam is a requirement for all AP courses except AP Macroeconomics, AP Microeconomics, AP Comparative Government, and AP United States Government.**

## **REQUIRED COURSES**

### **Grade 9**

2040	<u>Global History 1 R</u> (1 Unit – Full Year)	(Factor 8)
2060	<u>Global History 1 H</u> (1 Unit – Full Year)	(Factor 9)

The course covers a span of time from prehistory to 1750 CE. Beginning with an introduction to global history, students will dive into historical analysis, elements of geography, theory and practice of different economic systems and forms of government. The chronological study begins with civilizations and religions of the ancient world and leads to studies of civilizations in India, the Far East, Middle East, Africa and Europe, continuing to the Age of the Enlightenment. Global History 9 is the first year of a two-year sequence.

All students will be prepared to take a school administered final examination after one year of Global History.

A final average of 90 in 8th grade social studies is recommended for entrance into 9<sup>th</sup> grade Global History Honors. Students should be prepared for a required summer assignment prior to entering 9th Grade Global History Honors.

### **Grade 10**

2140	<u>Global History 2 R</u> (1 Unit – Full Year)	(Factor 8)
2160	<u>Global History 2 H</u> (1 Unit – Full Year)	(Factor 9)
2420	<u>AP World History</u> (1 Unit – Full Year)	(Factor 10)

As a continuation of Global History 9, this course covers a time span from approximately 1750 to current times. The course emphasizes key themes and topics, including the first global era that resulted from exploration; “revolutions” in scientific, political, economic and social thought, international conflict, industrialism, political change and technological advancement of the 20th century.

All students will be prepared to take the Global History Regents examination in 10<sup>th</sup> grade. Successful completion of the Regents examination in Global History is required for a New York State diploma.

A final average of at least a 90 in Global History I R or a final average of at least an 85 in Global History I H is recommended for entrance into Global History 2 H.

## 2420 AP WORLD HISTORY

(1 Unit - Full Year)

(Factor 10)

A final average of 85 in Global History 1 Honors or a final average of 90 in Global History 1 Regents is recommended for taking AP World History.

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1200 C.E. Periods of history, explicitly discussed, form the organizing principle for dealing with change and continuity from that point to the present. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. Sophomores who take AP World must also pass the Global Studies Regents in June.

**The AP examination is required.**

## Grade 11

2240 United States History and Government R

(1 Unit – Full Year) (Factor 8)

2250HIS American Studies

(1 Unit - Full Year) (Factor 8)

2250HISH American Studies Honors

(1 Unit - Full Year) (Factor 9)

2260 AP US History & Government

(1 Unit – Full Year) (Factor 10)

## 2240 UNITED STATES HISTORY AND GOVERNMENT

United States History and Government is a full year course required of all juniors. The course focuses on five time periods: Colonial Times to the Constitution; Industrialization of the U. S.; Prosperity, Depression and War, 1917-1940; the U. S. in the Age of Global Crisis; and a World in Uncertain Times. A major theme throughout the year is recognizing basic constitutional principles and applying them to both historical and contemporary events.

## 2250HIS AMERICAN STUDIES

(1 Unit - Full Year)

(Factor 8)

## 2250HISH AMERICAN STUDIES H

(1 Unit - Full Year)

(Factor 9)

(2 Units, 1 Unit in English, 1 Unit in US History; Full Year, 2 Period Class)

The course integrates the US History and English 11 curriculums to help students see the interconnectedness between the literature that they read and the historical events that act as the context and exigence for the literature.

All students will be prepared to take the United States History and Government Regents examination in 11<sup>th</sup> grade. Successful completion of the Regents examination in United States History and Government is required for a New York State diploma. Students enrolled in an American Studies social studies course for 11th grade must also sign up for the American Studies English course at the same level.

## 2260 AP UNITED STATES HISTORY

AP U. S. History focuses on the political, economic, social, and cultural development of the United States from 1491 to today. Major trends and themes in American history are examined in depth over the course of the year and an emphasis is placed on learning to write analytically. This course provides an excellent background for the U. S. History SAT II Test, which is administered in the spring each year. Successful completion of the Regents Examination in U. S. History and Government is required.

**The AP exam is also required.**

Students in Global History 2 Honors are encouraged to take AP United States History if they have a final average of at least 85. Students in Global History 2 Regents are encouraged to take AP United States History if they have final average of at least 90. Due to the size and depth of the curriculum for this course, extensive readings and research are required. Students should be prepared to allocate a significant amount of time to this course.

## Grade 12

For the 4<sup>th</sup> year of mandated social studies classes, each senior must take a course that qualifies as an **Economics** class as well as a course that qualifies as a **Participation in Government** class. Only those juniors who are graduating early will be able to take these courses while enrolled in U. S. History and Government. Senior level required courses or electives are not open to freshmen or sophomores.

- |      |                                       |             |
|------|---------------------------------------|-------------|
| 2270 | AP Macroeconomics                     |             |
|      | (1/2 Unit - 1 Semester)               | (Factor 10) |
| 2280 | AP Microeconomics                     |             |
|      | (1/2 Unit - 1 Semester)               | (Factor 10) |
| 2301 | Domestic Policies in a Global Economy |             |
|      | (1/2 Unit - 1 Semester)               | (Factor 8)  |
| 2320 | Economics R                           |             |
|      | (1/2 Unit - 1 Semester)               | (Factor 8)  |
| 2321 | Principles of Economics               |             |
|      | (1/2 Unit – 1 Semester)               | (Factor 8)  |
| 2325 | Eco 105: Economic Issues              |             |
|      | (1/2 Unit – 1 Semester)               | (Factor 9)  |
| 2330 | Rights and Responsibilities           |             |
|      | (1/2 Unit - 1 Semester)               | (Factor 8)  |
| 2350 | Participation in Government           |             |
|      | (1/2 Unit - 1 Semester)               | (Factor 8)  |
| 2355 | Gov 121: American National Experience |             |
|      | (1/2 Unit - 1 Semester)               | (Factor 9)  |
| 2370 | AP United States Government           |             |
|      | (1/2 Unit - 1 Semester)               | (Factor 10) |
| 2380 | AP Comparative Government             |             |
|      | (1/2 Unit - 1 Semester)               | (Factor 10) |

### 2301 DOMESTIC POLICIES IN A GLOBAL ECONOMY

(1/2 Unit - 1 Semester) (Factor 8)

Selection of students eligible for this course will be made by the Social Studies Department and will generally include students who have experienced or are experiencing difficulty in meeting the Regents requirement in Global History or U. S. History and Government.

In Domestic Policies in a Global Economy, students develop a greater understanding of basic economic concepts as well as practical skills necessary to be successful in the marketplace. Students will understand how they influence the private enterprise system as a consumer and producer.

### 2320 ECONOMICS R

(1/2 Unit - 1 Semester) (Factor 8)

The course focuses on basic economic concepts and themes that all people need to know in order to function effectively as participants in the U. S. and world economy. It includes three major units of study: Economic Theory, Finance and the Enterprise System, and Entrepreneurship. The course curriculum identifies key concepts and terms from economics, finance, and business.

### 2321 PRINCIPLES OF ECONOMICS

(1/2 Unit – 1 Semester) Factor 8

Principles of Economics is a regents-level economics class that students can choose for a more hands-on learning experience. Through individual and class projects, students will see how foundational economic principles such as scarcity, opportunity cost, and supply and demand impact personal financial decisions, connecting their learning to real-world scenarios.

### 2325 ECO 105: ECONOMIC ISSUES

(1/2 Unit – 1 Semester) (Factor 9)

This course allows students to simultaneously complete NYS requirements for high school and earn DCC (Eco 105) credit. The prerequisite for this class is either a score of 80 or above on the English Regents exam or an overall average of 80 or higher.

In this class, students will engage in activities to develop their own economic literacy. Students will apply economic reasoning to evaluate national policies. Topics of analysis will vary to reflect current economic issues, and will require some independent reading and research on contemporary issues. Students who successfully complete the course will earn three college credits from Dutchess Community College. Students may be required to purchase a textbook or other materials for the course. There is a fee associated with this course.



## AP ECONOMICS

A final average of 90 in United States History and Government Regents or a final average of 80 in AP United States History and Government is recommended to take these courses.

Arlington High School offers two distinct, semester-long AP economics courses: Macroeconomics and Microeconomics. Each course has a separate AP exam offered in May and provides the opportunity to earn college credit. Students can meet their economics requirement by taking one of the courses, but are not limited to taking only one or the other.

Because of the ambitious nature of these courses, extensive readings and research are required. Students should be prepared to allocate a significant amount of time to these courses.

### 2270 AP MACROECONOMICS

(1/2 Unit – 1 Semester) (Factor 10)

The purpose of macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course includes a study of national income; price determination; economics performance measures; economic growth; and international economics.

**The AP exam is recommended but not required.**

### 2280 AP MICROECONOMICS

(1/2 Unit – 1 Semester) (Factor 10)

The purpose of microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the larger economic systems. The course includes a study of product and factor markets; role of the government; economic efficiency; and economic equity.

**The AP exam is recommended but not required.**

## 2350 PARTICIPATION IN GOVERNMENT

(1/2 Unit - 1 Semester) (Factor 8)

This course emphasizes the interactions between citizens and the government at all levels – local, state and federal. A focus of this course is an understanding of political parties, voter behavior, and the election process. Mass media and interest groups are investigated to identify their influences on our government. The class is project-centered, where students will complete projects designed to allow students to perform the skills required to be active citizens in their community and be involved in our democratic process.

### 2355 GOV 121: AMERICAN NATIONAL EXPERIENCE

(1/2 Unit – 1 Semester) (Factor 9)

This course allows students to simultaneously complete NYS requirements for high school and earn DCC (Gov 121) credit. The prerequisite for this class is either a score of 80 or above on the English Regents exam or an overall average of 80 or higher.

The purpose of this course is to allow students to go beyond a study of the formal components of our political system in order to analyze political behavior, processes, and policy-making. Connections to relevant current policies at local, state and federal levels will require familiarity with current events. In addition, the importance of civic participation will be addressed. Students who successfully complete the course will earn three college credits from Dutchess Community College. Students will be required to purchase a textbook or other materials for the course. There is a fee associated with this course.

### 2330 RIGHTS AND RESPONSIBILITIES OF GOOD CITIZENS

(1/2 Unit - 1 Semester) (Factor 8)

Selection of students eligible for this course will be made by the Social Studies Department and will generally include students who have experienced or are experiencing difficulty in meeting the Regents requirement in Global History or U. S. History and Government.

Rights and Responsibilities provides students with a basic understanding of their role in a democratic society as well as a better grasp of the fundamental institutions of government at the local, state, and national levels. Students will be encouraged to participate in a variety of in-school and community projects and programs to supplement the course curriculum.

#### AP GOVERNMENT

A final average of 90 in United States History and Government Regents or a final average of 80 in AP United States History and Government is recommended to take these courses.

Arlington High School offers two distinct, semester-long AP government courses: United States Government and Comparative Government. Each course has a separate AP exam offered in May and provides the opportunity to earn college credit. Students can meet their government requirement by taking one of the courses, but are not limited to taking only one or the other.

Because of the ambitious nature of these courses, extensive readings and research are required. Students should be prepared to allocate a significant amount of time to these courses.

### 2370 AP UNITED STATES GOVERNMENT

(1/2 Unit - 1 Semester) (Factor 10)

The course focuses on the Constitution, political beliefs, political parties, interest groups, institutions of government, public policy, and civil rights. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents.

**The AP exam is recommended but not required.**

### 2380 AP COMPARATIVE GOVERNMENT

(1/2 Unit - 1 Semester) (Factor 10)

The course focuses on Comparative Government and examines in detail the governments of the United Kingdom, China, Russia, Nigeria, Iran and Mexico. The coursework focuses on research and presentations by the students on topics of interest in both American and comparative government. Students interested in careers in political science, government, law, or international relations may find the course of special interest.

**The AP exam is recommended but not required.**

## **REMEDIATION COURSES**

### **Social Studies Labs**

(No Credit - Half or Full Year)

#### **2000 GLOBAL 1 LAB**

offered on alternate days 1<sup>st</sup> semester

#### **2010 GLOBAL 1 LAB**

offered on alternate days 2<sup>nd</sup> semester

Global History 1 Lab is for 9<sup>th</sup> grade students who have been identified with weaknesses when it comes to the Global History 1 class. The class provides skill development and remediation. With regular attendance and a strong work ethic, it is expected that the lab will enable students to experience success and help them attain a passing grade in Global History 1.

#### **2020 GLOBAL 2 LAB**

offered on alternate days 1<sup>st</sup> semester

#### **2030 GLOBAL 2 LAB**

offered on alternate days 2<sup>nd</sup> semester

Global History 2 Lab is for Global History 2 students who have been identified with weaknesses as a result of their performance in Global History 1 or have been recommended by their Global History 2 teacher. The class provides skill development and remediation. With regular attendance and a strong work ethic, it is expected that the lab will enable students to experience success and help them attain a passing grade in Global History 2.

#### **2170 US HISTORY LAB**

offered on alternate days 1<sup>st</sup> semester

#### **2180 US HISTORY LAB**

offered on alternate days 2<sup>nd</sup> semester

United States History Lab is for United States History students who have been identified with weaknesses as a result of their performance in Global History 2 or have been recommended by their United States History teacher. The class provides skill development and remediation. With regular attendance and a strong work ethic, it is expected that the lab will enable students to experience success and help them attain a passing grade in United States History.

### **ACADEMIC INTERVENTION**

(No Credit – One Quarter)

#### **2190 GLOBAL AIS**

#### **2200 U. S. HISTORY AIS**

This program is offered to students who have passed the Global History 2/United States History course but have failed to pass the Regents exam required at the end of each class. This class is offered every other day for 20 weeks prior to the January and June Regents exams. It provides direct assistance to students needing to retake and pass the Regents.

## **ELECTIVE COURSES**

The following electives may be taken by **Seniors and Juniors** only unless otherwise specified. The following elective courses may NOT be taken on a pass/fail basis:

AP World History, AP Psychology, Social Problems in Today's World, and AP Art History.

### **2420 AP WORLD HISTORY**

(1 Unit - Full Year)

(Factor 10)

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. Focused primarily on the past thousand years of the global experience, the course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage prior to 1200 C.E. Periods of history, explicitly discussed, form the organizing principle for dealing with change and continuity from that point to the present. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. Juniors and seniors can take this class as an elective if they have already completed their Global History class and Regents exam requirement.

**The AP examination is required.**

### **2782 AP AFRICAN AMERICAN STUDIES**

(1 Unit – Full Year) Factor 10

### **2782H AFRICAN AMERICAN STUDIES HONORS**

(1 Units – Full Year) Factor 9

In AP African American Studies, students will engage in an interdisciplinary exploration of key concepts, historical events, and cultural processes that have shaped Black experiences in the United States and the broader African diaspora. The course will also delve into the diverse cultures and societies of Africa prior to the transatlantic slave trade, evaluating the global connections that existed long before slavery's impact. Students will explore the political, historical, and economic contexts of major social movements and analyze their ongoing implications for justice and equality. Additionally, the course will highlight the strategies African American communities have used to advocate for self-representation, advancement, and resistance against systemic inequality. Through this comprehensive lens, students will connect historical knowledge to current events, local issues, and future areas of study, developing a critical awareness of the world around them.

**This is a full year elective class. Students have the option of taking the class for AP or Honors. The class is open to junior and seniors.**

## **PSYCHOLOGY**

These courses will introduce the student to the field of psychology, and either class will provide a foundation for further study in the field. Those students with a strong interest in psychology will benefit from taking both. Developmental Psychology is not a prerequisite for Psychology of the Individual.

### **2400 DEVELOPMENTAL PSYCHOLOGY**

(1/2 Unit - Fall Semester) (Factor 8)

Some topics to be covered will include: careers in psychology; research methods and ethics; life-span development theories; death and dying; sleep and consciousness; learning; memory; language acquisition; intelligence.

**This class is open to sophomores, juniors, and seniors.**

### **2410 PSYCHOLOGY OF THE INDIVIDUAL**

(1/2 Unit - Spring Semester) (Factor 8)

Some of the topics to be covered will include: motivation; emotions such as loving and liking; personality theory; stress and adjustment; abnormal behavior; therapy.

**This class is open to sophomores, juniors, and seniors.**

### **2411 AP PSYCHOLOGY**

(1 Unit - Full Year) (Factor 10)

Explore the ideas, theories, and methods of the scientific study of behavior and mental processes. You'll examine the concepts of psychology through reading and discussions and you'll analyze data from psychological research studies. **The AP examination is required.**

## **LAW**

### **2430 CRIMINAL LAW**

(1/2 Unit - 1 Semester) (Factor 8)

This course is designed to give students an overview of the criminal justice system in New York State as well as the professional and career opportunities available in the criminal justice field. The course curriculum focuses on basic information regarding the criminal justice system, criminology, and the steps in the criminal justice process from arrest to sentencing. All students enrolled in the course will participate in a mock trial designed to teach students about the trial process. The class will also incorporate current events and social justice issues related to the criminal justice system into the class curriculum throughout the duration of the course.

### **2440 CONSTITUTIONAL AND CIVIL LAW**

(1/ 2 Unit – 1 Semester) (Factor 8)

This course will examine Supreme Court decisions interpreting parts of the constitution, such as the 1<sup>st</sup> amendment, that safeguard some of our most fundamental rights as citizens. Students will analyze precedents and apply them to real life situations. The course will also focus on tort law, which explores lawsuits brought by victims of accidents and injuries for millions of dollars. Other features include a hands-on mock trial, films, and guest speakers.

## **LEADERSHIP**

### **2630 CIVIC ENGAGEMENT AND LEADERSHIP**

(1/2 Unit-1 Semester) (Factor 9)

This student-centered course is designed to empower students to become leaders in their community and use their passions, interests and skills to help solve or alleviate a community issue. The course is divided into two parts: Civic Engagement, where students will learn, practice, and demonstrate the different skills necessary to be an active citizen in their communities, and Leadership, where students learn about and assess their own leadership traits and abilities. The course is project-based and each student will be required to create and implement their own civic action project.

**Students enrolled in the course will complete a Seal of Civic Readiness High School Capstone Project within the course, earning 4 out of 6 points towards the Seal, thus automatically earning the Seal upon graduation.**

**This course is open to sophomores, juniors and seniors.**

## **HISTORY**

### **2620 AMERICA AT WAR IN THE 20<sup>TH</sup> CENTURY** (1/2 Unit- 1 Semester) (Factor 8)

This course will include an overall view of United States involvement in wars during the 20th century from the First World War through recent global conflicts. The focus topics of the course include the significant battles of each war, the strategies behind them and the effect of technological developments available, expansion of governmental powers, the role of major American military leaders, home-front support, and the depiction of war in popular culture.

**This class is open to sophomores, juniors, and seniors.**

### **2660 THE 21<sup>st</sup> CENTURY: ISSUES FOR DISCUSSION**

(1/2 Unit- 1 Semester) (Factor 8)

This course will address local, national, and international concerns that currently impact our society, such as gun control, social justice issues, and technological improvements. Students will research and present topics for class discussion and debate. The class will also focus on media literacy, educating students on the skills and resources one needs in order to be an informed citizen.

**This course is open to sophomores, juniors and seniors.**

### **2060 BLACK AMERICA- A 400 YEAR HISTORY OF AFRICAN CONTRIBUTIONS IN AMERICA**

(1/2 Unit- 1 Semester) (Factor 8)

From the 1600's to 1600 Pennsylvania Avenue and the election of America's first African American President, this class will take a look at the histories and contributions of Black people in America. Students will explore the rich cultures and heritages across the centuries of different immigrant groups as well as their notable experiences that were filled with hope, struggled against adversity, and have had lasting impacts on our nation today.

**This course is open to sophomores, juniors and seniors.**

## 2781 – INTRO TO PHILOSOPHY

(1/2 Unit – Semester)

(Factor 8)

Do you have questions about life, happiness, and what it all means? Philosophy can help. Students will examine these and many other meaningful questions and concepts through open, judgment free discussions. The course offers an introduction to some of the most important ideas in the Western and Eastern philosophical traditions. While we study the ideas of the past we will see how Socrates, Nietzsche and Hannah Arendt continue to be relevant today. Philosophy can help students better understand themselves and develop thinking strategies for navigating the complex world in which we live.

**This course is open to sophomores, juniors and seniors.**

## 2415 SOCIAL PROBLEMS IN TODAY'S WORLD

(1/2 Unit – 1 Semester)

(Factor 9)

This course allows students to take an elective class while simultaneously earning DCC (BHS 103) credit. The prerequisite for this class is either a score of 80 or above on the English Regents exam or an overall average of 80 or higher. There is a fee associated with this course.

Sociologists ask the kinds of tough questions that most people in American society won't ask. Why is there racism? How much inequality is too much? This class is an examination of current social problems that confront the individual, the United States, and the international community. Concepts of behavioral sciences are introduced. Students are presented with the current research data that explains both the causes and possible resolutions to important social issues. Students who successfully complete the course will earn three college credits from Dutchess Community College. They may, however, be required to purchase a textbook or other materials for the course.

**This course is open to seniors only.**

## 6260 ADVANCED PLACEMENT ART HISTORY

(1 Unit – Full Year)

(Factor 10)

**Prerequisites:** None

**Recommendations:** Good academic standing, and successful completion of Global Studies.

This is a college-level introduction to Art History. The course is a chronological survey of architecture, painting, sculpture, and photography of the western tradition and selected works from a variety of cultures beyond European conventions.

Students will analyze artworks from daily slide presentations in class. Students will improve their visual skills and their ability to write succinctly through regular practice on tests and through one substantial research project. While students learn to analyze individual artworks, they also arrive at meaningful conclusions on larger themes and cultural developments through time.

Students are encouraged to take the class as a junior while many students enjoy the class during their senior year.

**The AP Exam, in mid-May, is required.**

## 7234 ETHICS IN GOVERNMENT AND BUSINESS

(1 Unit, Full Year, 1.0 credit in Business Education OR .5 unit in Economics and .5 unit in Government)

A course for juniors and seniors (juniors receive Business Education credit, seniors receive EITHER Business Education credit OR Social Studies credit)

An inquiry-based course that is designed to examine the results of governmental and business decision-making on our economy, governments, businesses, and society at large. Past decisions are critically analyzed through the lens of ethics, and the outcome of these decisions is traced throughout history, identifying unintended consequences (both good and bad) and identifying unforeseen environmental changes (both good and bad). Students will have the opportunity to rewrite history by tracing likely outcomes if different decisions were made.

Preference is given to students in the Business Education CTE Pathways Programs.

## MATHEMATICS

A solid background in high school mathematics is becoming increasingly important for both college and career readiness. Over the past decade, graduation standards for mathematics have increased to reflect this importance. The New York State Board of Regents requires all students entering 9th grade in 2014 or later to pass one Regents exam and earn 3 math credits for graduation. The Math Department has designed various courses and course sequences to help students of all abilities reach these goals. While the mathematical concepts and curriculum are the same in several courses, the pace of each course varies. Beginning in 2023 New York State is transitioning to the Next Generation Standards.

Due to changes in the math curriculum, most math classes require a student to have a graphing calculator for use at home as well as in class. Students/parents are asked to purchase graphing calculators for those courses that require them but may see their guidance counselor prior to October 18, 2025 if they cannot afford one. Each course description lists the type of calculator necessary for the class.

A Math Learning Center (MLC) has been created as a support service to all students studying math. The Center is open and staffed with a math teacher Periods 4 through 7. Students may attend the MLC if they have lunch, study hall, or other free period and need help in their math studies.

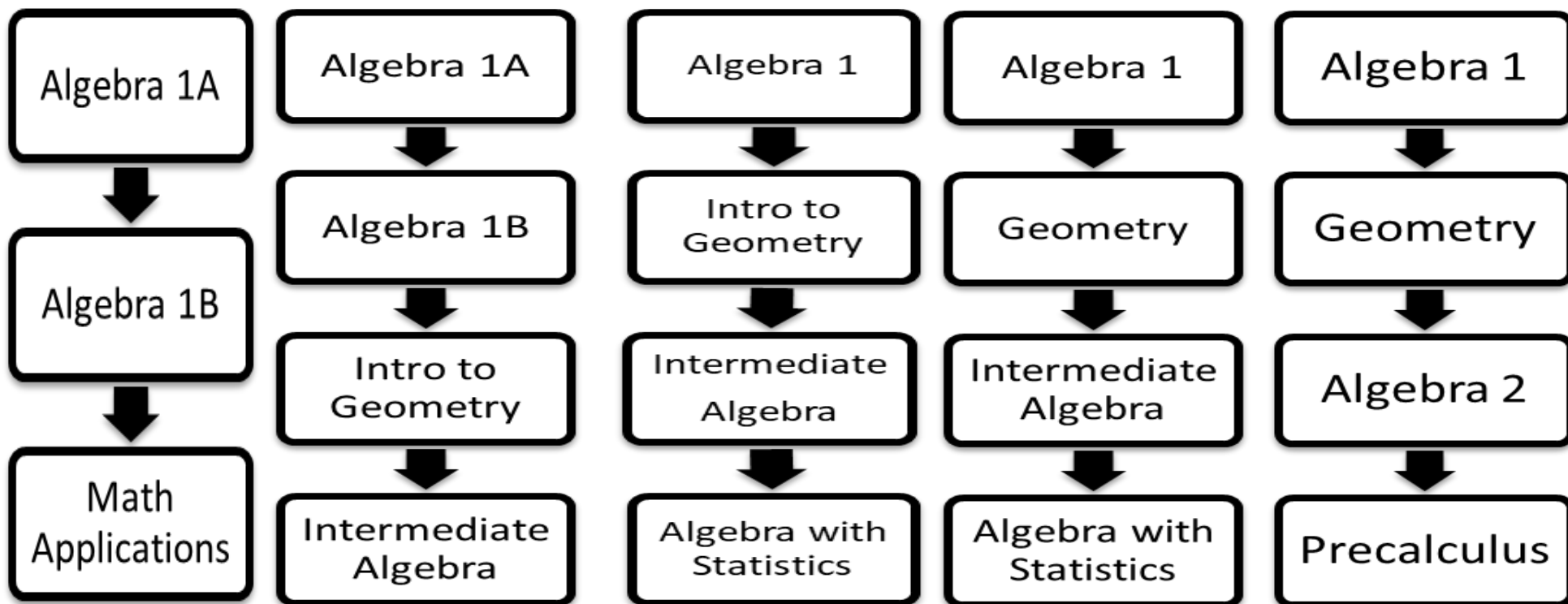
The Honors level courses are recommended for those students who need to be challenged beyond the Regents level. The Honors math program at Arlington is an accelerated and enriched curriculum with high expectations and a rigorous workload that moves at an increased pace. Students require above average math skills, a willingness to pursue knowledge for the sake of knowledge, a good work ethic and time to devote to additional studies required for factor 9 and 10 courses. It should be noted that maintaining high grades in this program becomes increasingly more difficult each year as a result of the more challenging and demanding workload. The honors program culminates with Advanced Placement courses in Calculus and Statistics. **We encourage all students to challenge themselves throughout their time here at Arlington by taking honors level classes.**

In the math department, any math elective NOT to be used as a prerequisite for another math course in high school may be taken on a pass/fail basis, with the exception of any Advanced Placement Course. **Please note that no college course can serve as a prerequisite for an AP course within the mathematics department. Any student who wishes to skip a prerequisite course must take a proficiency test in August.**



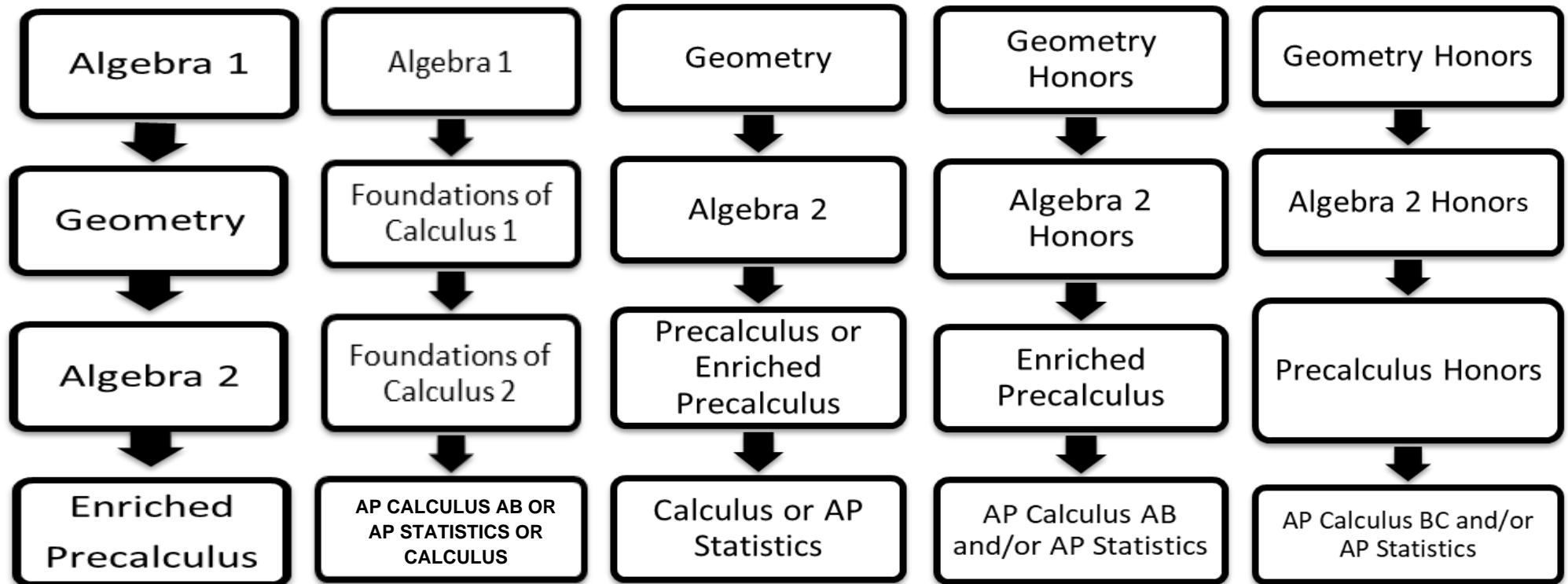
## Suggested Math Course Pathways

Every student must pass the Algebra Regents examination and each must also pass three years of high school math. After considering these requirements, each student should pick a course sequence that fits their ability level, motivation level, and future career or college plans. Each of the following sequences satisfies the graduation requirements and each is an example of a different pathway to college or career readiness.



## HONORS PATHWAYS

Honors and Advanced Placement Mathematics at Arlington is an especially good choice for students who have an elevated interest and ability level in math and/or who are planning on attending a competitive four-year college. The timing of when a student chooses to enter or exit the honors path is a function of many variables, including their complete class load as well as the rigors of the particular math course. Listed below are some possible pathways.



**3050 REMEDIAL INTEGRATED ALGEBRA**  
**(NO credit)**

Successful completion of the state Regents Exam in Integrated Algebra is a graduation requirement for all students. This non-credit bearing course is required for any student who fails the Algebra I Regents exam and is not currently enrolled in a math class preparing for this exam. The course is designed specifically to help students prepare to retake this exam. The student is permitted to drop this course upon successful completion of the exam. The Algebra I Regents Exam will be given in January, June, and August of each year.

**3111 ALGEBRA 1A**  
(1 Unit – Full Year) (Factor 8)

This course covers the first half of the Next Generation Learning Standards for Algebra 1. With successful completion of this course, the following year students will take Algebra 1B and take the Algebra 1 Regents exam in June. Passing this exam is a graduation requirement. There will be a school final exam during exam week in June.

**\*\*NCAA eligibility accepts .50 credits**

**3112 ALGEBRA 1+**  
(1 Unit - Full Year) (Factor 8)  
With Alt Day Lab

This course is the first course of the High School Next Generation Learning Standards. It will cover topics in elementary algebra such as linear, quadratic, exponential, and piecewise functions and their associated algebra. Algebra 1+ consists of a lab period that allows the students additional time to explore/discover concepts. To be successful in this course, students will need to regularly do homework. The final exam is the Next Generation Algebra 1 Regents given in June.

**3116 ALGEBRA 1B**  
(1 Unit – Full Year) (Factor 8)

This successive course to Algebra 1A finishes the remaining topics in the Next Generation Algebra 1 curriculum. This course, along with Algebra 1A, covers the algebra of common functions, including linear, quadratic, and exponential, as well as others. The final exam for this course is the Next Generation Algebra 1 Regents exam. Passing this exam is a graduation requirement. Success in this course requires that a student does homework regularly and has a **scientific calculator** for home and class use.

**\*\*NCAA eligibility accepts .50 credits**

**3150 ALGEBRA 1**  
(1 Unit – Full Year) (Factor 8)

**Prerequisite:** Passing average in Math 8

This course is the first course of the High School Next Generation Learning Standards. It will cover topics in elementary algebra such as linear, quadratic, exponential, and piecewise functions and their associated algebra. Success in this course requires that a student does homework regularly. The final exam is the Next Generation Algebra 1 Regents given in June.

**3160 INTERMEDIATE ALGEBRA**  
(1 Unit – Full Year) (Factor 8)

**Prerequisite:** Intro to Geometry or Geometry and a passing grade on the Algebra Regents

**Recommendation:** An 85 or better in Introduction to Geometry

This course will cover topics in the first half of the Algebra 2 curriculum, while allowing more time for mastery of higher level algebraic skills and concepts. Students will study a variety of functions and their algebra, including linear, quadratic, exponential, logarithmic, and rational. Success in this course requires that a student does homework regularly and has a graphing calculator for home and school use. There will be a departmental final exam given during Regents week.

**\*\*NCAA eligibility accepts .50 credits**

### 3230 INTRODUCTION TO GEOMETRY

(1 Unit – Full Year)

(Factor 8)

**Prerequisite:** Algebra 1 or Algebra 1B

This course is for students who wish to be exposed to the major concepts of geometry, without the rigor of proof. The course will reinforce algebra skills through geometric applications, and more emphasis will be on hands-on learning. A foundation in most major topics of Regents Geometry will be laid by applying concepts to solving numeric problems rather than studying geometric proofs. This course does **not** prepare students for the Geometry Regents exam. There will be a departmental final exam given. For this course, students will need to have a **scientific calculator** for home and school use.

♦ **This course does not meet NCAA eligibility standards.**

### 3240 GEOMETRY +

(1 Unit - Full Year)

(Factor 8)

With Alt Day Lab

In this course students will study geometric relationships formally and informally. Major topics include but are not limited to Constructions, Transformations, Right Triangles, Circles, and Trigonometry. This is a regents level course where the Next Generation Geometry Regents Exam will be optional for the students who wish to pursue an advanced Regents Diploma. Geometry + consists of a lab period that allows the students additional time to explore/discover concepts. To be successful in this course, students will need to regularly do homework and have a graphing calculator for home and school use. This course culminates in a local exam.

### 3250 GEOMETRY

(1 Unit – Full Year)

(Factor 8)

**Prerequisite:** Algebra 1 or Introduction to Geometry, including a passing grade on the Algebra 1 Regents

#### **Recommendation:**

70 on the Algebra 1 Regents

In this course students will study geometric relationships formally and informally. Students will be required to demonstrate mathematical reasoning through formal proofs and problem solving. Students will also study the trigonometry of right triangles. To be successful in this course, students will need to regularly do homework and have a **graphing calculator** for home and school use. This course culminates in a local exam.

### 3270 GEOMETRY H

(1 Unit – Full Year)

(Factor 9)

#### **Recommendation:**

A final course grade of at least an 85 in Algebra 1 AND 80 or better on the Algebra 1 Regents Exam

This course enriches Geometry with much more emphasis placed on Euclidean proofs and begins to increase demands in student performance necessary for success in future honors level math courses. The final exam for this course is a local exam. For this course, students will need a **graphing calculator** for home and school use.

### 3301 MATHEMATICAL APPLICATIONS

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** Algebra 1B, or Introduction to Geometry

**Corequisite:** Seniors Only: Algebra 1B

**This course can only be used as a possible 3<sup>rd</sup> credit in math.** This course is designed to apply previously learned and new math concepts in many areas of life, such as probability and statistics, technical areas, finance, etc. There will be a school final in June. For this course, students will need a **scientific calculator** for home and school use.  
♦ **This course does not meet NCAA eligibility standards.**

### 3302 MATH FOR TRADES

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** Algebra 1A or Algebra 1B or Algebra and Intro to Geometry plus Algebra Regents

This class can be taken as a 3<sup>rd</sup> year of Math.

To support the math development and instruction of students in the CTE courses at AHS. Students will be exposed to the concepts, principles and formulas of math in the context of the work and skills that are taught in the CTR course (Metal, Carpentry and Drafting) Math instruction is connected to the hands-on application in the shop

11th & 12th grades students ONLY enrolled in the CTE program.

♦ **This course does not meet NCAA eligibility standards.**

### 3351 ALGEBRA 2

(1 Unit – Full Year) (Factor 8)

**Prerequisite:** Geometry

**Recommendation:** At least a 75 in Geometry.

The course will concentrate on the study of higher-level functions and algebraic manipulations, including the study of polynomials, rational functions, and trigonometric functions. Students will also study concepts of probability and statistics useful for later college work in statistics. The course culminates in a local exam. Students wishing to graduate with the Advanced Regents diploma must pass this Regents exam as well as both previous Regents exams in Algebra 1 and Geometry. For this course, students will need a **graphing calculator** for home and school use.

### 3371 ALGEBRA 2 H

(1 Unit – Full Year) (Factor 9)

**Recommendation:**

An 80 final average in Geometry H

Or

A 90 final average in Geometry

This course enriches the Algebra 2 curriculum and incorporates topics from advanced algebra and advanced coordinate geometry. The course culminates in a local exam. Students wishing to graduate with the Advanced Regents diploma must pass this Regents exam as well as both previous Regents exams in Algebra 1 and Geometry. For this course, students will need a **graphing calculator** for home and school use.

3372 FOUNDATIONS OF CALCULUS 1  
(1 Unit-Full Year) (Factor 9)

**Prerequisite:** Marking period average of at least 90 in Algebra 1 and 85 or better on the Algebra 1 Regents Exam

Foundations of Calculus is an intensive two-year program covering concepts in Geometry, Algebra 2, Trigonometry and Pre-calculus. Successful completion of the program will culminate with a follow-up course Advanced Placement Calculus AB or Advanced Placement Statistics senior year. Year 1 will focus on content in Geometry and Algebra 2. At the end of the year, students will take a departmental final.

**Note:**

**Foundations of Calculus 1 is only open to 10<sup>th</sup> grade students.**

3373 FOUNDATIONS OF CALCULUS 2  
(1 Unit-Full Year) (Factor 9)

**Prerequisite:** Foundations of Calculus 1

Foundations of Calculus is an intensive two-year program covering concepts in Geometry, Algebra 2, Trigonometry and Pre-calculus. Successful completion of the program will culminate with a follow-up course Advanced Placement Calculus AB or Advanced Placement Statistics senior year. Year 2 will focus on content in Algebra 2 and Pre-calculus. At the end of the year, students will take a departmental final. Students wishing to graduate with the Advanced Regents diploma must pass this Regents exam as well as both previous Regents exams in Algebra 1 and Geometry.

**Note:**

**Foundations of Calculus 2 is only open to 11<sup>th</sup> grade students that have successfully completed Year 1.**

3411 ALGEBRA WITH STATISTICS  
(1 Unit – Full Year) (Factor 8)

**Prerequisite:** Intermediate Algebra

This course will finish the topics not covered in Intermediate Algebra for the Algebra II curriculum. Some topics covered: trigonometric functions, rational algebra, conditional probability, and statistics. At the end of the course students will take a departmental final exam. For this course, students will need a **graphing calculator** for home and school use.

**\*\*NCAA eligibility accepts .50 credits**

3441 PRECALCULUS  
(1 Unit - Full Year) (Factor 8)

**Prerequisite:** Algebra with Statistics, Algebra 2, or Algebra 2 H

The Precalculus program is a college level precalculus course, providing the foundation necessary for the study of college calculus. The principal theme of the course is functions as models of change, and this theme is reinforced through the study of the following functions: quadratic, exponential, logarithmic, trigonometric, polynomial and rational. In addition, the course includes an introduction to vectors. Homework is required and a three hour school exam is given in June. For this course, students will need a **graphing calculator** for home and school use.

### 3451 ENRICHED PRECALCULUS

(1 Unit - Full Year) (Factor 9)

Dutchess Community College – MAT 185

#### **Prerequisite:**

A final course grade of 85 or better in Algebra 2

OR

Algebra 2H

This course contains all of the topics in Precalculus and explores them to a greater depth. This course is offered in conjunction with Dutchess County Community College. Since this is an honors level course the pace is faster than that of Precalculus and additional topics are covered: Matrices, Parametric Equations and Conic Sections. For this course, students will need a **graphing calculator** for home and school use. A three hour school exam is given in June. This course allows students to earn DCC (MAT 185) credit. There is a fee associated with this course.

### 3461 PRECALCULUS HONORS

(1 Unit - Full Year) (Factor 9)

**Prerequisite:** A final course grade of 80 or better in Algebra 2H

OR

A final course grade of 95

This course is a combination of the pre-calculus from Enriched Precalculus and a semester of differential calculus. For this course, students will need a **graphing calculator** for home and school use. A three hour school exam is given in June.

### 3540 CALCULUS

(1 Unit - Full Year) (Factor 9)

**Prerequisite:** Precalculus, Enriched  
Precalculus, Precalculus Honors  
or Foundations of Calculus 2

#### **Corequisite for Seniors only:**

Enriched Precalculus or Precalculus

#### **Recommendation:**

At least an 80 final average in Precalculus.

This is a first year college level course in calculus (equivalent to Calculus I and part of Calculus II in many colleges and universities). It stresses the basics of calculus such as limits, continuity, differentiation, and integration of algebraic and transcendental functions, along with basic applications of each. For this course, students will need a **graphing calculator** for home and school use. The purpose of this course is to give the college bound student a good, solid foundation in calculus enabling further study in college easier. Since no AP exam will be taken in this course in the spring, the pace is less rigorous than in AP Calculus AB.

A three hour school final exam will be given in June.

### 3550 AP CALCULUS AB

(1 Unit - Full Year)

(Factor 10)

#### **Prerequisite:**

Final grade of 90 or better in Precalculus OR

Final grade of 80 or better in Enriched

Precalculus OR

A passing grade in Precalculus Honors OR

Final Grade of 85 or better in

Foundations Year 2

This course may NOT be taken concurrently with Enriched Precalculus or Precalculus.

This course has the same course description as Calculus (Course #3540); however, the purpose of this course is to prepare students to take the Advanced Placement Examination (level AB) in May with the intention of the student securing advanced standing at the college or university of the student's choice. The pace of this course is quicker than Calculus (Course #3540) since the AP exam is given in May. Graphing calculators will be used throughout the course as well as on the AP exam. In addition, there is a school final in June. **The AP exam is required.**

### 3560 AP CALCULUS BC

(1 Unit - Full Year)

(Factor 10)

#### **Prerequisite:**

Final grade of 80 or better in Precalculus

Honors or an 85% or better on the Precalculus

Honors proficiency exam.

Note that AP Calculus AB does not serve as a prerequisite for AP Calculus BC.

This course is a continuation of Precalculus Honors. It includes all topics in our AP Calculus AB course along with additional topics in series, sequences, differential equations, multidimensional motion, polar coordinates, and calculus of vector functions. Graphing calculators will be used throughout the course as well as on the AP exam. Upon successful completion of the AP Exam, a student could receive college credit for two full semesters of calculus (Calculus I and II). A school final exam will be given in June. **The AP exam is required.**

### 3650 AP STATISTICS

(1 Unit - Full Year)

(Factor 10)

#### **Prerequisite:**

An 85 or better final average in Algebra 2 or

passing Algebra 2 Honors

#### **Corequisite:**

Concurrent registration in Precalculus,

Enriched Precalculus or Precalculus Honors

(If not already taken)

This course offers students an opportunity to complete studies in secondary school equivalent to a one-semester, introductory, non-calculus based, college course in statistics. In college, at least one statistics course is typically required for majors such as economics, engineering, psychology, sociology, health science, and business. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns, and statistical inference. Students who successfully complete the course and the AP examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. There will be a final exam and/or final project in June.

**The AP exam is required.**

### 3761 INTRODUCTORY COMPUTER PROGRAMMING

(1/2 Unit – 1 Semester)

(Factor 9)

**Prerequisite:** Intermediate Algebra or Geometry

This is an introductory programming course for anyone considering learning how to program using a high level programming language. No previous programming experience is necessary, but computer literacy working with files in the Windows environment is expected. Topics covered include designing algorithms and writing programs to solve problems, variables and constants, conditional control statements, loops, strings, methods, arrays, classes and applets. This course cannot be used to satisfy a math or sequence requirement. There will be a final examination or project.

♦**This course does not meet NCAA eligibility standards.**



**3770 INTERMEDIATE COMPUTER  
PROGRAMMING WITH JAVA**

Dutchess Community College CPS 141

(1/2 Unit - 1 Semester) (Factor 9)

**Prerequisite:**

Introductory Computer Programming OR  
Space permitting, proficiency in C++ or JAVA  
equivalent to Introductory Computer  
Programming

This course is offered in conjunction with Dutchess Community College and encompasses CPS 141 - Computer Science I. Students earn 4 college credits through this one-semester class. The course introduces the fundamental concepts of programming from an object-oriented perspective. Topics include simple data types, control structures, basic input/output, arrays, strings, methods, classes and objects. Problem solving techniques, algorithm design and implementation strategies are also covered. This course cannot be used to satisfy a math or sequence requirement. There will be a final examination or project. There is a fee associated with this course.

♦**This course does not meet NCAA eligibility standards.**

**3781 COMPUTER SCIENCE**

(1 Unit - Full Year) (Factor 10)

Dutchess Community College CPS 142

**Prerequisite:**

Intermediate Computer Programming with  
JAVA

This course is offered in conjunction with Dutchess Community College and encompasses CPS 142 - Computer Science II. Students earn 3 college credits through this full year class. This course continues the coverage of object oriented programming with an emphasis on using object oriented techniques to develop fundamental data structures. Topics presented include: principles of object-oriented programming (inheritance, polymorphisms and encapsulation); exception handling; stream I/O; data structures (arrays, linked lists, stacks, queues); recursion; searching and sorting algorithms; analysis of algorithms; developing and using generic classes and collections. GUI Applications are also covered. There will be a final examination or project. There is a fee associated with this course.

♦**This course does not meet NCAA eligibility standards**

**3810 ADVANCED MATHEMATICS  
SEMINAR I**

(1/2 Credit Fall Semester **Only**) (Factor 10)

**Note:** Pass/Fail Only

**Prerequisite:**

AP Calculus BC, Seniors currently enrolled in AP Calculus BC may enroll with department approval.

This course is designed to explore mathematical problem solving through classic riddles and paradoxes. Students will be asked to tackle problems beyond those typically seen in previous math classes. Topics may include game theory, probability, combinatorics, symbolic logic, set theory, topology, cryptography, and more.

This course is intended for students who have completed AP Calculus BC and wish to experience rich mathematical explorations into upper level mathematics. Seniors may take Advanced Mathematics Seminar concurrently with AP Calculus BC with approval. The course is offered on an independent study basis only under the guidance of a math faculty advisor. Students will be expected to meet as a group with the faculty advisor after school twice a month, while completing assignments in between meetings.

**3820 ADVANCED MATHEMATICS  
SEMINAR II**

(1/2 Credit – Spring Semester **Only**)  
(Factor 10)

**Note:** Pass/Fail Only

**Prerequisite:** Advanced Mathematics Seminar I

This course is designed as a follow up to Advanced Mathematics Seminar I, exploring additional topics in multivariable calculus. Topics include double integrals, triple integrals, alternate coordinate systems, and applications. Time permitting; topics in vector calculus may be explored as well.

This course is offered on an independent study basis only under the guidance of a math faculty advisor. Students will be expected to meet as a group with the faculty advisor after school twice a month, while completing assignments in between meetings.

## SCIENCE

All students are required to earn three credits in science and to pass one Regents science examination to graduate. Additionally, the three science credits must include at least one course in the Living Environment and one in the Physical Setting. The Advanced Regents diploma requires passing scores on two Regents science examinations. The Advanced Regents diploma can earn the endorsement of “Mastery in Science” if a student earns 85 or higher on three science Regents exams.

Science courses are offered with a variety of subjects and levels, to meet the needs, goals, and interests of students. The pathways chart lists several typical sequences of science courses. Science courses cannot be taken on a pass/fail basis unless listed in the course description. Science courses are not offered on an independent study or audit basis. Advanced Placement (AP) science courses and some electives have required courses that must be taken first. Recommendations are provided for many courses to help students make informed choices.

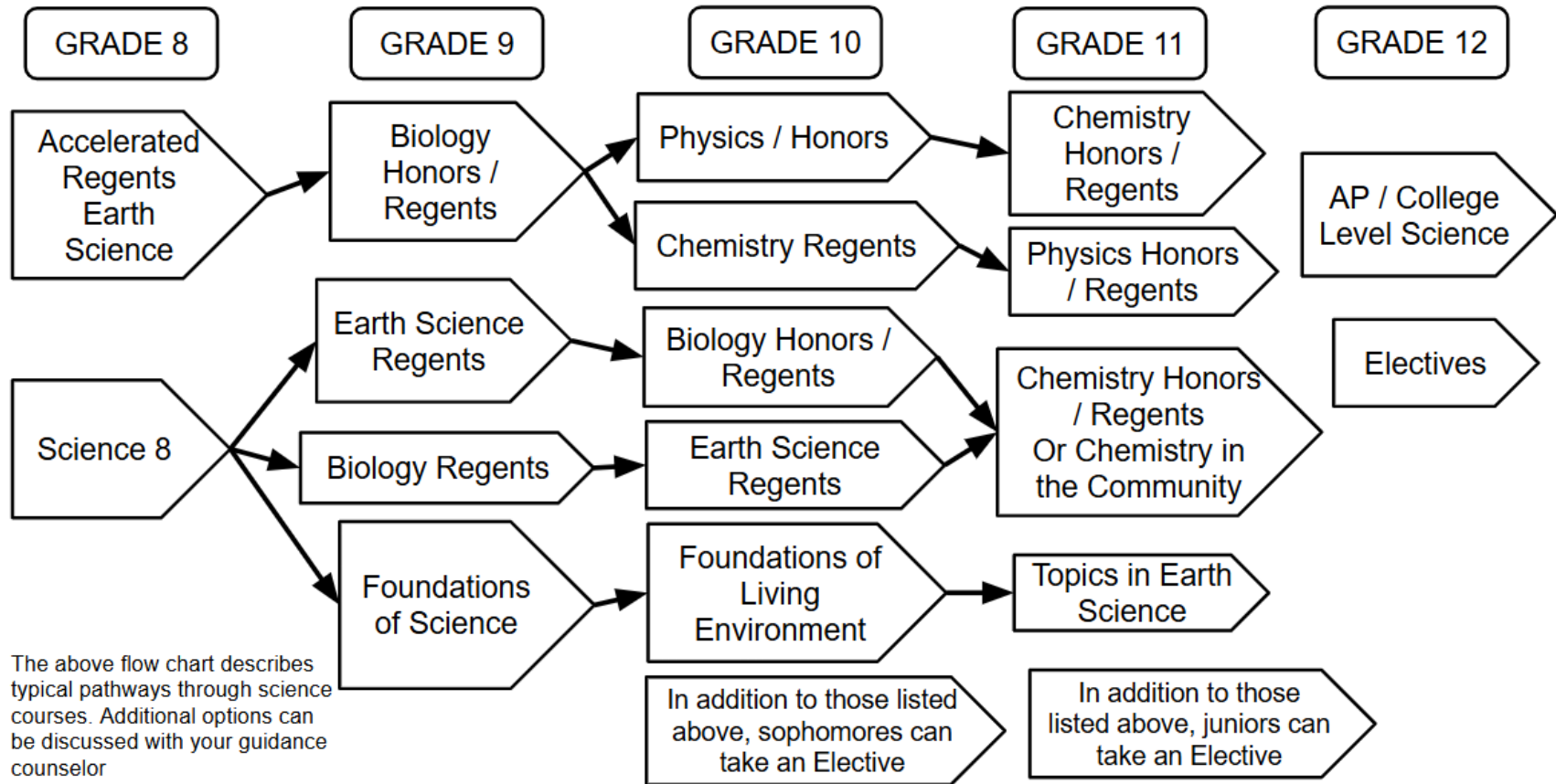
The Science Research course has an application with a deadline of April 1st.

Arlington High School offers “Alternative Studies” in chemistry over the summer. This is a self-study summer program where students must demonstrate their chemistry knowledge with a local chemistry exam in mid-August. This is only recommended for very independent and confident learners. The most common timeline is the summer after 10th grade, although it can also be after 11th grade. This does not result in any course credits and will not appear on a transcript. Students that earn a score of 85 or above are allowed to skip the chemistry course to move into an advanced science course the following year. The science department cautions students that taking this path will result in no chemistry lab skills and less chemistry knowledge compared to enrolling in a chemistry course. Some students choose to use this option to advance into AP Biology in 11th grade, but then also take honors chemistry concurrently. The deadline to sign up for this program is June 1.

### **LABORATORY REQUIREMENTS FROM NEW YORK STATE:**

In order to be eligible to take the Regents examination in a science course, a student must submit satisfactory lab reports representing a minimum of 1200 minutes of laboratory work. The deadline to earn sufficient minutes is set by the state as two weeks prior to the Regents examination date. If a student does not complete the laboratory requirement, that student cannot sit for the exam, will fail the course, and cannot be admitted to summer school for that course.

# SCIENCE COURSE PATHWAYS



4011 ACADEMIC INTERVENTION SERVICE:  
BIOLOGY

2-3 periods per week

No Credit

**Placement Criteria:**

Students who fail a Regents examination in science and must retake it

Students whose Biology teachers recommend them for extra support

AIS Biology provides additional support for students preparing to retake the Living Environment Regents exam, or for students currently struggling in Biology. Students receive teacher assistance either one-on-one or in a small group (not to exceed ten students with one teacher).

4012 ACADEMIC INTERVENTION SERVICE:  
EARTH SCIENCE

2-3 periods per week

No Credit

**Placement Criteria:**

Students who fail a Regents examination in science and must retake it

Students whose Earth Science teachers recommend them for extra support

AIS Earth Science provides additional support for students preparing to retake the Earth Science Regents exam, or for students currently struggling in Earth Science. Students receive teacher assistance either one-on-one or in a small group (not to exceed ten students with one teacher).

4113 FOUNDATIONS OF SCIENCE \_

(1 Physical Setting Credit) 5 periods per week

(1 Unit – Full Year)

(Factor 8)

**Recommendation:**

This course is recommended for students who need to build scientific literacy skills prior to enrolling in a Regents science course. This course is only open to 9th grade students.

This interdisciplinary course includes beginning concepts from biology, earth science, chemistry and physics. Content is structured around interesting science concepts with an overarching emphasis on critical thinking, analyzing and graphing data, scientific method, organization, study skills, and scientific literacy. This course is meant to provide the foundation of skills necessary prior to taking a Regents-level science course.

Final Examination: Written Exam.

## 4241 FOUNDATIONS IN THE LIVING ENVIRONMENT

(1 Living Environment Credit)

6.25 periods per week

(1 Unit – Full Year) (Factor 8)

### **Recommendation:**

This course is most appropriate for students who have passed the Foundations of Science course and is designed for sophomores, juniors and seniors. This course is not open to 9th grade students.

This course deals with the study of life processes in cells, and multicellular organisms, and with evolution, genetics, and ecology as a means of reinforcing skills in inquiry and scientific thinking. This course covers only those understandings and ideas specified in the New York State High School Science Learning Standards. It provides a solid foundation for success in the New York State Biology Regents Examination. This course does not contain some of the supplementary information nor go into the same depth as Regents Biology. Laboratory work is an integral part of the course. Successful completion and documentation of a minimum of 1200 minutes of laboratory work is required for the final exam.

Final Examination:

NYS Regents Examination:

**Life Science: Biology**

Textbook: Miller and Levine, Biology

## 4250 REGENTS BIOLOGY

(1 Living Environment Credit)

(7 1/2 periods per week)

(1 Unit - Full Year) (Factor 8)

**Recommendation:** Science 8

This course deals with the study of life processes in cells, and multicellular organisms and with evolution, genetics, and ecology. Great emphasis is placed on language usage, reading comprehension, and writing. Laboratory work is an integral part of the course. Successful completion and documentation of a minimum of 1200 minutes of laboratory work is required for the final exam. Regular outside-of-class preparation is essential.

Final examination:

NYS Regents Examination:

**Life Science: Biology**

Textbook: Miller and Levine, Biology

## 4260 BIOLOGY HONORS

(1 Living Environment Credit)

7 1/2 periods per week

(1 Unit - Full Year) (Factor 9)

**Recommendation:**

Regents Earth Science exam score of 85 or higher

The course is similar to Regents Biology but with heavier emphasis on the experimental basis of biology and more extensive treatment of some topics. Emphasis will be placed on understanding and application of major principles of biology; understanding and application of simple algebraic concepts to solving word problems; and organizing, interpreting, and drawing conclusions from lab data. Laboratory work is an integral part of the course. Successful completion and documentation of a minimum of 1200 minutes of laboratory work is required for the NYS Regents portion of the final examination. Extensive outside-of-class preparation is required.

Final examination:

NYS Regents Examination:

**Life Science: Biology** plus a local exam

Textbook: Miller and Levine, Biology

## 4350 REGENTS EARTH SCIENCE

(1 Physical Setting Credit)

7 1/2 periods per week

(1 Unit - Full Year) (Factor 8)

**Recommendation:** Science 8

This course addresses the NYS Regents Earth and Space Science curriculum, with units in astronomy, meteorology, environmental science and geology. Graphing and mathematical skills (including algebra) are needed for success in Earth and Space Science. Success in this subject requires that a student work with abstract ideas, focus on details of scientific charts, and complete regular outside-of-class preparation. Laboratory work is an integral part of the course. Successful completion and documentation of a minimum of 1200 minutes of laboratory work is required for the final exam.

Final examination:

NYS Regents Examination:

**Earth and Space Sciences**

## 4450 REGENTS CHEMISTRY

(1 Physical Setting Credit)

7 1/2 periods per week

(1 Unit - Full Year) (Factor 8)

**Recommendation:**

- Successful completion of two Regents math courses, including a passing grade on the Algebra Regents Exam. Students wishing to take chemistry concurrently with their second Regents math course should have achieved a Regents science exam score of 85 or higher.
- Successful completion of Biology and Earth Space Science Courses
- A student who has achieved less than 85 in Algebra may expect to have considerable difficulty.

This is a comprehensive chemistry course dealing with the substances of the physical world and their interactions at the particle level. Topics include: atomic structure, bonding, the periodic table, stoichiometry, kinetics and equilibrium, acid-base theories, and organic chemistry. Students should be proficient in the following mathematical skills: rearranging algebraic equations; using scientific notation; and converting fraction, decimal, and percent equivalents. Laboratory work is an integral part of the course.

## 4450 REGENTS CHEMISTRY cont'd

Successful completion and documentation of a minimum of 1200 minutes of laboratory work is required for the final exam. Considerable outside-of-class preparation is required. The NYS Regents Examination in Physical Setting/Chemistry is an optional exam at the end of this course.

Final examination: Local Exam

## 4460 CHEMISTRY HONORS

(1 Physical Setting Credit)

7 1/2 periods per week

(1 Unit - Full Year) (Factor 9)

**Recommendation:**

- Successful completion of Biology and Earth and Space Science and Physics Courses.
- Students should have passed Algebra 2 OR be concurrently enrolled. Students with an Algebra 2 course average of less than 80 should expect to find Honors Chemistry difficult.

The course is similar to Regents Chemistry but with heavier emphasis on the mathematical aspects of chemistry, along with a greater use of problem solving skills and more extensive treatment of some topics. Laboratory work is an integral part of the course. Successful completion and documentation of a minimum of 1200 minutes of laboratory work is required for the New York State Regents portion of the final examination. Extensive outside-of-class preparation is required. The NYS Regents Examination in Physical Setting/Chemistry is an optional exam at the end of this course.

Final examination: Local Exam

## 4549 PHYSICS

(1 Physical Setting Credit)

7 1/2 periods per week

(1 Unit - Full Year)

(Factor 8)

### **Recommendations:**

- Successful completion of Regents Algebra
- Regents science exam score of 75 or higher

Physics is the study of how things work. This course will explore how physics is involved in everyday life. Students will gain a better understanding of how physics is applied to cars, smart phones, microwaves, the electric grid, computers, sports and much more. Units of study include mechanics, energy, electricity/magnetism, wave phenomena and modern physics. This course emphasizes exploring physics concepts through hands-on investigations and demonstrating how those concepts are part of everyday activities and common technologies. Students will use mathematical reasoning skills to model physics concepts as part of laboratory investigations and engineering projects. Considerable outside of class time preparation is required.

Final examination: Local exam

Textbook:

Zitzewitz, Physics-Principles and Problems

## 4551 HONORS PHYSICS

(1 Physical Setting Credit)

7 1/2 periods per week

(1 Unit - Full Year)

(Factor 9)

### **Recommendations:**

- Successful completion of two Regents math courses including a minimum score of 75 on the Geometry Common Core Regents exam.
- Regents science exam score of 75 or higher

This honors-level course considers our ideas about the nature of the physical world. Major topics are mechanics (motion: kinematics and dynamics), energy, wave phenomena, electricity and magnetism, and modern physics. Mathematical problem-solving is emphasized throughout the course. Students will regularly use math skills from algebra and geometry to understand physics concepts and equations. Laboratory work is an integral part of the course. Successful completion and documentation of a minimum of 1200 minutes of laboratory work is required for the final exam. Extensive outside-of-class preparation is required. The NYS Regents Examination in Physical Setting/Physics is an optional exam at the end of this course.

Final examination:

Local Exam with optional NYS Regents Examination: Physical Setting/Physics

Textbook:

Zitzewitz, Physics-Principles and Problems

#### 4601 TOPICS IN EARTH SCIENCE

(1 Physical Setting Credit)

5 periods per week

(1 Unit – Full Year) (Factor 8)

Topics in Earth Science is an introduction to earth science topics including astronomy, weather, and geology units. This course is commonly taken by students as a second or third year of science when the student is not ready for the pace or difficulty of Regents Earth Science. This course does not include a lab period and will not end with a Regents exam.

Final examination: Written exam.

Textbook:

Namowitz & Spaulding, Earth Science

#### 4605 TEACHING SCIENCE THEORY AND PRACTICE

(1 Physical Setting Credit)

5 periods per week

(1 Unit – Full Year) (Factor 8)

**Prerequisite:** Successful completion of 3 Regents science classes

This course is designed to help students improve their science knowledge and understanding by learning effective methods of teaching science. Students will be given an introduction to educational theory and practice, as well as methods of teaching science. Students will be actively engaged in designing and creating lessons and activities in different scientific disciplines and then teach these lessons to elementary level students in the Arlington district. Once lessons have been developed, elementary classes will come to the high school several times per week, to go through the lessons and programs that the students in this course have developed. Students may choose to take this course on a pass/fail basis.

Final Examination: Portfolio

♦ **This course does not meet NCAA eligibility standards.**

#### 4613 MARINE BIOLOGY

(1 Living Environment Credit)

5 periods per week

(1 Unit – Full Year) (Factor 9)

**Prerequisite:** Successful completion of Regents/Honors Biology or Foundations of Living Environment

In this course students will explore the various Marine environments that cover our planet including coral reefs, mangroves, the everglades, rocky coasts, the Hudson River and the oceans. We will also explore the many strange and wonderful creatures that inhabit these environments, including organisms ranging from microscopic plankton to sponges, corals, sea jellies, marine worms, mollusks, crabs, shrimp, lobster, and sea stars dolphins, whales, manatees, penguins, fish, sea turtles, sea snakes, and iguanas. During the semester we will increase student awareness of the environmental issues, such as global climate change and marine pollution, which impact marine animals. We may travel to the river to experience an estuary up close and to participate in hands-on investigations.

\*This course allows 11th and 12th grade students to earn 3 credits through Saint Thomas Aquinas College. Students will be required to register as a student and submit payment for credits to Saint Thomas Aquinas College. There is a fee associated with this course if a student wishes to obtain this college credit. If the student does not wish to obtain this credit, there is no fee associated with this course.

Final Examination: Project

Textbook: Marine Science, 2nd edition, Amsco



#### 4630 FORENSIC SCIENCE

(1/2 Physical Setting Credit)

5 periods per week

(1/2 Unit – 1 Semester) (Factor 8)

**Prerequisite:**

Successful completion of Regents/Honors Biology or Foundations of Living Environment

Forensic Science is the study of physical evidence left at the scene of a crime. Students will be involved in the collection and analysis of physical evidence from simulated crime scenes using standard scientific procedures and techniques. Topics covered in the course include processing a crime scene, fingerprinting, hair and fiber analysis, document analysis, DNA analysis, and psychological profiling. The course may also include local law enforcement guest speakers, a field trip to an appropriate forensic facility and student involvement as a forensic witness at a mock trial.

Final Examination: Local Exam

Textbook: Forensic Science for High School, Funkhouser-Delisch; Kendall Hunt Casebook of Forensics Detection, Evans, Colin; John Wiley & Sons, Inc.

#### 4640 NATURAL DISASTERS

(1/2 Physical Setting Credit)

5 periods per week

(1/2 Unit – 1 Semester) (Factor 8)

**Prerequisite:**

Successful completion of Regents Earth Science or Topics in Earth Science

Natural Disasters is a course that explores all types of natural disasters that can occur on Earth. The topics range from short-term catastrophes such as hurricanes and earthquakes to long-term disasters such as global warming and asteroid impacts. The role of human beings and science in studying, predicting, and dealing with these disasters will be a repeated theme throughout the course. Students will be expected to do extensive research projects that involve the investigation of different natural disasters and project presentations.

Final Examination: Final project presented in class

#### 4650 CHEMISTRY IN THE COMMUNITY

(ChemCom ® ) (1 Physical Setting Credit)

5 periods per week

(1 Unit – Full Year) (Factor 8)

**Recommendation:** Successful completion of Regents Biology and Regents Earth Science

Chemistry in the Community is a chemistry course that focuses on the impact of chemistry on everyday life. Based on the ChemCom ® curriculum developed by the American Chemical Society, its goals are to enhance scientific literacy and to promote an appreciation for the nature of scientific knowledge. It is based on the belief that, as future community members, workers, and voters, students need a foundation of scientific knowledge in order to meaningfully participate in the discussion of current events such as pollution, global warming, energy sources, and risk assessment. To this end, the course combines a thorough study of chemistry fundamentals with a discussion of the positive - and negative - roles that chemistry and technology play in our world.

Final Examination: Local Exam

## 4660 EVOLUTION AND ANIMAL BEHAVIOR

(1/2 Living Environment Credit)

5 periods per week

(1/2 Unit – 1 Semester) (Factor 9)

### **Prerequisite:**

Successful completion of Regents/Honors Biology

### **Recommendation:**

85

or better on the Living Environment exam

Evolution and Animal Behavior is a course that looks into the forces of nature that rule over the survival of all species on Planet Earth. The topics range from the studies of Charles Darwin and his theory of evolution to the survival and reproduction of a variety of species alive today (plants, animals and microorganisms). The effects of evolution on human beings (and of human beings on evolution) will be a primary theme of the course. Students will be expected to read, write and discuss early in the semester, after which they will work on research projects that involve a topic of interest in evolution. Students are expected to do presentations in class. Students will also have an opportunity to create and teach lessons related to the theory of evolution to elementary school children.

### **Final Examination:**

Final project presented in class

## 4670 CONTEMPORARY ISSUES IN BIOLOGY – Biomedical focus

(1 Living Environment Credit)

5 periods per week

(1 Unit - Full Year) (Factor 9)

**Prerequisite:** Successful completion of  
Regents/Honors Biology

### **Recommendation:**

This course requires extensive reading and writing. It is strongly recommended that the student meet the following criteria:

Completion of the following with final averages of 80 or better or its equivalent in Honors Level:

- (1) Any two Regents science courses
- (2) English 10 or 11

Extensive changes are taking place in our society as a result of the use of technology. As changes occur individuals are faced with challenges to their attitudes and values with respect to such issues as stem cell research, assisted reproductive technologies, genetic screening, gene therapy, gene engineering, and ethics of scientific research. These issues, as well as many more, are discussed in this course. Students will be expected to do research using a variety of sources, to present projects in class, and to actively engage in class discussion. The principle objectives of the course are to develop an understanding of how to approach the study of issues and to expose students to issues that they may face in their lifetimes.

**Final Examination:** Local exam

#### 4671 CONTEMPORARY ISSUES IN PHYSICAL SCIENCE

(½ Physical Setting Credit)  
5 periods per week  
(1/2 Unit – 1 Semester) (Factor 8)

#### 4671H CONTEMPORARY ISSUES IN PHYSICAL SCIENCE H

(½ Physical Setting Credit)  
5 periods per week  
(1/2 Unit – 1 Semester) (Factor 9)

**Prerequisite:** Two Regents or Honors Science credits

Extensive changes are taking place in our society as a result of the use of technology. As changes occur, individuals are faced with challenges to their attitudes and values with respect to such issues as climate change, nuclear energy and weapons, the impact of alternative fuel sources on the world food supply, and the drive to explore other planets. These issues, as well as many more, are discussed in this course. Students will be expected to do research using a variety of sources and to actively engage in class discussion. The principle objectives of the course are to develop an understanding of how to approach the study of issues and to expose students to issues that they may face in their lifetimes.

Final Examination: Local exam

#### 4690 ASTRONOMY

(1/2 Physical Setting Credit)  
5 periods per week  
(1/2 Unit-1 semester) (Factor 8)

**Prerequisite:** Regents Earth Science or Topics in Earth Science

Astronomy is the study of objects and phenomena that lie beyond the Earth's atmosphere. In this course, students will study the night sky, planets in our solar system, stars, galaxies, and space exploration. The course will focus on understanding what we see in the night sky and the physical characteristics of stars and planets.

Final Examination: Local exam  
Textbook: Discovering the Universe, Kaufmann and Comins.

#### 4691 HYDROPONICS: FARMING INTO THE FUTURE

(1/2 Living Science Credit)  
5 periods per week  
(1/2 Unit-1 semester) (Factor 8)

**Prerequisite:**  
Foundations of Living Environment/Regents Biology/Honors Biology

Students will have hands-on experience investigating various plant growing systems, including hydroponics, and their importance in sustainable food production practices. Plants are arguably the most important group of organisms on the planet. In this course students will study plant structures, functions, growing requirements, the biochemical processes of plant life and local plant identification. During the semester we will explore the need for solutions and involvement at the individual level in order to make a change to help preserve and/or improve our natural environment in which we live.

Final Examination: Local exam

## 4710 AP BIOLOGY

(1 Living Environment Credit)

7 1/2 periods per week

(1 Unit - Full Year) (Factor 10)

**Prerequisites:** (1) Regents/Honors Biology  
(2) Regents/Honors Chemistry

### **Recommendations:**

Biology and Chemistry exam scores of 85+ (biology) and 75+ (chemistry)

This is equivalent to a two-semester college level course in the principles of biology. Evolution is the fundamental theme, and biochemistry, genetics, physiology, ethology, and ecology are treated in depth from the point of view of evolution. There is a significant amount of laboratory work with a heavy emphasis on the analysis and interpretation of data. Extensive outside-of-class preparation is required. Students will be required to complete work in the summer preceding the course and should obtain summer work from the AHS science website. **The AP exam is required.**

Final examination: Local exam

Textbook: Campbell's AP Biology,  
11<sup>th</sup> Edition by Campbell

## 4711 BIO 105/106

(1 Living Environment Credit)

7 1/2 periods per week

(1 Unit - Full Year) (Factor 10)

### **Prerequisites:**

(1) **Science:** Regents/Honors Biology  
(2) **Science:** Regents/Honors Chemistry  
(3) **Math:** Score of 78 or higher on the Algebra 1 exam OR prior completion of Algebra 2 / Regents Algebra 2 exam

### **Recommendations:**

Biology and Chemistry exam scores of 85+ (biology) and 75+ (chemistry)

This course allows students to earn up to 8 credits through Dutchess Community College for BIO 105 & 106. Students will be required to register as a student and submit payment for credits to Dutchess Community College.

This course focuses on the principles of biology. Evolution is the fundamental theme, and biochemistry, genetics, physiology, ethology, and ecology are treated in depth from the point of view of evolution. There is a significant amount of laboratory work with a heavy emphasis on the analysis and interpretation of data. Extensive outside-of-class preparation is required. There is a fee associated with this course.

Final examination:  
The DCC Final exam is required.

Textbook: Campbell's AP Biology, 11<sup>th</sup> Edition by Campbell

4720 ANATOMY & PHYSIOLOGY: For Future Health Professions

(1 Living Environment Credit)

5 periods per week

(1 Unit - Full Year) (Factor 9)

**Prerequisite:** Successful completion of Regents/Honors Biology

Anatomy and Physiology is an honors elective course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course is designed to prepare students for a future college-level course in a health-related field. The curriculum includes a detailed study of each body system including disease, histology, and pathology. This course will involve laboratory activities, projects, dissections, textbook material, models, diagrams, journal writings, and clinical studies.

Final Examination: Local exam

4730 AP ENVIRONMENTAL SCIENCE

(1 Liv Env or Physical Setting Credit)

7 1/2 periods per week

(1 Unit – Full Year) (Factor 10)

**Prerequisites:** (1) Regents/Honors Biology  
(2) Regents/Honors Chemistry

**Recommendations:**

Biology and Chemistry exam scores of 85+ (biology) and 75+ (chemistry) and completion of Regents Earth Science

This is equivalent to a two-semester college level course in environmental science. Unlike most other college introductory-level courses, environmental science is offered from a wide variety of departments, including biology, geology, environmental studies, environmental science, chemistry and geography. This is a rigorous science course that stresses scientific principles and analysis, and that will include a laboratory component. This course will enable students to undertake, as first year college students, a more advanced study of topics in environmental science. In both breadth and level of detail, the content of the course reflects what is found in many introductory college courses in environmental science. Students will be required to complete work in the summer preceding the course and should obtain summer work from the AHS science website.

**The AP exam is required.**

Final Examination: Local examination

Textbook: Miller and Spoolman,  
Living in the Environment,  
AP 18th edition

## 4750 AP CHEMISTRY

(1 Physical Setting Credit)

7 1/2 periods per week

(1 Unit - Full Year) (Factor 10)

### **Prerequisites:**

(1) Regents/Honors Chemistry

(2) Precalculus: successful completion or concurrent enrollment

### **Recommendations:**

(1) Chemistry exam score of 85+

(2) Honors-level chemistry and precalculus will provide better preparation for this AP chemistry course

This is equivalent to a two-semester college level course in theoretical chemistry, designed for students who plan to major in science or medicine. Advanced chemical reasoning and extensive mathematical problem solving permeate the entirety of the course. Topics include advanced stoichiometric analysis, atomic and molecular structure, periodic trends, solution chemistry, gaseous chemistry, descriptive chemistry, and electrochemistry. The course heavily emphasizes the topics of equilibrium, kinetics and thermodynamics. Laboratory work is an essential part of this course. Students will be required to write detailed reports on lab work performed in class. Extensive time outside of class is required to develop conceptual understanding and improve problem solving abilities. Students will be required to complete work in the summer preceding the course and should obtain summer work from the AHS science website. **The AP Exam is required.**

Final examination: School exam

Textbook: Zumdahl & Zumdahl, Chemistry  
9th Edition

## 4760 AP PHYSICS C Mechanics

(1 Physical Setting Credit)

7 1/2 periods per week

(1 Unit - Full Year) (Factor 10)

**Prerequisite:** Honors Physics

### **Corequisite:**

Any Calculus course. Note that Calculus BC course is recommended.

### **Recommendation:**

Physics Exam score of 85+

This is a calculus-based course in mechanics equivalent to a two-semester college physics course. Students will be prepared to take the AP examination (level C) in mechanics. In this course, fundamental concepts and principles are combined with mathematics to explore and explain physical phenomena. This course is well suited for students planning to pursue a major in the physical sciences or engineering. Major concepts covered include force interactions, cause and effect, fields, and conservation laws. Problem solving is a central component of the course, with an emphasis on graphical and visual representation, mathematical relationships and modeling, and constructing scientific arguments. Students are expected to apply algebra, trigonometry, and calculus routines to analyze problems. Laboratory work requires students to ask questions, design their own experiments, make observations, collect and analyze data, and construct arguments and explanations. Students should expect to do extensive outside-of-class preparation. Students will be required to complete work in the summer preceding the course and should obtain summer work from the AHS science website. **The AP exam is required.**

Final examination: School exam

Textbook:

Serway: Physics for Scientists and Engineers,  
AP 9th edition

#### 4801 SCIENCE RESEARCH ENERGY

(1/2 Physical Setting)

2 ½ periods per week

(1/2 Unit – Full Year) (Factor 10)

##### **Prerequisites:**

Applications are required. Due April 1.

Students must apply for entrance into this course. Applications are available on the AHS science department website and must be submitted by April 1. This course is offered only on a pass/fail basis and is available to any high school student 9th - 12th grades.

Students will plan and conduct research projects focused on reducing our community's carbon footprint and raising awareness of climate change. Students will communicate their findings either through displays, presentations at meetings, publication, or competitions. This course is intended for students that are highly motivated, want to pursue scientific questions, and are able to carry out independent research.

♦ **This course does not meet NCAA eligibility standards.**

#### 4802 SCIENCE RESEARCH BIO/ENVI

(1/2 Physical Setting or Living Environment Credit)

2 ½ periods per week

(1/2 Unit – Full Year) (Factor 10)

##### **Prerequisites:**

Applications are required. Due April 1.

Students must apply for entrance into this course. Applications are available on the AHS science department website and must be submitted by April 1. This course is offered only on a pass/fail basis.

For the best experience, students are encouraged to apply as sophomores to gain entrance to a 2-year research course for their 11-12<sup>th</sup> grade schedules. It is also possible to apply for a condensed version of this course taken only in 12<sup>th</sup> grade.

Students will plan and conduct their own original research project, usually focused on biological or environmental sciences. Students will be introduced to research design, critically analyze experimental research, and connect with a scientific mentor. Research projects will be carried out in the school laboratories or in the community. Students will communicate their findings either through displays, presentations at meetings, publication, or competitions. This course is intended for students that are highly motivated, want to pursue scientific questions, and are able to carry out independent research.

♦ **This course does not meet NCAA eligibility standards.**

## World Languages

The goal of the World Languages Department is to expand the limits of the student's world to include an understanding of other cultures and people. Students will learn a language through the study of famous products, practices and perspectives of the Hispanic, Francophone and Italian cultures.

Knowledge of one or more world languages helps empower individuals and allows them more economic and social opportunities. Learning about other cultures and languages allows students to promote tolerance and diversity as well as bridge cultural barriers as global citizens and part of the world community. To achieve this end, students will develop auditory, speaking, reading, and writing proficiency in order to actively communicate with people of other cultures.

Graduation requirements:

Credits required for Regents Diploma: 1 and pass a Checkpoint A level assessment

Credits required for Advanced Regents Diploma: 3 and pass a Checkpoint B level assessment all within the same language.

### **Additional information:**

A student **must pass** the level 3 Checkpoint B final assessment and the course before entering level 4 of that language.

Level 4: This is an Honors level course and carries a factor 9 weight.

Level 5: This is a college level course and carries a factor 10 weight. Level 5 is a dual enrollment course that is also geared toward the AP World Language Exam which is given in May of each year. Arlington High School offers dual enrollment through Dutchess Community College. Students must enroll in DCC and/or the AP Exam.

Dual enrollment courses are courses that allow a student to earn high school and college credit simultaneously. AP courses follow College Board (national) curricula.

Upon achievement of an acceptable score, students may earn high school credit, up to 6 college credits and/or 3 AP (Advanced Placement) credits at the conclusion of this course.

There will be no Pass/ Fail option unless there are extenuating circumstances to be considered and must be approved by the guidance counselor and World Languages coordinator.

There is no Independent Study or Alternate Credit for World Languages Courses.



## 5010 FRENCH 1

(1 Unit - Full Year)

(Factor 8)

This course is an introduction to French as a spoken and written language. The coursework includes regular, repetitive practice where students are expected to read, write, and speak about their immediate world which would include their interests, school life, family, friends and self. They will be able to ask and understand basic information to enhance their understanding of the diverse cultures of the French speaking world through authentic French materials. Students will take a school final exam.

This course will satisfy the NYS 1 credit in World Languages required for graduation, and it is a wonderful opportunity for students looking to pick up a second foreign language, too.

## 5020 FRENCH 2

(1 Unit - Full Year)

(Factor 8)

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

The basic vocabulary, grammar, and culture introduced in French 1 will be reviewed and brought to a higher level of proficiency. Students should be prepared for the course to move at a faster pace than level 1.

Each topic will be explored more in depth and focus on the further development of the basic communication skills previously acquired. Vocabulary, idiomatic expressions, as well as detailed cultural studies, are also taught in context. Particular emphasis will be placed on speaking and writing skills and there will be regular assessment of listening and reading comprehension. Students will routinely be expected to present orally in class, both spontaneously and planned, complete a variety of writing tasks and create projects on certain major themes or topics covered.

Students are expected to actively participate every day in speaking, listening, reading and writing to develop their overall skills in French. Students will take a locally developed final examination.

## 5030 FRENCH 3 R

(1 Unit - Full Year)

(Factor 8)

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

The basic vocabulary, grammar, and culture introduced in French 1 and 2 will be reviewed and brought to a higher level of proficiency. Students should be prepared for the course to move at a brisk pace.

In French 3, students will continue exploring the nuances of the French language and francophone cultures through a variety of authentic texts and videos. Each topic will be explored more in depth and focus on the further development of the basic communication skills previously acquired. Continued emphasis will be placed on improving speaking and writing skills and there will be regular assessment of listening and reading comprehension skills. Students will routinely be expected to present orally in class, both spontaneously and planned, complete a variety of writing tasks and create projects for certain major themes or topics covered.

Successful completion of this course requires active daily oral participation, and satisfactory completion of all classwork, written assessments and oral presentations. Students will take a regionally developed comprehensive Checkpoint B level final assessment.

## 5040 FRENCH 4

(1 Unit - Full Year)

(Factor 9)

**Prerequisite:** Successful completion of French 3 R including the level 3 final examination.

In French 4, students will continue their exploration of the French language and francophone cultures through authentic texts and videos. They will make cultural comparisons between French-speaking countries and their own communities, and will focus on interpretive, interpersonal and presentational communication. Classes will be conducted in French.

Successful completion of this course requires active daily oral participation, and satisfactory completion of all classwork, written assessments and oral presentations. Students will take a school final examination.

## 5050 AP FRENCH 5

(1 Unit - Full Year)

(Factor 10)

**Prerequisite:** Successful completion of French 4.

The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products).

There are six groups of learning objectives at the core of the AP French Language and Culture course that identify what students should know and be able to do across three modes of communication. These objectives outline expectations of student abilities in the following areas:

- Spoken Interpersonal Communication
- Written Interpersonal Communication
- Audio, Visual, and Audiovisual Interpretive Communication
- Written and Print Interpretive Communication
- Spoken Presentational Communication
- Written Presentational Communication

The AP French course is intended for those students who are seriously interested in continuing to develop their language skills and are willing to devote the time necessary to succeed. Successful completion of this course requires active daily oral participation, satisfactory completion of all classwork, mastery of grammatical themes and a school final examination based on the Advanced Placement French Language and Culture Exam.

In addition, students will have the opportunity to receive six college credits through the Dutchess Community College program by meeting the course requirements.

## 5210 ITALIAN 1

(1 Unit - Full Year)

(Factor 8)

This course is an introduction to the Italian spoken and written language and its cultures. The coursework involves practice in reading, writing, listening and speaking about everyday situations in Italian. Students will be able to ask and understand basic information to be able to effectively communicate in the language. In addition, this course will seek to enhance the understanding of the Italian speaking world through authentic Italian materials and cultural experiences. Students will take a school final exam.

This course will satisfy the NYS 1 credit in World Languages required for graduation, and it is a wonderful opportunity for students looking to pick up a second foreign language, too.

## 5220 ITALIAN 2

(1 Unit - Full Year)

(Factor 8)

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

The basic vocabulary, grammar, and culture introduced in Italian 1 will be reviewed and brought to a higher level of proficiency. Students should be prepared for the course to move at a faster pace than level 1.

Each topic will be explored more in depth and focus on the further development of the basic communication skills previously acquired. Vocabulary, idiomatic expressions, as well as detailed cultural studies, are also taught in context. Particular emphasis will be placed on speaking and writing skills and there will be regular assessment of listening and reading comprehension. Students will routinely be expected to present orally in class, both spontaneously and planned, complete a variety of writing tasks and create projects on each major theme or topic covered.

Students are expected to actively participate every day in speaking, listening, reading and writing to develop their overall skills in Italian. Students will take a locally developed final examination.

## 5230 ITALIAN 3 R

(1 Unit - Full Year)

(Factor 8)

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

The basic vocabulary, grammar, and culture introduced in Italian 1 and 2 will be reviewed and brought to a higher level of proficiency. Students should be prepared for the course to move at a brisk pace.

In Italian 3 students will continue learning the nuances of the Italian language including idiomatic expressions, increasing their vocabulary, and adding more advanced technical terms. Each topic will be explored more in depth and focus on the further development of the basic communication skills previously acquired while making connections to the products, practices and perspectives in Italian culture. Continued emphasis will be placed on improving speaking and writing skills and there will be regular assessment of listening and reading comprehension skills. Students will routinely be expected to present orally in class, both spontaneously and planned, complete a variety of writing tasks and create projects on each major theme or topic covered. We will use a variety of authentic resources including but not limited to textbooks, workbooks, literary works, magazines, newspapers, films, music, videos, slideshows and websites.

Successful completion of this course requires active engagement in class activities, satisfactory completion of all classwork, written assessments and oral presentations in Italian. Students will take a regionally developed comprehensive Checkpoint B level final assessment.

## 5240 ITALIAN 4

(1 Unit - Full Year) (Factor 9)

**Prerequisite:** Successful completion of Italian 3 R including the level 3 final examination.

In Italian 4, students will continue their exploration of the Italian language and culture through authentic texts and videos. They will make cultural comparisons between Italian speaking countries and their own communities, and will focus on interpretive, interpersonal and presentational communication. Classes will be conducted in Italian.

Successful completion of this course requires active daily oral participation, and satisfactory completion of all classwork, written assessments and oral presentations. Emphasis will be on the perfection of previously acquired listening, reading, writing and speaking skills. Review of grammar, vocabulary, and usage as well as continued studies of culture, art, and literature will be presented through various sources and materials. Students will take a school final exam.

## 5250 AP ITALIAN 5

(1 Unit - Full Year) (Factor 10)

**Prerequisite:**

Successful completion of Italian 4.

The Advanced Placement Italian Language and Culture course covers the equivalent of an intermediate level college course in Italian. The main objective of this course is to help students develop the three modes of communication (Interpersonal, Interpretive and Presentational) while developing the level of proficiency in the Italian language. The lessons are based on the AP themes and subthemes. All activities will aim to stimulate students' ability to interact in the target language in a wide variety of topics, such as social, cultural, literary, historical and current events.. The course will use a wide variety of authentic resources to develop students' awareness and appreciation of products, practices, and perspectives within Italian culture.

The AP Italian Language and Culture course is structured around six themes across three modes of communication.  
Themes: Beauty and Aesthetics, Contemporary Life, Families and Communities, Global Challenges, Personal and Public Identities, Science and Technology.

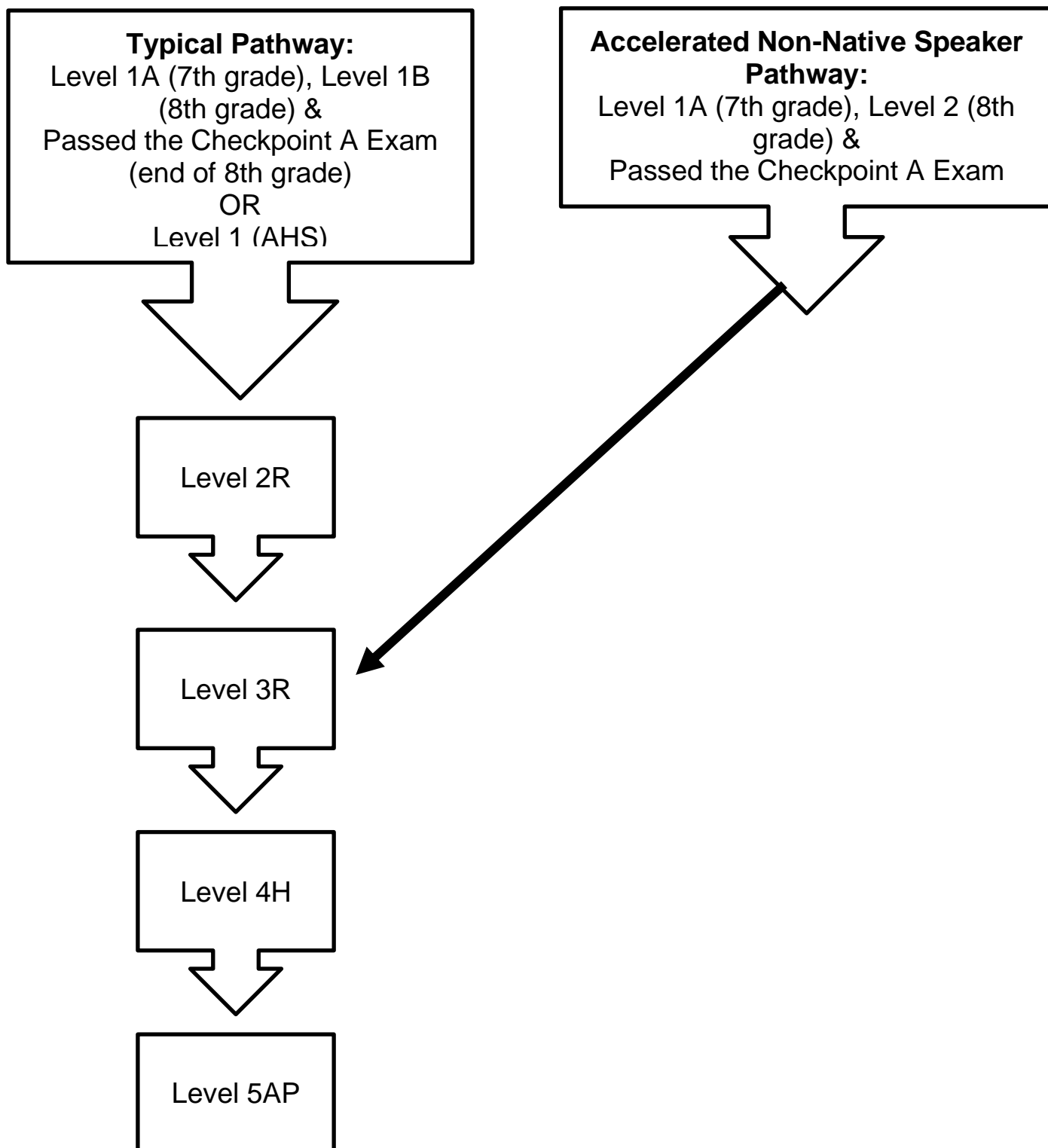
Modes:

- Interpersonal Communication- Speaking and writing
- Interpretive Communication - Listening/viewing/reading
- Presentational Communication- Speaking and writing

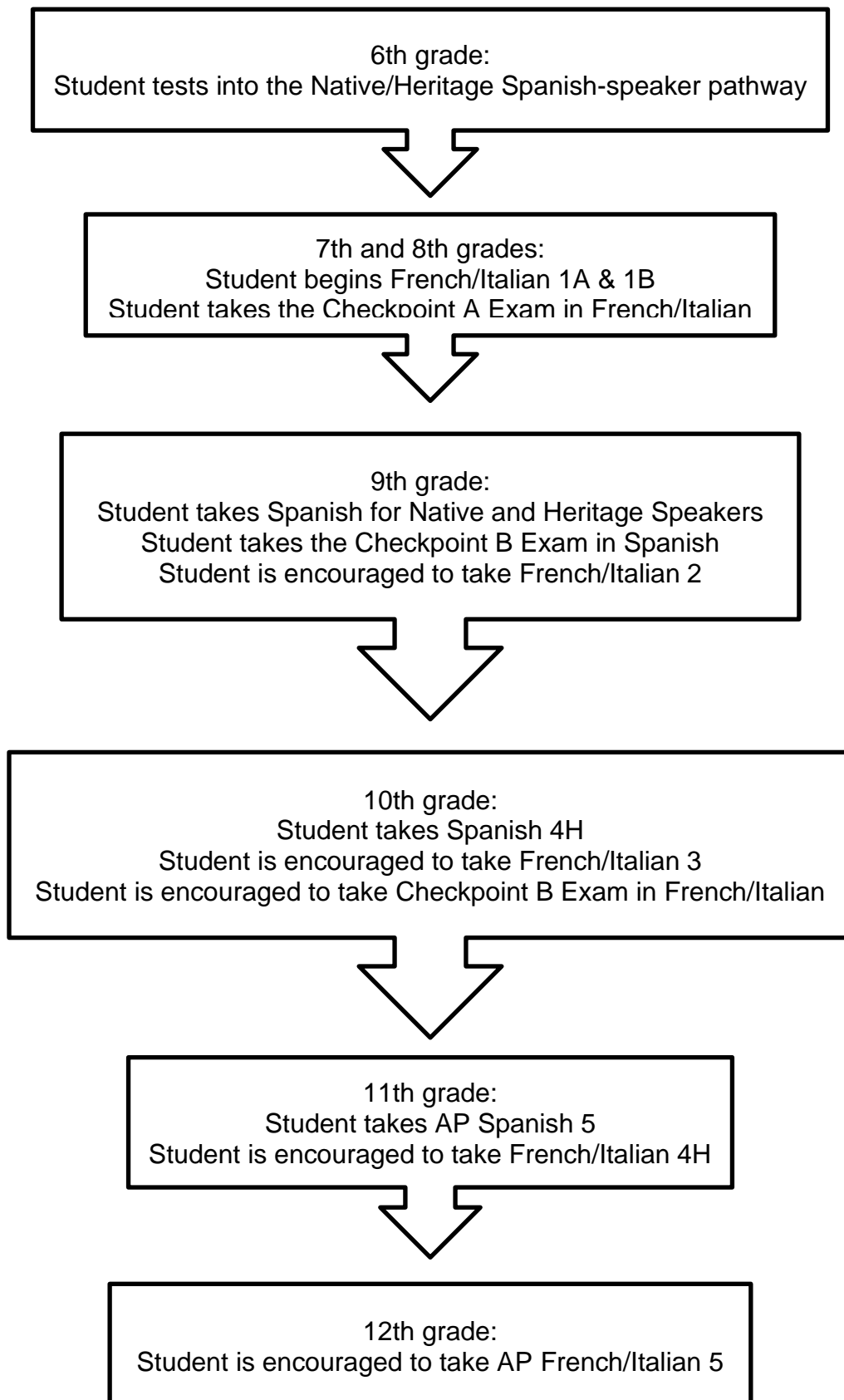
The AP Italian course is intended for those students who are seriously interested in continuing to develop their language skills and are willing to devote the time necessary to succeed. Successful completion of this course will require active daily oral participation, satisfactory completion of all classwork, mastery of grammatical themes culminating in a school final examination and an opportunity to take the Advanced Placement Italian Exam.

Additionally, students will have the opportunity to receive six college credits through the Dutchess Community College dual enrollment program by meeting the course requirements.

## Non-Native/Non-Heritage Spanish/French/Italian-Speaker Track



## Native/Heritage Spanish-Speaker Pathway



### 5410 SPANISH 1

(1 Unit - Full Year)

(Factor 8)

This course is an introduction to Spanish as a spoken and written language through the study of Hispanic culture. The coursework includes regular, repetitive practice where students are expected to read, write, and speak about their immediate world which would include their interests, school life, family, friends and self. They will be able to ask and understand basic information to be able to effectively communicate in the language. In addition, this course will seek to enhance an understanding of the diverse cultures of the Spanish speaking world through authentic Spanish materials such as online newspaper articles, infographics, brief videos and advertisements. Students will take a school final exam.

This course will satisfy the NYS 1 credit in World Languages required for graduation, and it is a wonderful opportunity for students looking to pick up a second foreign language, too.

### 5420 SPANISH 2

(1 Unit - Full Year)

(Factor 8)

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

The basic vocabulary, grammar, and culture introduced in Spanish 1 will be reviewed and brought to a higher level of proficiency. Students should be prepared for the course to move at a faster pace than level 1.

Each topic will be explored more in depth and focus on the further development of the basic communication skills previously acquired. Vocabulary, idiomatic expressions, as well as detailed cultural studies, are also taught in context. Particular emphasis will be placed on speaking and writing skills and there will be regular assessment of listening and reading comprehension. Students will routinely be expected to present orally in class, both spontaneously and planned, complete a variety of writing tasks and create projects on certain major themes or topics covered.

### 5420 SPANISH 2 cont'd

Students are expected to actively participate every day in speaking, listening, reading and writing to develop their overall skills in Spanish. Students will take a locally developed final examination.

### 5430 SPANISH 3 R

(1 Unit - Full Year)

(Factor 8)

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

The basic vocabulary, grammar, and culture introduced in Spanish 1 and 2 will be reviewed and brought to a higher level of proficiency. Students should be prepared for the course to move at a brisk pace.

In level 3 students will focus on further learning the nuances of the Spanish language structure, expressions, and more advanced technical vocabulary through the study of the products, practices and perspectives of the Hispanic world. Each topic will be explored more in depth and focus on the further development of the basic communication skills previously acquired. Continued emphasis will be placed on improving speaking and writing skills, and there will be regular assessment of listening and reading comprehension skills. Students will routinely be expected to present orally in class, both spontaneously and planned, complete a variety of writing tasks and create projects on certain major themes or topics covered. We will use a variety of authentic resources (made by native speakers for native speaker consumption) including but not limited to infographics, advertisements, literary works, magazines, newspapers, films, music, videos, slideshows and websites. Students are expected to actively participate every day in speaking, listening, reading and writing to develop their overall skills in Spanish.

Students will take a regionally developed comprehensive Checkpoint B level final assessment.

#### 5440 SPANISH 4

(1 Unit - Full Year)

(Factor 9)

**Prerequisite:** Successful completion of Spanish 3 R including the level 3 final examination.

Students will study Hispanic culture in-depth and make cultural comparisons between the Spanish-speaking countries and the US. Students will use a variety of authentic texts and videos to study first person narratives from the Spanish-speaking world. Units of study include: Personal identity, famous Hispanics, family & community issues, fine arts, science and technology, global challenges and contemporary life. There will be a review of grammar with an emphasis on the ability to express oneself in speaking and writing. Classes are conducted in Spanish.

Requirements: Satisfactory completion of written reports, oral presentations, participation in class and classwork based on reading and homework assignments. Students will take a school final exam.

#### 5450 AP SPANISH 5

(1 Unit - Full Year)

(Factor 10)

**Prerequisite:** Successful completion of Spanish 4.

The Advanced Placement Spanish course covers the equivalent of a third year college course in Advanced Spanish Composition and Conversation. The course stresses oral skills, composition and grammar, and involves regular practice of all four communication skills (listening, speaking, reading and writing). There is also a strong cultural component. The course is conducted entirely in Spanish and emphasizes the use of Spanish for active communication. The objectives for the course are as follows:

- Students will comprehend formal and informal spoken Spanish.
- Students will acquire sufficient vocabulary and knowledge of structure to allow easy, accurate reading of newspaper and magazine articles as well as literary excerpts.
- Students will compose expository passages.
- Students will express ideas orally with reasonable accuracy and fluency.
- The AP Spanish course is intended for those students who are seriously interested in continuing to develop their language skills and are willing to devote the time necessary to succeed. Successful completion of this course requires active daily oral participation, satisfactory completion of all classwork, mastery of grammatical themes and a school final examination based on the Advanced Placement Spanish Language Exam.

Additionally, students will have the opportunity to receive six college credits through the Dutchess Community College program by meeting the course requirements.



## 5412 SPANISH FOR NATIVE AND HERITAGE SPEAKERS

(1 Unit - Full Year) (Factor 8)

### **Prerequisites:**

An intermediate mid proficiency rating on a placement test, Spanish teacher and World Language Coordinator recommendation.

Native Spanish-speaking students are defined as students who have completed some formal schooling after age 10 in a Spanish-speaking country. Heritage Spanish-speaking students are defined as students who speak Spanish at home and may or may not have some formal schooling (prior to age 10) in a Spanish-speaking country.

This course is designed to support literacy (reading and writing) for our conversationally fluent Spanish-speaking students. This course will include authentic readings and videos created by native speakers for native speaker consumption. The students will reflect on the cultural products, practices and societal perspectives presented in the readings and videos from the various Spanish speaking countries. Students will then discuss and eventually write about their findings using higher order thinking skills. This course will place emphasis on academic language as the students are already conversationally fluent. The students will continue to work on their writing structure, text evidence, formulating a logical argument, content flow, etc.

This course will replace Spanish levels 1A, 1B (or level 1 HS), 2 and 3, but still remain a factor 8 course and be worth 1 credit. The Checkpoint A & B themes set forth by the OBEWL (Office of Bilingual Education and World Languages) will drive the content of the class. The students would be expected to continue on to Spanish 4H and ultimately AP 5. This is an immersion course (conducted completely in Spanish) and not suited for students that still require any English support/instruction.

Students will take a regionally developed comprehensive Checkpoint B level final assessment.

# ART DEPARTMENT COURSES

## FOUNDATION COURSES

6000 STUDIO IN ART ACCELERATED	(1/2 Unit–Fall Sem.) (Factor 8)
6001 STUDIO IN COMPUTER GRAPHICS ACCELERATED	(1/2 Unit–Fall Sem.) (Factor 8)
6010 STUDIO IN ART	(1 Unit - Full Year) (Factor 8)
6040 STUDIO IN CRAFTS	(1 Unit - Full Year) (Factor 8)
6090 STUDIO IN COMPUTER GRAPHICS	(1 Unit - Full Year) (Factor 8)

## DIGITAL ART COURSES

6090 STUDIO IN COMPUTER GRAPHICS	(1 Unit - Full Year) (Factor 8)
6100 STUDIO IN ADVANCED COMPUTER GRAPHICS	(1 Unit – Full Year) (Factor 8)
6091 DIGITAL ILLUSTRATION AND CHARACTER DEVELOPMENT	(1/2 Unit- Sp. Sem.) (Factor 8)
6095 APPLIED COMPUTER GRAPHICS IN MARKETING (ADVERTISING)	(1 Unit - Full Year) (Factor 8)
6210 STUDIO IN PHOTOGRAPHY	(1 Unit - Full Year) (Factor 8)
6110 ART OF ANIMATION	(1 Unit- Full Year) (Factor 8)

## DRAWING AND PAINTING COURSES

6080 STUDIO IN DRAWING AND PAINTING	(1 Unit - Full Year) (Factor 8)
6120 ADVANCED STUDIO IN PAINTING	(1 Unit - Full Year) (Factor 8)
6130 ADVANCED STUDIO IN DRAWING	(1/2 Unit - 1 Sem.) (Factor 8)

## CERAMICS COURSES

6180 STUDIO IN CERAMICS 1	(1/2 Unit - 1 Sem.) (Factor 8)
6190 STUDIO IN CERAMICS 2	(1/2 Unit - 1 Sem.) (Factor 8)
6200 POTTERY	(1/2 Unit - 1 Sem.) (Factor 8)

## THREE DIMENSIONAL AND MORE COURSES

6150 SCULPTURE	(1/2 Unit - 1 Sem.) (Factor 8)
6072 CHOICE BASED ART	(1/2 Unit – 1 Sem.) (Factor 8)
6230 STUDIO IN GLASSWORKING	(1/2 Unit - 1 Sem.) (Factor 8)
6240 STUDIO IN ADVANCED GLASSWORKING	(1/2 Unit – 1 Sem.) (Factor 8)
6270 STUDIO IN PORTFOLIO DEVELOPMENT	(½ Unit – 1 Sem.) (Factor 8)

## ADVANCED PLACEMENT COURSES

6251 ADVANCED PLACEMENT IN ART and DESIGN	(1 Unit – Full Year) (Factor 10)
6260 ADVANCED PLACEMENT ART HISTORY	(1 Unit – Full Year) (Factor 10)

# ART DEPARTMENT COURSES AND PREREQUISITES

## FOUNDATION COURSES

THE FOLLOWING COURSES MUST BE TAKEN BEFORE ALL OTHER ART COURSES

**STUDIO IN ART** 1 UNIT- 2 SEM

**STUDIO IN CRAFTS** 1 UNIT- 2 SEM

**STUDIO IN ART ACCELERATED** (Must have taken part 1 in 8<sup>th</sup> grade) ½ UNIT- 1 SEM

**STUDIO IN COMPUTER GRAPHICS** 1 UNIT - 2 SEM

**STUDIO IN COMPUTER GRAPHICS ACCELERATED** (Must have taken part 1 in 8<sup>th</sup> grade) ½ UNIT-1 SEM

**ADVANCED  
PLACEMENT  
ART HISTORY**

1 UNIT- 2 SEM

\*No

Prerequisite

**CERAMICS I**  
½ UNIT- 1 SEM

**SCULPTURE**  
½ UNIT- 1 SEM

**GLASSWORKING I**  
½ UNIT- 1 SEM

**CHOICE-BASED**  
½ UNIT- 1 SEM

**DRAWING AND  
PAINTING**  
1 UNIT- 2 SEM

**STUDIO IN  
PHOTOGRAPHY**  
1 UNIT- 2 SEM

**\*ADVANCED  
COMPUTER  
GRAPHICS**  
1 UNIT- 2 SEM  
\*Must take Studio in  
Computer Graphics or  
Accelerated CG first.

**DIGITAL  
ILLUSTRATION &  
CHARACTER  
DEVELOPMENT**  
1/2 UNIT- 1 SEM

**CERAMICS II**  
½ UNIT- 1 SEM

**SCULPTURE II**  
½ UNIT- 1 SEM

**ADVANCED  
GLASSWORKING**  
½ UNIT- 1 SEM

**ADVANCED  
PAINTING**  
1 UNIT- 2 SEM

**ADVANCED  
DRAWING**  
1/2 UNIT- 1 SEM

**POTTERY**  
½ UNIT- 1 SEM

**PORTFOLIO  
DEVELOPMENT**  
½ UNIT- 1 SEM

PREREQUISITE: TWO UNITS OF  
ART CREDIT

\*Recommended for Junior year

**ADVANCED PLACEMENT  
ART AND DESIGN**  
1 UNIT – 2 SEM

PREREQUISITES: AT LEAST ONE FOUNDATION CLASS  
AND 1 OTHER UNIT OF ART OR PORTFOLIO  
CONFERENCE WITH DEPT. COOR.

TWO COURSES AVAILABLE: **2D DESIGN PORTFOLIO**  
**DRAWING PORTFOLIO**

**APPLIED  
COMPUTER  
GRAPHICS IN  
MARKETING  
(ADVERTISING)**  
1 UNIT- 2 SEM

**ART OF  
ANIMATION**  
1 UNIT-2 SEM



The Art Department embraces the four New York Learning Standards for the Arts in all of its programs of study. The standards are:

- Creating: Conceiving and developing new artistic ideas and work*  
*Presenting: Interpreting and sharing artistic work*  
*Responding: Understanding and evaluating how the arts convey meaning*  
*Connecting: Relating artistic ideas and work with personal meaning and external context*

Students interested in developing a portfolio as part of a college admissions requirement should plan a sequence in art through the Art Department.

**For the Advanced Regents Diploma, a student may substitute a 5 unit sequence in Art for the 3 unit World Language Requirement.**

Any Visual Arts course which is taken on a Pass/Fail basis may NOT be used as a unit for the Visual Arts sequence

#### 6000 STUDIO IN ART ACCELERATED

(1/2 Unit – Fall Semester) (Factor 8)

**Prerequisite:** Successful completion of 8<sup>th</sup> grade Art Accelerated

The emphasis of this course is to build on and continue studying the Elements and Principles of Art, started in the 8<sup>th</sup> grade, while working on several new pieces. The studio process involves Art History and Criticism, practicing the 8 Studio Habits of Mind, and idea development. The studio products may include: portraits, landscapes, still life, and imaginative works. A variety of art media will be explored, with a focus on drawing and painting. Students will participate in critiques of their work, maintain a notebook/sketchbook, and complete assessments including a practical exam.

Studio in Art Accelerated is a foundation course, and is the prerequisite for many advanced art electives. The Art Department embraces the four New York Learning Standards for the Arts in all of its programs of study.

#### 6001 ACC COMPUTER GRAPHICS

(1/2 Unit – Fall Semester) (Factor 8)

**Prerequisite:** Successful completion of 8<sup>th</sup> grade Computer Graphics Accelerated

Studio in Computer Graphics Accelerated is the continuation of the 8th grade Computer Graphics Accelerated course. This course is an art elective designed to involve the student in the use of the computer as a tool for image making. Students will continue to learn a variety of software applications that will enable them to move through units of study in the exploration of technique and creative problem solving. The creation of original graphic art utilizing illustration software and the skillful use of the Apple Mac computer will be studied in the course.

Studio in Computer Graphics Accelerated is a foundation course, and is the prerequisite for many advanced art electives.

### 6010 STUDIO IN ART

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** None

Studio in Art provides students with a wide range of art experiences through the exploration of a variety of media and techniques. The Elements of Art and the Principles of Design are examined in the course as students complete projects in two and three-dimensions. For example, the students will complete works in pen and ink, marker, pencil, charcoal and pastel. They will make sculptures in clay, wire and cardboard and create projects in watercolor, tempera, acrylic and graphic arts. This is an exciting and interesting course for the student who wants to try many different art materials. Studio in Art is the prerequisite for advanced art electives. It fulfills the diploma requirement for 1 unit of art for graduation.

### 6040 STUDIO IN CRAFTS

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** None

Studio in Crafts involves the student in a wide range of two and three-dimensional media studies. Clay, fabric arts, printmaking, copper tooling, mask making, book binding, and calligraphy and graphic arts are a few examples. Studio in Crafts is an introductory course in art which can lead to Ceramics, Sculpture, Glassworking and other elective art courses. The study of the Elements of Art and the Principles of Design forms the basis of the course by creating a number of projects using craft materials. Students who enjoy hands-on activities may enjoy this course and will gain an appreciation of crafts as an area of art. Studio in Crafts fulfills the diploma requirement for 1 unit of art for graduation.

### 6072 CHOICE BASED ART

(1/2 Unit – 1 Semester) (Factor 8)

**Prerequisite:**

Studio in Art, Studio in Art Accelerated, Studio in Computer Graphics Accelerated, Studio in Crafts, or Computer Graphics

Students will explore creative problem solving through choice-based art making. This course investigates the development of individual ideas, dynamic designs and compositions. This class is a studio course and includes the creation of works that respond to contemporary visual culture. Students will enjoy a range of solutions in their unique works of art. Developing original works of art which express personal meaning are the core of this studio course.

### 6080 STUDIO IN DRAWING AND PAINTING

(1 Unit - Full Year) (Factor 8)

**Prerequisite:**

Studio in Art, Studio in Art Accelerated, Studio in Crafts, Computer Graphics or Studio in Computer Graphics Accelerated

A course concentrating on the development of drawing and painting skills and expression through a thorough introduction to various two dimensional techniques including pencil, charcoal, pen and ink, colored pencils, watercolor, and acrylic paint. Emphasis is on skills and creative development through studio work. Students should realize that drawing skills are emphasized and expect to work seriously to develop these skills, as a way to express their ideas. Student requirements include completion of studio assignments, development of a portfolio, sketchbooks, assessments and a final exam.

### 6090 STUDIO IN COMPUTER GRAPHICS

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** None

Studio in Computer Graphics is an advanced art elective designed to involve the student in the use of the computer as a tool for image making. Students will learn a variety of software applications that will enable them to move through units of study in the exploration of technique and creative problem solving. The creation of original graphic art utilizing illustration software and the skillful use of the Apple Mac computer will be studied in the course.

### 6091 DIGITAL ILLUSTRATION AND CHARACTER DEVELOPMENT

(1/2 Unit - Spring Semester) (Factor 8)

**Prerequisites:**

Completion of any foundation course

Illustration is the art of conveying an idea or a story moment in a single image. This course is designed to teach students the basics of visual storytelling through both character design and their scenes. A portion of this course will focus on character development. Students will hone their illustrative skills and gain the visual vocabulary necessary to express their stories visually. This class will use computers and focus on digital painting and vector line drawings as well as traditional methods in the creation of imagery.

### 6095 APPLIED COMPUTER GRAPHICS IN MARKETING (ADVERTISING DESIGN)

(1 Unit - Full Year) (Factor 8)

**Prerequisite:**

Studio in Computer Graphics or  
Studio in Computer Graphics Accelerated

This is a full year studio course in which students will use computer software to develop works of art for commercial applications. Students will study graphic design principles and apply them in the completion of a range of studio work including retail display advertising, print publication advertising, poster design, packaging design, brochures, book jackets, magazine covers, business cards, web design and logo designs. Students will also practice copywriting and study the concept of visual identity and branding.

### 6100 STUDIO IN ADVANCED COMPUTER GRAPHICS

(1 Unit – Full Year ) (Factor 8)

**Prerequisite:**

Studio in Computer Graphics or  
Studio in Computer Graphics Accelerated. A final average of at least an 85 is highly recommended.

This is an advanced art elective for the serious computer art student that has successfully completed the full year course Studio in Computer Graphics. Students will be required to learn additional software programs in the areas of 2-D and 3-D animation, web-page design and motion graphics. Areas of study include Dreamweaver, Motion, iMovie, Garage Band, Flash, Carrara, In-Design, Photoshop and Painter. This course is structured for the independent worker who is able to make design applications of practical knowledge in a creative and dynamic way

### 6111 ART OF ANIMATION

(1 Unit – Full Year) (Factor 8)

**Prerequisite:** Studio in Advanced Computer Graphics.

"Art of Animation" is an advanced art elective for the motivated computer art student that has completed the full-year courses Studio in Computer Graphics and Studio in Advanced Computer Graphics. Through Animation history and projects, students will explore the different principles of animation. Students will learn about many aspects of animation, from character and concept design to storyboarding, animating, and sound/voicework. Throughout the year, students will continuously be making animations. These projects aim to teach fundamentals and enable students' creativity, artistic skill, and student interests. This course is structured for the independent working student who can make design applications of practical knowledge creatively and dynamically. This course will use Adobe Software to create animations, photoshop, illustrator, and Animate. Proficiency in photoshop and illustrator is required.

### 6120 ADVANCED STUDIO IN PAINTING

(1 Unit - Full Year) (Factor 8)

**Prerequisites:** Drawing and Painting

This is a course for students who have successfully completed the requirements for Drawing and Painting. Styles and techniques are studied and practiced leading to the development of the students' own painting skills. Appreciation of painters in history is an integral part of the course. Students will explore acrylic paint, watercolor paint, and oil paint in this class. Students are encouraged to explore their own styles and subject matter.

### 6130 ADVANCED STUDIO IN DRAWING

(1/2 Unit - 1 Semester) (Factor 8)

**Prerequisites:** Drawing and Painting

This course is designed to involve the student in advanced drawing techniques using a variety of media including charcoal, conte crayon, pastel and pencil. Figure and portrait drawing, still life drawing as well as other advanced assignments will be covered, while encouraging more independent and creative approaches to drawing.

### 6150 SCULPTURE

(1/2 Unit - 1 Semester) (Factor 8)

**Prerequisite:**

Studio in Art, Studio in Art Accelerated, Studio in Crafts, Computer Graphics or Studio in Computer Graphics Accelerated

In this exciting course, students will be engaged in a wide range of sculpture projects using a variety of materials. Techniques such as carving, modeling, and working with an armature will be explored. Materials include wood, stone, metal, found objects and assemblage, clay, glass, paper mache, and cardboard among others. Students completing this course of study will be able to include several 3-dimensional works in their portfolio.

### 6180 STUDIO IN CERAMICS 1

(1/2 Unit - 1 Semester) (Factor 8)

**Prerequisite:**

Studio in Art, Studio in Art Accelerated, Studio in Crafts, Computer Graphics or Studio in Computer Graphics Accelerated

Studio in Ceramics 1 is a comprehensive study of the creative possibilities of clays and glazes. Emphasis is on hand building with the student being introduced to the methods and techniques of modeling, slab building, and coil construction including an introduction to wheel thrown pottery. Students will make functional objects such as mugs, bowls and containers that can be used at home. As a final project students will be able to create a vessel or sculpture of their own choosing.

### 6190 STUDIO IN CERAMICS 2

(1/2 Unit - 1 Semester) (Factor 8)

**Prerequisite:** Studio in Ceramics 1

Studio in Ceramics 2 is a continuation of Studio in Ceramics 1. Students will explore a variety of hand building techniques used to create ceramic art. In this course students will be expected to develop their own ideas within project guidelines while increasing the scale and complexity of their pieces. The students will also study contemporary ceramics and look at examples of clay work in an historical context. Studio in Ceramics 2 is an exciting course for the independent crafts person that enjoys the clay medium.

### 6200 POTTERY

(1/2 Unit - 1 Semester) (Factor 8)

**Prerequisite:** Studio in Ceramics 1 AND Studio in Ceramics 2

Studio in Pottery is an advanced one semester course that is taken after completing Ceramics I and Ceramics II. The major focus of the class is the construction and decoration of ceramic vessels. In this class students will work with professional grade stoneware clay and glazes. The functional pottery that is made in this class is food and dishwasher safe. Students will be taught how to make pots on the potter's wheel and will also have an opportunity to further develop their hand-building skills. Students will be given an opportunity to work independently designing and creating their own projects. Each student will make a large number of functional objects that they will be able to take home and use in their daily life.

### 6210 STUDIO IN PHOTOGRAPHY

(1 Unit - Full Year) (Factor 8)

**Prerequisite:**

Studio in Art, Studio in Art Accelerated, Studio in Crafts, Computer Graphics or Studio in Computer Graphics Accelerated

Studio in Photography is a full year advanced art elective that explores the fundamentals of photography. This course can be taken by students that do not have any experience in taking pictures. In this class students explore digital and film based darkroom photography. Shooting assignments include portraiture, landscape, action photography, double exposure and a variety of other creative projects. After completing these assignments students will be encouraged to explore topics of a personal interest. Students who have already taken photographs using their cell phones may find that their photography skills improve. Having a 35mm camera is encouraged but not required to take this course.



### 6230 STUDIO IN GLASSWORKING

(1/2 Unit - 1 Semester) (Factor 8)

#### **Prerequisite:**

Studio in Art, Studio in Art Accelerated, Studio in Crafts, Computer Graphics or Studio in Computer Graphics Accelerated

Glassworking builds on the foundation course Studio in Crafts providing the student with an in depth exploration of the techniques and applications associated with the glass medium. Glassworking techniques will be applied in units of study that include enameling, fusing and slumping, lampworking and etched and stained glass. Historical influences ranging from antiquity to the contemporary will be studied.

### 6240 STUDIO IN ADVANCED GLASSWORKING

(1/2 Unit – 1 Semester) (Factor 8)

**Prerequisite:** Studio in Glassworking

Advanced Glassworking will build on the Studio in Glassworking course and allow students to develop complex and intricate works of art in glass. Specifically, the course will provide students with the opportunity to focus on kiln formed glass and lampworking. Students will be encouraged to develop their own personal style and make artistic statements while completing an in depth exploration for each technique. This advanced course provides the student with an opportunity to create unique three dimensional works of art for inclusion in a college art portfolio.

### 6251 ADVANCED PLACEMENT IN ART and DESIGN

(1 Unit – Full Year) (Factor 10)

#### **Prerequisites:**

**Studio in Art AND Studio in Drawing and Painting OR Studio in Crafts AND Studio in Drawing and Painting** and any *one* of the following: Advanced Painting, Advanced Drawing, Studio in Photography or Computer Graphics. OR, in lieu of prerequisite classes, students can request a portfolio conference with the department coordinator and the art instructor for acceptance into the program.

This is an advanced elective for the serious student of art.

**The AP Art and Design Program includes two different courses and portfolio exams:**

#### **AP 2-D Design portfolio:**

Develop your 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, collage, and others. You'll create artwork that reflects your own ideas and skills and what you've learned.

OR

#### **AP Drawing portfolio:**

Develop your skills in drawing and painting as you experiment with different materials and processes. You'll create artwork that reflects your own ideas and skills and what you've learned.

You'll submit a portfolio of artwork for evaluation at the end of the school year. You'll work with your teacher to mail in your physical works to the AP Program, and you'll also upload digital images of your work and commentary online.

The two AP Art and Design portfolios (2-D and Drawing) share a basic, two-section structure, which requires you to show a fundamental competence and range of understanding in visual concerns and methods. Each section contributes to the final portfolio score.

**AP Exam is Required**

6260 ADVANCED PLACEMENT  
ART HISTORY

(1 Unit – Full Year) (Factor 10)

**Prerequisites:** None

**Recommendations:**

Good academic standing, and successful completion of Global Studies.

This is a college-level introduction to Art History. The course is a chronological survey of architecture, painting, sculpture, and photography of the western tradition and selected works from a variety of cultures beyond European conventions.

Students will analyze artworks from daily slide presentations in class. Students will improve their visual skills and their ability to write succinctly through regular practice on tests and through one substantial research project. While students learn to analyze individual artworks, they also arrive at meaningful conclusions on larger themes and cultural developments through time.

Students are encouraged to take the class as a junior while many students enjoy the class during their senior year. **The AP Exam, in mid-May, is required.** Students who successfully complete the examination with a 3 or better may possibly earn college credit.

6270 STUDIO IN PORTFOLIO  
DEVELOPMENT

(½ Unit – 1 Semester) (Factor 8)

**Prerequisites:** Two units of Art credit

This course is designed for the student who wants to develop an art portfolio for college admission. The goal of the course is to create 10 – 15 portfolio quality works of art in either the *fall of the senior* year or *spring of the junior* year.

Art Portfolio is aimed at the serious student who has a range of art experience. This course is structured to provide an opportunity to develop works of art in a variety of media in a relatively short period of time. Extensive outside work is required and a strong desire to succeed is of great importance.

# **Arlington High School Music/Performing Arts**

Depending on which “track” a student is in (Band, Orchestra, Chorus, Theater), the sequence of courses below is an example of a typical track. Students can participate in multiple tracks at the same time. For example, a chorus student can also take courses in the theater track, or an orchestra student can take courses in the chorus track, etc.

<p style="text-align: center;"><b><u>Band</u></b></p> <p style="text-align: center;"><b><u>9th Grade Bands</u></b> Gold or Maroon*</p> <p style="text-align: center;"><b><u>Upperclassmen (10-12)</u></b></p> <p style="text-align: center;">Concert Band*</p> <p style="text-align: center;">Symphonic Band*</p> <p style="text-align: center;">Wind Ensemble*</p> <p>*placement based on audition results and/or teacher recommendation.</p> <p>Band students can also participate in Orchestras in grades 10-12 on an A/C day (every other day) basis. Enrollment in band is required for band students to participate in orchestra.</p>	<p style="text-align: center;"><b><u>Orchestra</u></b></p> <p style="text-align: center;"><b><u>9th Grade Orchestras</u></b> Symphonette*</p> <p style="text-align: center;">Chamber Orchestra*</p> <p style="text-align: center;"><b><u>Upperclassmen (10-12)</u></b></p> <p style="text-align: center;">Sinfonia Orchestra*</p> <p style="text-align: center;">Symphony Orchestra*</p> <p style="text-align: center;">Philharmonia Orchestra*</p> <p>*placement based on audition results and/or teacher recommendation.</p>
<p style="text-align: center;"><b><u>Chorus</u></b></p> <p style="text-align: center;"><b><u>9th Grade</u></b> Mixed Chorus</p> <p style="text-align: center;"><b><u>Upperclassmen (10-12)</u></b> Mixed Chorus Concert Choir *</p> <p>*placement based on audition results and/or teacher recommendation.</p>	<p style="text-align: center;"><b><u>Theater</u></b></p> <p style="text-align: center;">Intro To Drama Theater Production* Actor's Studio**</p> <p style="text-align: center;">*Intro to Drama required) **Placement into Actor’s Studio based on prerequisite of Intro to Drama, Theater Production and audition results</p>

Students can work through multiple tracks at the same time. For example, a chorus student can also take courses in the theater track, or an orchestra student can take courses in the chorus track, etc

## **Other “Non-Ensemble” Music Courses**

Students who are not in a specific “track” but wish to explore other music options can consider the following:

- Piano I
- Piano II (Piano 1 prerequisite)
- Music in Our Lives
- Music Theory (enrollment in Music Theory must be approved by the teacher and the Music Dept. coordinator)

## MUSIC & THEATRE ARTS

All courses in the Music Department, with the exception of Music in Our Lives Piano 1 and 2 are offered with the option of choosing either a numeric grade (i.e. 95, 87, etc.) or an alphabetical grade (i.e. A, B, C, D, F).

Music in Our Lives, Piano 1, and Piano 2-can be taken on a Pass/Fail basis only if it is not taken in a sequence. Students who are eligible for and wish to exercise their option of taking Music Theory, Rudiments of Music, Piano 1 and 2 on a pass/fail basis must follow the procedure outlined under **CONDITIONS FOR PASS/FAIL OPTION** that is explained in the opening pages of this guide book.

For all other music courses, in order to receive a letter grade, it will be the responsibility of the student to file a form, provided by the music department, signed by his or her parents authorizing the student to receive a letter grade by the deadline date.

For our bands, orchestras, and choirs group lessons are an integral part of the ensemble music program at Arlington High School. Each student enrolled in a music ensemble must attend a music lesson once a week on a rotating basis. The reasons accepted for missing a lesson are:

1. Full period test or a quiz for part of the period – after completing the quiz, the student is expected to report to the lesson.
2. Science labs
3. Borderline or failing a class
4. Field trip

If a student has lunch during the same period as their lesson they are to go to lunch first, eat their lunch, and then come down to the lesson (packing a bag lunch will guarantee that the student will have plenty of time to eat).

**Students will be assigned make-up work by their music teacher for the lesson that was missed. Lessons missed must be made up by the deadline assigned by their music teacher.**

### 6511 MUSIC IN OUR LIVES

(1/2 Unit - 1 Semester) (Factor 8)

Music in Our Lives is a course for students interested in engaging with music in alternative ways outside the traditional performance-based courses. Potential course topics and projects may include: Music production/composition software, beat-making, ukulele/guitar, piano, film scoring, and/or popular music analysis and creation.

### 6520 PIANO 1

(1/2 Unit - 1 Semester) (Factor 8)

#### **Requirement:**

Supplemental materials will need to be purchased at the beginning of course.

Piano 1 focuses on becoming acquainted with the instrument through a variety of materials: basic technique and sight reading, solo and ensemble playing, composition and improvisation. This course also correlates with basic musicianship skills: music reading, piano technique and an introduction to music theory.

### 6530 PIANO 2

(1/2 Unit - 1 Semester) (Factor 8)

**Prerequisite:** Piano 1 or approval by the instructor. Students wishing to take Piano 2 past the same school year as Piano 1 will be required to take a piano skills performance evaluation to determine if the student still meets the skills level required to move into Piano 2.

**Requirement:** Supplemental materials will need to be purchased at the beginning of course.

Piano 2 is a continuation of Piano 1 and will go more in depth with piano technique and literature.

### 6550 MUSIC THEORY

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** Approval of the instructor is required to enter the course

This is a required course for students who plan to receive a sequence in music. Music Theory is a college preparatory course for students in Grades 10 – 12 requiring knowledge of the fundamentals of music notation and leads into four-part chorale style writing, voice leading, analysis, harmonization of melodies, and realization of figured bass. Aural skills will emphasize melodic, rhythmic and harmonic aspects of theory.

### 6600 NINTH GRADE BAND

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** Placement in the ensemble will be contingent upon successful completion of/participation in 8th grade band and by audition and/or ensemble director's approval.

The Ninth Grade Bands are open to all qualified wind and percussion players in grade 9. The objective of the Ninth Grade Band is to continue the development of performance skills and to develop an appreciation of music. The Ninth Grade Bands perform in various school concerts throughout the year. Credit is contingent upon satisfactory participation in all required rehearsals, group lessons and performances.

### 6620 CONCERT BAND

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** Grade 10-12. Placement in the ensemble will be by ensemble director's approval.

The Concert Band is open to all qualified wind and percussion players in grades 10 through 12. The objective of Concert Band is to develop an appreciation of music through performance. The Concert Band performs in various school concerts throughout the year. Credit is contingent upon satisfactory participation in all required rehearsals, group lessons and performances.

### 6630 SYMPHONIC BAND

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** Grade 10-12. Placement in the ensemble will be by audition and/or ensemble director's approval.

The Symphonic Band is open to more advanced wind and percussion players in grades 10 through 12. The objective of Symphonic Band is to develop an appreciation of music through performance. The Symphonic Band performs in various school concerts throughout the year. Credit is contingent upon satisfactory participation in all required rehearsals, group lessons and performances.

### 6640 WIND ENSEMBLE

(1 Unit- Full Year) (Factor 8)

**Prerequisite:** Grade 10-12. Placement in the ensemble will be by audition and/or ensemble director's approval.

The Wind Ensemble is comprised of the most advanced wind and percussion players in grades 10 through 12. The Wind Ensemble will extensively rehearse and perform literature written for advanced high school and college bands. The Wind Ensemble performs in various school concerts throughout the year. Credit is contingent upon satisfactory participation in all required rehearsals, group lessons, and performances.

### 6720 MIXED CHORUS

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** Grades 9-12. Placement in the ensemble will be contingent upon successful completion of/participation in 8th grade chorus and by audition and/or ensemble director's approval.

Mixed Chorus is open to all qualified vocalists in grades 9 through 12. It meets every day with additional weekly small group voice lessons to develop skills in vocal production and the reading of music. Placement in this course is by recommendation from the middle school or high school choral director. Credit is contingent upon satisfactory participation in all required rehearsals, voice lessons, and performances.

### 6740 CONCERT CHOIR

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** Grade 10-12. Placement in the ensemble will be by audition and/or ensemble director's approval.

Concert Choir is for the advanced level vocalist. It meets every day with an additional weekly small group music lesson. In addition to performing various styles of literature, students will be required to develop skills in vocal techniques and music reading. Credit is contingent upon satisfactory participation in all required rehearsals, voice lessons, and performances.

### 6800 SYMPHONETTE ORCHESTRA

(1 Unit - Full Year) (Factor 8)

### 6811 CHAMBER ORCHESTRA

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** Placement in the ensemble will be contingent upon successful completion of/participation in 8th grade orchestra and by audition and/or ensemble director's approval.

Symphonette Orchestra is open to all qualified ninth grade string players. The Symphonette Orchestra performs at both school concerts and in the community. Credit is contingent upon satisfactory participation in all required rehearsals, group lessons, and performances.

### 6820 SINFONIA ORCHESTRA

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** Grade 10-12. Placement in the ensemble will be by audition and/or ensemble director's approval.

Sinfonia Orchestra is a full orchestra, which is open to all qualified string, wind and percussion players in grades 10-12. Repertoire includes both standard orchestral literature and enjoyable light classical selections. Sinfonia Orchestra performs at regularly scheduled school concerts and in the community. Credit is contingent upon satisfactory participation in all required rehearsals, group lessons, and performances.

6820 - SINFONIA ORCHESTRA - Alt Days (for band students)

(1/2 Unit - Full Year) (Factor 8)

Prerequisite: Grade 10-12. Band students must be enrolled in one of the school bands (concert band, symphonic band, or wind ensemble) in order to participate in orchestra.

Placement in the ensemble will be by audition and/or ensemble director's approval.

Sinfonia Orchestra (alternate days) is a full orchestra, which is open to all qualified wind and percussion players in grades 10-12. Rehearsals for winds and percussion are on alternate days (A/B). Repertoire includes both standard orchestral literature and enjoyable light classical selections. Sinfonia Orchestra performs at regularly scheduled school concerts and in the community. Credit is contingent upon satisfactory participation in all required rehearsals and performances.

6840 SYMPHONY ORCHESTRA

(1 Unit - Full Year) (Factor 8)

Prerequisite: Grade 10-12. Placement in the ensemble will be by audition and/or ensemble director's approval.

Symphony Orchestra is a full orchestra that will rehearse and perform the classical and popular standard orchestral repertoire. Symphony Orchestra is open to all qualified string, wind and percussion players in grades 10 – 12. Symphony Orchestra performs at regularly scheduled school concerts and in the community. Credit is contingent upon satisfactory participation in all required rehearsals, group lessons, and performances.

6840- SYMPHONY ORCHESTRA - Alt Days (for band students)

(1/2 Unit - Full Year) (Factor 8)

Prerequisite: Grade 10-12. Band students must be enrolled in one of the school bands (concert band, symphonic band, or wind ensemble) in order to participate in orchestra. Placement in the ensemble will be by audition and/or ensemble director's approval.

Symphony Orchestra (alternate days) is a full orchestra, which is open to all qualified wind and percussion players in grades 10-12. Rehearsals for winds and percussion are on alternate days (A/B). Repertoire includes both standard classical and popular orchestral. Symphony Orchestra performs at regularly scheduled school concerts and in the community. Credit is contingent upon satisfactory participation in all required rehearsals and performances.



### 6850 PHILHARMONIA ORCHESTRA

(1 Unit – Full Year)

(Factor 8)

**Prerequisite:** Grade 10-12. Placement in the ensemble will be by audition and/or ensemble director's approval.

Philharmonia Orchestra is comprised of the most advanced string, wind and percussion players in grades 10 – 12. Philharmonia Orchestra will extensively rehearse and perform original works from the standard orchestral and popular repertoire. Philharmonia Orchestra will perform at regularly scheduled school concerts, numerous school functions and in the community. Credit is contingent upon satisfactory participation in all required rehearsals, group lessons, and performances.

### 6850 - PHILHARMONIA ORCHESTRA - Alt Days (for band students)

(1/2 Unit - Full Year)

(Factor 8)

**Prerequisite:** Grade 10-12. Band students must be enrolled in one of the school bands (concert

Band, symphonic band, or wind ensemble) in order to participate in orchestra. Placement in the ensemble will be by the audition and/or ensemble director's approval.

Philharmonia Orchestra is comprised of the most advanced string, wind and percussion players in grades 10 – 12. Rehearsals for winds and percussion are on alternate days (A/B). Philharmonia Orchestra will extensively rehearse and perform original works from the standard orchestral and popular repertoire. Philharmonia Orchestra will perform at regularly scheduled school concerts, numerous school functions and in the community. Credit is contingent upon satisfactory participation in all required rehearsals, group lessons, and performances.

## THEATRE ARTS

### 1480 INTRODUCTION TO DRAMA

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** None

**Description:** This course is open to all high school students wishing to obtain fine arts credit in theatre arts. The curriculum is broad with the purpose of exposing the student to all aspects of theatre. The course is entirely participatory and includes the following units of study: theatre games, vocal technique, radio plays, pantomime, improvisation, character study, scene study, stage combat, physicality, Shakespeare and monologues. In addition, the course will include the rehearsal and production of one play to be performed for a portion of the student body in the Frank V. Pepe Jr. Black Box Theatre. Through this performance opportunity the students will learn costuming, scenic design, sound and props. Introduction to Drama meets all New York State Standards for the Arts.

♦ **This course does not meet NCAA eligibility standards.**

### 1492 - ACTOR'S STUDIO

(1 Unit - Full Year) (Factor 8)

**Prerequisite:** Theatre Production and by audition

**Description:** Actor's Studio is an advanced level acting class that builds upon performance skills learned in Intro to Drama and Theatre Production. Students will study acting techniques from several acting practitioners, such as Stanislavski, Meisner, Hagen, and Adler, and apply these approaches in advanced scenes and monologues. Students will also explore classic and contemporary plays from a variety of cultures. The class includes a large focus on script analysis, creative movement, dramatic critique, devised theatre, and research of performance styles from different time periods. Actor's Studio meets all New York State Standards for the Arts.

♦ **This course does not meet NCAA eligibility standards.**

### 1490 THEATRE PRODUCTION CLASS

PRACTICUM (1 Unit - Full Year)  
(Factor 8)

**Prerequisite:** Introduction to Drama or at least two years of experience with Admiral Players

**Description:** In this course the students will act in and produce a play or scene night, which will be performed for the public each semester. Students will explore and learn the process of mounting a theatrical production from beginning to end. During the participatory component, the students will rehearse the material from chosen scenes or plays. Production responsibilities will include directing, lighting, sound, scenery, costumes, props, and stage management. Administrative aspects of the course will consist of securing royalties, logo design, marketing and publicity, playbill design, box office, and house management. **There will be two after school rehearsals per semester.** Theatre Production meets all New York State Standards for the Arts.

♦ **This course does not meet NCAA eligibility standards.**

## **BUSINESS EDUCATION**

The Business Education program is comprehensive and designed to meet the personal, college and career needs of Arlington High School students.

Our purpose is to prepare students for entry-level employment in business and marketing occupations and for post-secondary studies in business. We also provide opportunities for students to learn about business as it relates to their personal lives, and have an active, enthusiastic Future Business Leaders of America (FBLA) club.

Upon completion of our courses, students will also be able to relate course specific material to sound business practices and real-world situations in the following areas:

### **Ethics**

- o Character building
- o Decision Making

### **Professionalism**

- o Efficiency
- o Responsibility
- o Appropriate use of Technology

### **Interpersonal Communications**

- o Appropriate Business Communication
- o Social Media Communication

### **Please note the following:**

- Any Course taken on a pass/fail basis may not be used as a unit for a business sequence.
- For the Advance Regents Diploma, a student may substitute a 5 unit sequence in Business Education for the 3 Unit World Language requirement

## **FIVE UNIT SEQUENCE**

Required: Career and Financial Management (1/2 Unit)

Plus 4 1/2 units from the following:

Accounting	(1 Unit)	College Intro to Business	(1/2 Unit)
College Accounting	(1 Unit)	Business of Music	(1/2 Unit)
Business Law	(1 Unit)	The Business of Media Journalism	
Sports and Ent. Marketing	(1 Unit)	and Production	(2 Units)
Business Management	(1 Unit)	INCubator.edu Entrepreneurship	
Managerial Accounting	(1 Unit)	Experience	(1 Unit)
College Marketing	(1/2 Unit)	AHS Computer Help	
Investing 101	(1/2 Unit)	Desk Internship	(1 Unit)
AP Business Principles	(1 Unit)	Fashion Marketing	(1/2 Unit)
Social Media Marketing	(1/2 Unit)	Winner's Circle Marketing	(1 Unit)
Ethnics in Gov't & Business	(1 Unit)	Cooperative Work	
		Experience	(1 Unit)

The following Business Education course may be taken for personal use, but may

NOT BE USED AS PART OF A BUSINESS SEQUENCE:

- Personal Money Management (1/2 Unit)

### 7100 ACCOUNTING

(1 Unit - Full Year) (Factor 8)

Recommended for Sophomores, Juniors, and Seniors

A beginners course into the subject of Accounting. Course content encompasses the complete Accounting Cycle. This course examines how to do accounting for a service business and a merchandising business.

Historically, students have little to no experience with Accounting when they start the course.

### 7121 MANAGERIAL ACCOUNTING

Dutchess Community College ACC204

(1 Unit – Full Year) (Factor 9)

A course for Seniors

**Prerequisite:** College Accounting Grade of C or above.

This course provides an introduction to the accounting data and techniques used by internal managers, to show what kind of accounting information is needed, where this information can be obtained and how this information is used by managers as they make decisions about their planning, directing, and controlling operations function. This course is offered in conjunction with Dutchess Community College; students earn 4 Accounting credits. There is a fee associated with this course. **Students are required to purchase the online textbook and supplemental materials** (approximately \$100).

### 7122 COLLEGE ACCOUNTING

Dutchess Community College –  
Financial Accounting FINACC104

(1 Unit - Full Year) (Factor 9)

A course for Juniors and Seniors.

This course is offered in conjunction with Dutchess County Community College and encompasses Financial Accounting. Students earn 4 college credits through this one-year class. There is a fee associated with this course.

This fast-paced, rigorous course is for students planning careers in accounting or a related career in business. **Accounting students wishing to take this course must get a recommendation from the Accounting teacher.**

### 7130 BUSINESS LAW

(1 Unit - Full Year) (Factor 8)

This course is designed for Sophomores, Juniors and Seniors, and may be used to meet requirements for Business Sequence.

Business Law is the study of laws and principles used in carrying out business transactions and dealings. We will study the dual court system, civil law, contract law, financial law, and insurance.

### 7150 FASHION MARKETING

(1/2 unit – 1 Semester) (Factor 8)

This course is designed for all students and may be used to meet requirements for Business Sequence.

In this project based course, students will study the world of fashion through the lens of marketing. Concepts such as branding, target audiences and promotional strategies, among others, will be studied - as they apply to the fashion industry. Students will analyze current trends, study consumer behavior and explore the role of digital marketing in shaping brand images. Students will gain practical experience that will enhance their understanding of both fashion and business.

### 7160 SPORTS AND ENTERTAINMENT MARKETING

(1 Unit - Full Year) (Factor 8)

This course is designed for all students.

The purpose of this course is to integrate the basic principles of marketing with the sports and entertainment industries. Topics will include promotions, endorsements, public relations and countless other sports and entertainment related topics in marketing.

The course is designed to pique the interest of students who would like to pursue a career in these fields. In addition, it will educate students as to what goes on behind the scenes in these businesses. This class is project-based and students will make presentations throughout the year.

This course is recommended to all students especially for those who enjoy learning about the Sports and Entertainment Industries.

### 7164 COLLEGE INTRO TO BUSINESS

Dutchess Community College – BUS 102  
(1/2 Unit – 1 Semester) (Factor 9)

A course for highly motivated Juniors and Seniors.

Students will learn a little about a lot of business topics! This course is designed to introduce students to the various academic areas in business, but no topic will be explored in depth. Students considering Business as a career will benefit from learning about the many options available.

This course is offered in conjunction with Dutchess Community College and provides students the opportunity to earn 3 college credits through this one semester class. There is a fee associated with this course.

### 7165 COLLEGE MARKETING

Dutchess Community College - BUS 107  
(1/2 Unit – 1 Semester) (Factor 9)

A course for highly motivated Juniors and Seniors

This is a college level course for students planning a career in marketing or business. Students will learn the concepts involved in meeting the needs of organizations and consumers through developing and distributing goods and services. Topics include: development of the marketing concept, marketing research, buyer behavior, product development, pricing, retailing, advertising, selling and Internet applications.

This course is offered in conjunction with Dutchess County Community College and provides students the opportunity to earn 3 college credits through this half year class.

### 7170 BUSINESS OF MUSIC

(1/2 Unit – 1 Semester) (Factor 8)

This course is designed for all students and may be used to meet requirements for Business Sequence.

Business of Music will familiarize students with the traditional principles of business in the music industry. Course topics include: changes in the music industry, ways current artists make money, music industry careers, marketing, contracts and copyrights, and current ethical issues such as downloading music from the Internet.

Students will learn about the financially profitable music industry through business concepts such as marketing, promotion, and distribution. This course is project-based, allowing students to get hands-on and innovative with the material. The final project consists of students building their own press kits for either themselves as an artist or a musical artist of their creation.

### 7180 COOPERATIVE WORK EXPERIENCE (Co-Op)

(1 Unit, Full Year)

A course for juniors and seniors.

Cooperative Work Experience is a work-based learning program for students age 16 and above, consisting of a full year class that is designed to teach students about the requirements of the world of work in a specific career area that is aligned with the student's future career interest. Where possible, students will also be placed at a local business training station where they will complete 150 to 600 hours of school-supervised work experience. Students may earn ½ to 1 unit of credit for the on-site work experience, in addition to the classroom credit.

Enrollment is limited - preference is given to students in the CTE Pathway Programs.

### 7181 COOP COMPUTERS

( Full Year) (Factor 8)

Open to all students.

This immersive course provides students with a firsthand experience of working in a real technology help desk environment. Throughout the program, students will delve into essential skills such as delivering customer service, honing interpersonal communication skills, ensuring ethical use of data, mastering organizational skills, and acquiring basic computer repair knowledge. In addition, students will be challenged to identify a technology-related problem and develop a creative solution to assist end users. This hands-on approach allows students to apply their skills in a practical setting, fostering innovation and problem-solving. Students may have the chance to work closely with ACSD Technicians and/or participate in virtual and physical field trips to technology vendors. Students will be required to uphold confidentiality standards by signing an agreement. This precaution is in place as students may encounter personally identifiable or other sensitive data while engaging in fieldwork.

## 7196 WINNER'S CIRCLE: MARKETING

(1 Unit - Full Year)

(Factor 9)

Open to grades 10 - 12

**Prerequisite:** Approved application

This Marketing course blends theory and practice to prepare students to successfully face challenges in today's diverse and dynamic marketplace. Students will explore the connection between the target market and finished product, along with building customer relationships through marketing. In collaboration with Technology Courses 8197 and 8198, students will not only develop the essential skills to communicate effectively through visual media, but also gain hands-on experience in documenting the process of building a racing car. Throughout the year, students will be immersed in a range of creative and technical activities, including logo design, social media content creation, and photography and video production for brand engagement and outreach.

While the course is focused on the fundamental goal of marketing a student-built vehicle, skills developed can easily transfer to any industry as they are the foundation for stimulating demand with persuasive communications and building and sustaining profitable customer relationships. The course is an opportunity for students to explore marketing as a profession, including hands-on opportunities to develop skills in writing, design, media relations, advertising, and public relations – all necessary for traditional and digital communication channels.

THIS CLASS COORDINATES WITH TECHNOLOGY COURSES 8196 AND 8197. THE TECH CLASSES BUILD THE CAR AND DEVELOP DIGITAL MEDIA COMMUNICATIONS THAT DOCUMENT THE BUILD PROCESS.

## 7210 PERSONAL MONEY MANAGEMENT

(1/2 Unit – 1 Semester) (Factor 8)

A course for Sophomores, Juniors and Seniors

Personal Money Management is a course designed to educate students in the fundamentals of personal financial literacy. Students will learn about both the opportunities and risks that exist in the world of finance. Students will learn about Saving and Spending, Borrowing, Investing, Income, Credit and Credit Cards, and Funding Post-Secondary Education.

## 7231 BUSINESS MANAGEMENT

(1 Unit – Full Year) (Factor 8)

A course for Sophomores, Juniors and Seniors.

Business Management provides a step-by-step approach to understanding business operations. The main topics covered are management, entrepreneurial skills, marketing, and financial operations for small businesses.

The final project will consist of each student choosing a business they would like to develop and generating a business plan for that business. The business plan will include company description, market and industry analysis, operational, organizational, financial, and growth plans. Throughout the year, students will engage in activities that allow them to think creatively, including coming up with their own unique ideas for products or services in the marketplace and looking at ways to improve established businesses.

Business Management will benefit all students who plan to pursue a career in business, students who are applying to work for the first time, and those who think they want to operate their own business.



## 7232 SOCIAL MEDIA MARKETING

(1/2 Unit-1 Semester) (Factor 8)

A course for Sophomores, Juniors, or Seniors

In this course, students will study the foundations of social media strategy, content creation, branding and analytics across platforms such as Instagram, Facebook, TikTok, YouTube and more. In this project based course, students will develop skills in engaging audiences, creating effective brand campaigns, and interpreting metrics to inform business decisions. Students will gain a comprehensive understanding of social media as a powerful tool in today's marketing landscape and the impact of social media on consumer behavior.

## 7233BUS - THE BUSINESS OF MEDIA JOURNALISM AND PRODUCTION

(2 Units, 1 Unit in Business Education, 1 Unit in English; Full Year, 2 Period Class)

(Factor 8)

A course for sophomores, juniors and seniors.

This course is designed to provide students with knowledge of the publishing industry to support them while they try their hands at publishing endeavors that suit their individual interests. They will select specific topics to create and complete a publishing production product related to an area of study of their choosing. Students will examine the present structure of the publishing industry and explore the dynamic differences between traditional and modern publishing formats. Throughout the course, students will investigate market trends, observe and research audience preferences, develop a basic knowledge of advertising techniques and analyze copyright law while applying these principles to their project. Students will also make connections in media literacy, as well as research and inquiry while exercising their skills in nonfiction writing and editing. This will be a full year course consisting of two back to back class periods. Students will earn 1 credit in Business and 1 credit in English upon completion. The English credit will be elective credit only and not used to replace any 9 or 10 Regents, 9 or 10 Honors, 11 or 12 AP, or DCC courses. This course WILL satisfy the senior year English requirement.

## 7234 ETHICS IN GOVERNMENT AND BUSINESS

(1 Unit, Full Year, 1.0 credit in Business Education **OR** .5 unit in Economics and .5 unit in Government)

A course for juniors and seniors (juniors receive Business Education credit, seniors receive EITHER Business Education credit OR Social Studies credit)

An inquiry-based course that is designed to examine the results of governmental and business decision-making on our economy, governments, businesses, and society at large. Past decisions are critically analyzed through the lens of ethics, and the outcome of these decisions is traced throughout history, identifying unintended consequences (both good and bad) and identifying unforeseen environmental changes (both good and bad). Students will have the opportunity to rewrite history by tracing likely outcomes if different decisions were made.

Preference is given to students in the Business Education CTE Pathways Programs.

## 7235 INCubator.edu ENTREPRENEURSHIP EXPERIENCE

(1 Unit, Full Year) (Factor 8)

A course for juniors and seniors.

### **WANTED:**

Students with a passion! We want to help you turn your passion into a career, through our business incubator. Working alone or in a group, you will learn how to assess product viability, how to find and reach your target market, calculate your profit and rate of return, and more. You'll be matched up with a business mentor(s) from our community, and they will help you guide your product to market. Your product could be a physical item, a podcast, NFTs, or something entirely different. You'll need creativity, imagination, and a desire to succeed! Open to students in all disciplines, since creativity knows no boundaries.

## 7236 INVESTING 101

(1/2 Unit - 1 Semester) (Factor 9)

A Course for Sophomores, Juniors, and Seniors

### **PREREQUISITE:**

Career & Financial Management OR Personal Money Management OR Accounting OR College Accounting

"Investing 101" is an engaging course designed to introduce young adults to the fundamentals of investing. Tailored for high school students with little to no prior investing knowledge, this course covers basic concepts like stocks, bonds, mutual funds, and the importance of diversifying an investment portfolio. Interactive sessions on reading the stock market, understanding risk vs. reward, and the impact of economic trends will equip students with the skills to make informed financial decisions. Emphasizing practical, real-world applications, the course also integrates lessons on responsible investing and the role of ethics in finance, setting a strong foundation for future financial literacy.

## 7237 AP BUSINESS PRINCIPLES

(1 Unit, Full Year) (Factor 10)

A course for Sophomores, Juniors, and Seniors (No Prerequisite)

AP Business Principles is designed to expose students to the main areas and functions of a business: Marketing; Finance; Accounting; Project Management; Information Technology; Human Resources; Logistics; Organizational Behavior; Forms of Business Ownership.

This is a project-based course that will result in student understanding of these topics, and will provide students with information about potential careers in these fields.

**The AP Exam is REQUIRED if offered through the College Board.**

8240 CAREER AND FINANCIAL  
MANAGEMENT

(1/2 Unit – 1 Semester)      (Factor 8)

Required course for all BUSINESS  
EDUCATION SEQUENCES

This course is designed to introduce students to the realities of the working world. The course examines the considerations involved in choosing a career and its relationship to lifestyle choices. It also focuses on the interrelationships among human needs, wants, values, and goals as they apply to management of personal and financial resources. Topics covered include Career exploration; job applications; job interviews; business letters; resume writing; and our economic system.

## TECHNOLOGY AND ENGINEERING EDUCATION

In the Technology and Engineering Education Department our overall focus is to provide students with an education that incorporates project based learning, real-world problem solving and creative thinking skills through the use of collaboration, application and hands-on activities to better prepare students for college and careers. The need for high school graduates to have technology related literacy and skills is so important for their future success.

Arlington High School's Technology and Engineering Department offers three different pathways to guide students in their choice of study. The **STEM** pathway focuses on science, technology, engineering and math. The **Career and Technical Education** pathway offers classes which focus on developing job oriented skills and college preparation and includes New York State certified pathways in manufacturing and carpentry. The **Digital Media** pathway offers courses in all areas of digital media production and communications.

Students do NOT need to take only courses from one pathway but can use these pathways as a guide. We are proud to offer six college level courses through Project Lead the Way (PLTW) and Rochester Institute of Technology (R.I.T.). These courses are transferable to most colleges and universities as engineering electives.

### **ENGINEERING - PROJECT LEAD THE WAY**

The Technology Education and Engineering Department includes in their course offerings a number of exciting Project Lead The Way (PLTW) courses. Details of the PLTW classes can be found on the following pages of this guide. PLTW is a Technology Education curriculum that promotes mathematics, engineering and engineering technology courses at the high school level. PLTW prepares students to be the most innovative and productive leaders in Science, Technology, Engineering, and Mathematics (STEM). Each course provides practical skills and hands-on experience to make students' knowledge count in the real world, and the basis for further study in the sciences, technology, engineering, and mathematics.

#### **PLTW courses currently offered:**

8060 Introduction to Engineering Design  
IED/DDP

8062 Principles of Engineering – POE

8010 Digital Electronics – DE

8063 Computer Integrated Manufacturing  
– CIM

8132 Civil Engineering and Architecture  
- CEA

8142 Engineering Design and Development  
– EDD

Note: Students can receive Technology elective credit, Science and Art/Music credit as well as college credits for *some* PLTW courses. These six PLTW courses are Factor 9.

#### **NY STATE CERTIFIED CTE PATHWAYS**

New York State Education Department Career and Technical Education Approved Programs

##### **Carpentry Pathway Courses**

Wood Production Systems

Construction 1-2

Furniture and Cabinet Making

Career and Financial Management

Design& Drawing for Production 1 -2

##### **Manufacturing Pathway Courses**

Material Processing

Metal Productions

Advanced Manufacturing

Career & Financial Management

Design& Drawing for Production 1 -2

# Arlington High School Technology and Engineering Education

<p style="text-align: center;"><b>STEM Courses</b> (Science, Technology, Engineering, &amp; Math)</p> <p>Suggested courses to choose from:</p> <ul style="list-style-type: none"> <li>• Intro to Engineering Design/DDP (PLTW*)</li> <li>• Principles of Engineering (PLTW*)</li> <li>• Digital Electronics (PLTW*)</li> <li>• Computer Integrated Manufacturing (PLTW*)</li> <li>• Engineering Drawing and Design/Applied Engineering</li> <li>• Civil Engineering and Architecture (PLTW*)</li> <li>• Engineering Design and Development- Senior Capstone (PLTW*)</li> <li>• Basic Electricity and Electronics</li> <li>• Materials Processing</li> <li>• Design &amp; Drawing for Production 1 and 2</li> </ul> <p><i>*PLTW Project Lead The Way (college credit offered)</i></p>	<p style="text-align: center;"><b>CTE Courses</b> (Career and Technical Education)</p> <p>Suggested courses to choose from:</p> <ul style="list-style-type: none"> <li>• Digital Media 1-Communications Systems</li> <li>• Production Systems-Wood</li> <li>• Production Systems- Metal</li> <li>• Transportation Systems</li> <li>• Land Transportation</li> <li>• Consumer Automotive</li> <li>• Materials Processing</li> <li>• Construction 1</li> <li>• Construction 2</li> <li>• Advanced Manufacturing</li> <li>• Design &amp; Drawing for Production</li> <li>• Furniture and Cabinetmaking</li> <li>• Basic Electricity and Electronics</li> <li>• Engineering Drawing and Design/Applied</li> <li>• Jewelry Design</li> <li>• Basic Photography</li> <li>• Digital Photography</li> <li>• Advanced Photography</li> <li>• Energy and Power Technology</li> <li>• Career and Financial Management</li> </ul>
<p style="text-align: center;"><b>Digital Media Pathway</b> (NYS CTE Certification pending)</p> <p>Suggested courses to choose from:</p> <ul style="list-style-type: none"> <li>• Digital Media 1: Communications</li> <li>• Digital Media 2: Audio and Visual Productions</li> <li>• Digital Media 3: Video Production</li> <li>• Digital Media 4: ABC Studios Broadcasting Capstone</li> <li>• Digital Photography</li> <li>• Advanced Photography</li> </ul>	<p style="text-align: center;"><b>NY State Education Department Career and Technical Education Approved Programs (CTE)</b></p> <p style="text-align: center;"><u><b>Carpentry Pathway Courses</b></u></p> <p style="text-align: center;">Wood Production Systems</p> <p style="text-align: center;">Construction 1-2</p> <p style="text-align: center;">Furniture and Cabinetmaking</p> <p style="text-align: center;">Career and Financial Management</p> <p style="text-align: center;">Design and Drawing for Production 1-2</p>
<p style="text-align: center;"><b>Winner's Circle Project</b></p> <ul style="list-style-type: none"> <li>• Winner's Circle Automotive Build</li> <li>• Winner's Circle Visual Communications</li> <li>• Winner's Circle Marketing</li> </ul>	<p style="text-align: center;"><u><b>Manufacturing Pathway Courses</b></u></p> <p style="text-align: center;">Materials Processing</p> <p style="text-align: center;">Metal Production</p> <p style="text-align: center;">Advanced Manufacturing</p> <p style="text-align: center;">Career and Financial Management</p> <p style="text-align: center;">Design and Drawing for Production 1-2</p>

The following are great **Entry Level** courses for any student interested in entering the Technology and Engineering Education curriculum:

**Entry Level Course (1 Semester)**

8011	Digital Media 1: Communications
8010	Production Systems – Wood
8020	Production Systems – Metal
8030	Transportation Systems
8040	Materials Processing
8050	Electricity
8060	Introduction to Engineering Design IED/DDP
8065	Design & Drawing for Production 1
8066	Design & Drawing for Production 2
8101	Construction 1
8102	Construction 2
8152	Basic Photography
8220	Jewelry
8230	Consumer Automotive

**Technology Credit Substitutions for Art/Music, Science and World Language**

The following Technology Education courses may be used to fulfill the New York State Art/Music graduation requirements of 1 Unit:

**Art/Music Credit**

8060	Introduction. to Engineering Design/DDP	1 Unit
8065	Design & Drawing for Production 1	½ Unit
8066	Design & Drawing for Production 2	½ Unit

Credit to fulfill the New York State graduation requirement of 1 Unit for the third year of Science may be earned by completing any of the following Technology Education courses to total 1 Unit:

**Science Credit**

8030	Transportation Systems	½ Unit
8040	Materials Processing	½ Unit
8050	Electricity	½ Unit
8111	Digital Electronics	1 Unit
8152	Basic Photography	½ Unit
8170	Digital Photography	½ Unit
8162	Advanced Photography	½ Unit
8132	Civil Engineering and Architecture	1 Unit

## TECHNOLOGY EDUCATION SEQUENCE

### 5 Unit Sequence

**For the Advanced Regents Diploma, a student may substitute the 3 units of a World Language with the following 5 unit sequence in Technology Education to fulfill the New York State graduation requirement.**

**CAREER AND FINANCIAL MANAGEMENT - (Course 8240) 1/2 UNIT**

**SYSTEMS COURSES**      *TAKE 1 OF THESE FOR*      *1/2 UNIT*

DIGITAL MEDIA 1-COMMUNICATIONS SYSTEMS - (Course 8011)  
 PRODUCTION SYSTEMS - WOOD (Course 8010)  
 PRODUCTION SYSTEMS - METAL (Course 8020)  
 TRANSPORTATION SYSTEMS - (Course 8030)  
 CONSTRUCTION 1&2- (Course 8101 & 8102)

**FOUNDATION COURSES** **1 UNIT**

*Take any two of the following for 1 unit:*

DESIGN AND DRAWING FOR PRODUCTION 1 (Course 8065)  
DESIGN AND DRAWING FOR PRODUCTION 2 (Course 8066)  
MATERIAL PROCESSING – (Course 8040)  
ELECTRICITY – (Course 8050)

**TECHNOLOGY ELECTIVES** **3 UNITS**

TAKE ANY OF THE ELECTIVES LISTED ON THE FOLLOWING PAGES, OR  
ANY OF THE SYSTEMS COURSES ON THIS PAGE FOR 3 UNITS.

**TOTAL OF 5 UNITS**

Any Technology Education course taken on a Pass/Fail basis may **NOT** be used for a Technology Education sequence.

## SYSTEMS COURSES

Take **one** of the following for the Technology Education Sequence requirement for Systems Courses:

### 8011 DIGITAL MEDIA 1:

#### COMMUNICATIONS

(1/2 Unit - 1 Semester) (Factor 8)

Communications teaches foundational skills in media, including audio, video, photography, and graphic design. Students learn how to organize and craft stories for various platforms, including social media, video, and audio. Throughout the course, they apply technical knowledge to create content and develop their media literacy. A key component of the curriculum involves producing a community engagement project, allowing students to showcase their skills and connect with the community through media.

### 8010 PRODUCTION SYSTEMS – WOOD

(1/2 Unit - 1 Semester) (Factor 8)

In this class students will learn how products are made in the industry of wood. Students will become involved in the making of individual items and then participate in the making of actual useful products, in the production industry, that are used every day in real life. This course also includes experiences in construction involving residential and commercial products. Through activities in manufacturing and construction, useful experience is gained in the proper use of many tools and power equipment with emphasis on safety and the economy with a consideration for minimal environmental disruption.

**\*\* This course is required for the New York State CTE Pathway in Carpentry.**

#### Possible Projects/Areas Explored:

- Candle Sconces
- Wall Shelves
- Clocks
- Custom Picture Frames
- Box Building
- Baseball Bats
- Furniture & Cabinet Projects
- Individual Projects of Student Choice

Related Occupations: Cabinet Maker, Architectural Woodworker, Moulding Shop Technician.

### 8020 PRODUCTION SYSTEMS – METAL

(1/2 Unit - 1 Semester) (Factor 8)

In this class, students will learn how industries of today produce everyday items from different types of metal. Students will become involved in the making of several items from raw stock. The different types of metal production skills that will be emphasized are sheet metal fabrication, bending, forging, basic machining, welding with TIG, MIG and Arc welders and CNC plasma cutting. These are skills that are used in local industries today. We will cover a broad range of hand and power equipment use related to the different metal processes. Safety, organization of time and labor and project management are stressed.

Projects may include sheet metal dust pan or toolbox, a garden hook, milled dice or game pieces, a hammer, metal signs and various student designed projects. All projects are designed to keep and take home.

Related Occupations: Welder, Fabricator, Autobody Technician, Steelworker, Construction Worker, Iron Worker, Foundry, Plumber.

**\*\* This course is required for the New York State CTE Pathway in Manufacturing.**



## 8030 TRANSPORTATION SYSTEMS

(1/2 Unit - 1 Semester) (Factor 8)

Can you imagine what life would be like without transportation? There would be no way to move people and products from place to place. In this course, you will experience an overview of aerospace, marine and land transportation using the systems model of technology.

Students will spend approximately half the course learning the fundamental operations of the internal combustion engine and experience actual disassembly, inspection, reconditioning, assembly and testing of their own small engine. The remainder of this semester course will cover the various types of transportation and operations of land, air and marine vessels in use today.

Many students successfully completing this course will choose to enroll in Land Transportation, Course 8090.

**This course may be used to satisfy ½ unit of credit of the required three credits in Science (see Technology Credit Substitutions for Art/Music, Science and World Language section).**

Related Occupations: Small Engine Mechanic

## 8101 CONSTRUCTION 1

(1/2 Unit - 1 Semester) (Factor 8)

### **Prerequisite:**

Production Systems - Wood – Course 8010 or  
Permission of Dept. Coordinator

Students will be introduced to modern building methods and materials. The course will deal with different topics around typical house construction; including but not limited to framing, drywall, and plumbing. This will reinforce their problem solving, basic math skills as well as provide new knowledge on a variety of topics. These skills, such as blueprint reading, estimating costs, framing procedures, etc. are needed by most homeowners to repair and maintain their homes.

## 8101 CONSTRUCTION 1 cont'd

**\*\* This course is required for the New York State CTE Pathway in Carpentry.**

### Possible Projects/Activities Explored:

Scaled down wall segments  
School & community projects  
Construction Site Visits

Related Occupations: Carpenter, Electrician, Plumber, Construction Project Manager, Project Supervisor, Business Owner.

## 8102 CONSTRUCTION 2

(1/2 Unit - 1 Semester) (Factor 8)

**Prerequisite:** Production Systems - Wood –  
Course 8010 and 8101  
CONSTRUCTION 1 or  
Permission of Dept. Coordinator

Students will be provided with an opportunity to further their carpentry skills. This class is a continuation of Construction 1. Students will have hands-on experiences planning and building a structure in preparation for the industry certification assessment in Carpentry. These skills, such as blueprint reading, estimating costs, framing procedures, working on elevated surfaces, etc. are needed by entry level carpenters.

**\*\* This course is required for the New York State CTE Pathway in Carpentry.**

### Possible Projects/Activities Explored:

Full size sheds of all description  
School & community projects  
Construction Site Visits

Related Occupations: Carpenter, Electrician, Plumber, Construction Project Manager, Project Supervisor, Business Owner.

## **FOUNDATION COURSES**

Take any two of the following three; Material Processing 8040, or Electricity 8050

**OR**

Design & Drawing Production 1 8065 or Design & Drawing Production 2 8066 to meet the Technology Education Sequence requirement for Foundation Courses.

8065 DESIGN AND DRAWING FOR PRODUCTION 1 (½ Unit - 1 Semester) (Factor 8)

8066 DESIGN AND DRAWING FOR PRODUCTION 2 (½ Unit - 1 Semester) (Factor 8)

In Design and Drawing for Production, students learn how to take an idea through a design process that eventually leads to their product being manufactured or produced. Students learn to find solutions to problems through design, drafting, modeling and constructing products. The course incorporates many project-based activities that ready students for real-world experiences. This class is centered around hands-on learning. This course is a must for students looking to take other technology classes. The ability to make and read technical drawings is the foundation for all of the building, construction and manufacturing trades and for anyone wishing to study things like architecture or construction management in college.

**Successful completion of this course fulfills the minimum state requirement for one high school art credit.**

Topics and techniques covered in this course include: Brainstorming ideas, writing, measurement, determining proportion, scale and ratio, sketching techniques, lettering, perspective, isometric and working drawings, using drafting equipment, Computer Aided Drawing (CAD), using graphs and charts to interpret data, full scale 3 dimensional projects, building problem solutions, designing under time constraints, time management, meeting deadlines.

\*\* This course is required for the New York State CTE Pathway in Carpentry.

\*\* This course is required for the New York State CTE Pathway in Manufacturing.

Related occupations: All areas of construction and manufacturing for example, building trades, architecture, electrician, carpenter, construction business owner.

## 8040 MATERIALS PROCESSING

(1/2 Unit - 1 Semester) (Factor 8)

Students will learn how to work with a variety of materials such as wood, metal, plastics and composites to create projects they can keep. They will study how materials, both synthetic and natural, are made and how they can be used in manufacturing. Students will learn about welding, turning, milling, forging, casting, wood joinery, ceramics and tile work, pattern work and layout techniques.

Projects may include sheet metal shelves, wood pens, game board and pieces (chess, checkers), cast concrete lamps, among others.

This course is one of the New York State approved Foundation courses in Technology Education. It's designed to give students an exploration of the technical world in which they live.

**This course may be used to satisfy ½ unit of credit of the required three credits in Science (see Technology Credit Substitutions for Art/Music, Science and World Language section).**

Related Occupations: Carpenter, Plumber, all Fabrication and Production Trades.

**\*\* This course is required for the New York State CTE Pathway in Manufacturing.**

## 8050 ELECTRICITY

(1/2 Unit - 1 Semester) (Factor 8)

This is an introductory level-course. The basics of Electricity and Magnetism will be explored through hands-on activities and lectures. Students build various electronic kits and gadgets like sirens, mini robots, phone charging circuits and transformers that will introduce concepts like resistance, capacitance, transistors, power generation and transmission and electromechanical controls. DC and AC power is covered. Students will learn how to wire a residence, work with electric circuits, and design a workable wiring plan using National Wiring Guidelines.

**This course may be used to satisfy ½ unit of credit of the required three credits in Science (see Technology Credit Substitutions for Art/Music, Science and World Language section).**

Related Occupations: Electrician, Construction Project Manager, Business Owner.

## **PLTW ENGINEERING COURSES**

### **8060 INTRODUCTION TO ENGINEER DESIGN/DDP PLTW**

(1 Unit – Full Year) (Factor 9)

This is the introductory course to our engineering program. IED offers a multidisciplinary approach to teaching and learning foundational concepts of engineering practice, providing students opportunities to explore engineering career opportunities and experiences and solve engaging and challenging real-world problems. By inspiring and empowering students with an understanding of engineering and career opportunities, IED broadens participation in engineering education and the engineering profession.

**This course may be used to satisfy 1 unit of credit of the required one credit in Art/Music (see Technology Credit Substitutions for Art/Music, Science and World Language section).** In addition, college credit can be earned with the completion of this course and a supplemental exam in June. (See your guidance counselor or a technology teacher for more information.)

College credit can be earned with the completion of this course and a supplemental exam in June.

*\* This course also fulfills the DDP requirement for the New York State CTE Pathways in Carpentry and Manufacturing.\**

### **8062 PRINCIPLES OF ENGINEERING PLTW**

(1 Unit - Full Year) (Factor 9)

**Prerequisite:** Open to Sophomores, Juniors and Seniors Only  
**Introduction to Engineering  
Design/DDP PLTW**

Students will design, build and test simple and complex machines, learn how to solder circuit boards, build and force test balsa bridges, design and test home insulation from green materials, catapults, solar hydrogen vehicles and robots. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions. This course exposes students to major concepts they'll encounter in a post-secondary engineering course of study.

**This course is a must for students wishing to study engineering, architecture or any of the building and construction trades as well as careers in design.** Accuracy, neatness and precise measurements are necessary to complete every assignment.

College credit can be earned with the completion of this course and a supplemental exam in June.

**8063 COMPUTER INTEGRATED  
MANUFACTURING PLTW**

(1 Unit – Full Year) (Factor 9)

**Prerequisite:** 8060 Introduction to  
Engineering Design/DDP PLTW

Computer Integrated Manufacturing (CIM) is a specialized course within the high school engineering {PLTW}<sup>®</sup> curriculum. This course teaches the fundamentals of computerized manufacturing technology. It builds on the solid-modeling skills developed in the **DDP/Introduction to Engineering Design** Course.

Students use 3D computer software to solve design problems. They assess their solutions through the relationship of design, function and materials, modify their designs, and use prototyping equipment to produce 3D models. Some projects the CIM class will be working on are as follows:

- Computer Modeling - Students use 3D software for mass property analysis.
- Computer Numerical Control (CNC) Equipment - Students develop an understanding of the operating procedures and programming capabilities of machine tools.
- Computer Aided Manufacturing (CAM) - Students convert computer-generated geometry into a program to direct the operation of CNC machine tools.
- Robotics - Students program robots to handle material in assembly-line operations.

Flexible Manufacturing Systems - Teams of students design manufacturing work cells and tabletop factories to solve complex problems that arise in integrating multiple pieces of computer controlled equipment.

College credit can be earned with the completion of this course and a supplemental exam in June.

**8111 DIGITAL ELECTRONICS PLTW**

(1 Unit – Full Year) (Factor 9)

**Prerequisite:** Open to Sophomores, Juniors and Seniors Only

Recommend that students have completed Algebra 1

Digital Electronics (DE) is the study of electronic circuits that are used to process and control digital signals. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras, high definition televisions, etc.

The major focus of this course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation.

Using project based teaching and learning pedagogy, students will analyze, design and build digital electronic circuits. While implementing these designs students will continually hone their interpersonal skills, creative abilities and understanding of the design process.

Digital Electronics (DE) is a high school level course that is appropriate for 10th, 11th and 12th grade students interested in electronics. Other than their concurrent enrollment in college preparatory mathematics and science courses, this course assumes no previous knowledge.

**This course may be used to satisfy 1 unit of credit of the required three credits in Science (see Technology Credit Substitutions for Art/Music, Science and World Language section).**

College credit can be earned with the completion of this course and a supplemental exam in June.

Related Occupations: Programmer, Circuit Designer, Electrical Engineer, Engineering Technician, Video Game Designer.

**8132 CIVIL ENGINEERING AND  
ARCHITECTURE (CEA) PLTW**

(1 Unit – Full Year) (Factor 9)

**Prerequisite:**

Open to Juniors and Seniors Only or  
Permission of Dept. Coordinator

Civil Engineering and Architecture is the study of the design and construction of residential and commercial building projects. The course includes an introduction to many of the varied factors involved in building design and construction including building components and systems, structural design, stormwater management, site design, utilities and services, cost estimation, energy efficiency, and careers in the design and construction industry.

The major focus of the CEA course is to expose students to the design and construction of residential and commercial building projects, design teams and teamwork, communication methods, engineering standards, and technical documentation.

Civil Engineering and Architecture is a high school level course that is appropriate for 10th or 11th grade students interested in careers related to civil engineering and/or architecture. Other than their concurrent enrollment in college preparatory mathematics and science courses, this course assumes no previous knowledge.

Civil Engineering and Architecture is one of the specialization courses in the PLTW® high school pre-engineering program. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

**This course may be used to satisfy 1 unit of credit of the required three credits in Science (see Technology Credit Substitutions for Art/Music, Science and World Language section).**

College credit can be earned with the completion of this course and sufficient credit on the final exam in June.

**8142 ENGINEERING DESIGN AND  
DEVELOPMENT (EDD) PLTW**

(1 Unit – Full Year) (Factor 9)

**Prerequisite:** Open to Seniors only.

**Recommended:**

Introduction to Engineering Design/DDP PLTW  
8060 Principles of Engineering- Course 8062

EDD is the senior engineering capstone course in the PLTW® Pathway to Engineering course sequence. The knowledge and skills that students acquired throughout PLTW Engineering come together as they identify an issue or problem, form teams, then research, design, build and market a solution. Students work with engineers and industry stakeholders and present their solutions to an audience of peers and professionals. Students apply the professional skills they have developed to document a design process to engineering standards and will be ready to take on any college level engineering design project. The projects completed in this course are chosen by the student. Students work together to set and meet project goals and objectives.

\*\* Students can use the project portfolio from this course to apply for scholarships at many colleges and universities.

## **TECHNOLOGY SEQUENCE ELECTIVES**

### **8090 LAND TRANSPORTATION/POWER**

(1 Unit - Full Year) (Factor 8)

#### **Prerequisite:**

Transportation Systems – Course 8030

Have you ever wondered how the car you are driving actually works and why? If you have then this is the perfect class for you. This course is designed to give the students the opportunity to learn the basic skills needed to work on today's complex automobiles.

#### **Possible Projects/Areas Explored:**

Electric Cars & Hybrid Cars  
Demo Derby Cars  
Restoration & Sand Blasting  
Lift Kits  
Alternative Fuel Options

Overall the students will learn the operation of modern internal combustion engines, electric engine controls, chassis maintenance, automotive cooling systems, performance technology and vehicle maintenance.

The aim of the course is not to develop fully trained automotive technicians but to develop an interest and understanding of automotive technology from the perspective of an educated consumer.

Related Occupations: Auto Technician, Auto Body Repair Technician

### **8230 CONSUMER AUTOMOTIVES**

(1/2 Unit - 1 Semester)(Factor 8)

What do you need to be aware of for car ownership? This course will discuss the different consumer issues that involve automotive ownership starting with how to research and purchase a car. There will be discussions of insurance needs, warranties offered, important safety information and other areas of concern. Students will understand what to look for on third-party vehicle valuation information sites such as Edmunds, Kelley Blue Book, NADAguides, etc.

### **8230 CONSUMER AUTOMOTIVES cont'd**

Emphasis will be on basic car technology so students will know how to discuss problems with a mechanic. They will also learn about fuel economy and any other new automotive options being offered. The course will also help students understand maintenance schedules, recalls and a car's owner manual to name a few.

#### **8121 ENGINEERING DRAWING AND DESIGN/Applied**

(1 Unit - Full Year) (Factor 9)

#### **Prerequisite:**

DDP 1-2 or **8060 Introduction to Engineering Design/DDP PLTW**

Do you like to design and build things? Use the design process and CAD to come up with a plan and spend the majority of your time building things. We do projects like a Container Home Model, a Space Station design, a 3D printed and silver cast ring, tool design or a Life Size Cardboard Chair, among others. Use 3D printers, laser cutters, computer software and other tools to see how prototypes are made.

We will cover the latest developments and current practices of many areas of graphic communications, CAD, functional design and drawing, material representation, shop processes, geometric construction and understanding industry standards. The areas of mechanical, architectural and structural, electrical and civil engineering will be covered.

Emphasis is placed on the use of computer technology and the understanding of the changing role of CAD and its effects on the design/manufacturing process. Students, working in teams, will follow the design process to create accurate and complete drawings and hand build scale models of their designs.

**This course is a MUST for students considering further study in the areas of engineering, architecture, the building trades or any field of design.**

## 8152 BASIC PHOTOGRAPHY

(1/2 Unit - 1 Semester) (Factor 8)

Basic Photography is a beginning photography course. Students will learn how to use 35mm Single Lens Reflex (SLR) cameras effectively and how to develop black and white film using the darkroom and chemicals. Students will learn to effectively compose their photos through various photography techniques. Students may use their own cameras or borrow a school camera for course work.

**This course may be used to satisfy ½ unit of credit of the required three credits in Science (see Technology Credit Substitutions for Art/Music, Science and World Language section).**

## 8162 ADVANCED PHOTOGRAPHY

(½ Unit – 1 Semester) (Factor 8)

### **Prerequisite:**

Basic Photography – Course 8152 *or*  
Studio in Photography – Course 6210

**AND**

Digital Photography – Course 8170 *or*  
Permission of Dept. Coordinator

This course will continue the discussion of the materials, techniques and terminology already discussed in prerequisite photography courses. It will afford the student further opportunity to refine and extend the technical skills acquired to produce digitally-generated photographic media.

A progression of topics will follow, including advanced image manipulation/editing skills and techniques, discussion and demonstration of printing/output issues, needs and methods and general aesthetic/image-making concerns. The student's ability to edit images digitally will expand exponentially as they concentrate on using advanced editing software.

Topics covered will introduce students to advanced principles of design as they relate to digital photography as a business and communication tool. The goal of this industry-based approach is to facilitate the integration of aesthetics and technical ability and visual problem solving skills in order to strengthen visual design and communication with the medium of digital photography.

This course will culminate with the development of a teacher approved student portfolio to consist of an independent project of original work using a wide variety of advanced photographic techniques.

Students will find that this course provides the groundwork for higher education beyond high school and/or a career in digital photography or related industries.

Related Occupations: Photographer, Graphic & Commercial Designer, Website Designer, Advertising and Media fields.



## 8170 DIGITAL PHOTOGRAPHY

(1/2 Unit - 1 Semester) (Factor 8)

### **Prerequisite:**

Basic Photography – Course 8152 or  
Studio in Photography – Course 6210 or  
Permission of Dept. Coordinator

Once students have studied the basic concepts of photography they may continue their pursuit of photography with this course. The course will continue the concepts of photo technology with the digital format. **Students should have access to a digital camera to take this course.**

This course is a hands-on introduction to digital photography. Students will acquire experience in the use of digital cameras, computers, scanners and color printers, and the image processing software **Adobe Photoshop** and **Adobe Lightroom** to produce digitally enhanced photographs. The technical and aesthetic possibilities of digital photography will be examined through a series of sequential assignments. Images and ideas will be developed through a combination of lectures, demonstrations, supervised class work, shooting assignments and critiques. Some projects the student may work on are photo essays, architectural studies, self-portraits and photo collages. It is expected that students will spend additional time outside of class completing course assignments.

**This course may be used to satisfy ½ unit of credit of the required three credits in Science (see Technology Credit Substitutions for Art/Music, Science and World Language section).**

Related Occupations: Photographer, Graphic & Commercial Designer, Website Designer, Advertising and Media fields.

## 8210 CREATIVITY IN FURNITURE & CABINET MAKING

(1 Unit - Full Year) (Factor 8)

### **Prerequisite:**

Production Systems - Wood – Course 8010 *or*  
Permission of Dept. Coordinator

An advanced woodworking course structured to fulfill the needs and desires of those students who want to go beyond the fundamentals of woodworking. This is the course to build that grandfather clock, roll top desk, chest on chest, china hutch, entertainment center or whatever project that will fulfill your needs and goals in the area of woodworking. In this exciting area you will use a large variety of hand and machine tools to create your valuable heirloom. Emphasis will be placed on good design, use of fine hardwoods, advanced joinery, finishing techniques and an appreciation of excellent craftsmanship. Here's your chance to develop your special skills, gain confidence in your abilities and enjoy woodworking as a valuable asset in your life.

**\*\* This course is required for the New York State CTE Pathway in Carpentry.**

Related Occupations: Carpenter, Furniture Maker, Furniture Refinisher, Interior Decorator, Custom Built-in Contractor, Business Owner.

## 8067 ADVANCED MANUFACTURING

(1 Unit - Full Year) (Factor 8)

### **Prerequisites:**

**8065 DESIGN AND DRAWING FOR PRODUCTION 1**

**8066 DESIGN AND DRAWING FOR PRODUCTION 2**

**8040 MATERIALS PROCESSING**

**8020 PRODUCTION SYSTEMS METAL**  
**OR**

**8063 COMPUTER INTEGRATED MANUFACTURING**

Students will learn basic and advanced principles in the operation of milling machines, lathes, grinders, bandsaws and drill presses, as well as using advanced Haas Automation computerized machine tools. A wide variety of training in the use of quality assurance equipment is covered. The use of computer-aided design (CAD) and computer-aided manufacturing (CAM) coursework/software is an integral part of the program, as is the instruction on the use of standard and advanced tooling.

Students will leverage the power of Computer Numerical Control (CNC) to automate the machining of increasingly complicated part geometry. Part features will be assigned coordinates and these coordinates will be used to write G-code programs to control the motion and operation of the CNC mill or CNC lathe. Students will be writing G-code programs “by hand” in a text editor. These programs will be loaded into the CNC machines and then students will set up and operate the CNC machines to manufacture a variety of parts. This course will also cover technical machining calculations and theory such as cutter speeds and feeds and cutter geometry and nomenclature.

### Possible Projects/Activities Explored:

Tools - small vise & punches, Products - chess pieces

Large assembly project - pen turning lathe  
Related Occupations: CNC machine operator, set up technician, or programmer; machinist, toolmaker.

**\*\* This course is required for the New York State CTE Pathway in Manufacturing.**

## 8220 JEWELRY

(1/2 Unit - 1 Semester)

(Factor 8)

Recommendation: Materials Processing – Course 8040

Do you have an interest in working in the finer aspects of materials processing and bringing your creative side out? Does the idea of creating your own jewelry appeal to you? Then this may be the class for you! Jewelry making is one of man’s oldest technologies. By blending technology and design, every culture throughout history has decorated itself in some fashion. Arlington students will be introduced to a wide range of jewelry concepts, techniques, and skills.

Join us as we explore technology and design through the application of a variety of different materials and techniques. By the end of the course, students will have a solid foundation in jewelry-making techniques and be able to create their own pieces from start to finish. They will also gain an appreciation for the skill and artistry involved in creating wearable art. Some students may even be inspired to pursue jewelry-making as a hobby or career, while others may simply enjoy the creative expression and craftsmanship that the course offers.

### Possible Projects/Areas Explored

Earrings, Pendants, Bracelets, Rings, Necklaces, Wire Wrapping, Glass Fusing, Polymers, Metal Working, Knot Tying, Bead Making, Polishing

Related Occupations: Jeweler, Appraiser, Designer (Fashion, Industrial or Product), Restoration Specialist, Interior Designer, Event Planner, Forensics, Luxury sales

## **DIGITAL MEDIA COURSES**

### **8011 DIGITAL MEDIA 1**

(1/2 Unit - 1 Semester) (Factor 8)

Communications teaches foundational skills in media, including audio, video, photography, and graphic design. Students learn how to organize and craft stories for various platforms, including social media, video, and audio. Throughout the course, they apply technical knowledge to create content and develop their media literacy. A key component of the curriculum involves producing a community engagement project, allowing students to showcase their skills and connect with the community through media.

### **8012 DIGITAL MEDIA 2: AUDIO AND VISUAL PRODUCTION**

(1/2 Unit - 1 Semester) (Factor 8)

#### **Prerequisite:**

Digital Media 1: Communication Systems - Course 8011

This course builds on foundational concepts from Digital Media 1, with a strong emphasis on storytelling—a skill essential for careers in arts, media, and entertainment. Students will refine their abilities in writing, shooting, and editing, focusing on creating short-form multimedia content for online platforms. Through analyzing various media productions, students are encouraged to think critically and creatively, deepening their understanding of how to communicate effectively through digital media. This hands-on experience prepares students for the dynamic demands of the digital media industry.

### **8013 DIGITAL MEDIA 3: VIDEO PRODUCTIONS**

(1 Unit – Full Year) (Factor 8)

#### **Prerequisite:**

Communication Systems – Course 8011

#### **Recommended:**

Digital Media 2 8012 :Audio & Visual Productions

This course focuses on the preparation and presentation of summative projects that showcase the skills developed in Digital Media 1 and 2. Students will apply their knowledge to projects that explore their personal interests, allowing for both professional and personal growth in a supportive environment.

### **8014 DIGITAL MEDIA 4: ABC STUDIOS BROADCASTING CAPSTONE**

(1 Unit – Full Year) (Factor 8)

#### **Prerequisite:** Digital Media 1:

Communication Systems – Course 8011

**Recommended:** Digital Media 8013  
Video Productions

This capstone course is designed to showcase students' accumulated skills throughout the program. Students will engage in hands-on multi-camera news production for live broadcasting and web platforms. They will gain valuable experience in both pre-production and post-production processes. Additionally, students will collaborate daily to produce morning announcements and news broadcasts, fostering teamwork and practical application of their skills.

### 3302 MATH FOR TRADES

(1 Unit - Full Year) (Factor 8)

**Prerequisite:**

Algebra 1A or Algebra 1B **or** Algebra and Intro to Geometry plus Algebra Regents

This class can be taken as a 3rd year of Math.

This course supports the math development and instruction of students in the CTE courses at AHS. Students will be exposed to the concepts, principles and formulas of math in the context of the work and skills that are taught in the CTE courses (for example Metal, Carpentry and Drafting). Math instruction is connected to the hands-on application in the shop. This course is for 11th & 12th grade students enrolled in the CTE program.

♦ **This course does not meet NCAA eligibility standards.**

***PLEASE NOTE THAT THE FOLLOWING COURSE IS REQUIRED FOR ALL OCCUPATIONAL EDUCATION SEQUENCES.***

### 8240 CAREER AND FINANCIAL MANAGEMENT

(1/2 Unit - 1 Semester) (Factor 8)

This course is ***required*** for all students enrolled in a Technology sequence as well as Occupational Education sequences.

Course includes a series of two modules: Personal Resource Management and Career/Working Citizen. These modules include performance objectives designed to develop competencies which are critical or highly desirable to all students. This course will fulfill the two modules required for all occupational education students.

\*\* This course is required for the New York State CTE Pathway in carpentry.

\*\* This course is required for the New York State CTE Pathway in Manufacturing.

## THE WINNER'S CIRCLE PROJECT

The Winner's Circle Project inspires young and innovative minds through STEAM programs embedded in the exciting world of car racing. This course is a unique blend of project based learning and career readiness designed to teach success skills for high school students. Students have the option of taking an automotive build course, a marketing course or a visual communications course. They will work on building and promoting a race team and race car throughout the school year.

8197 WINNER'S CIRCLE: Automotive Build  
(1 Unit - Full Year) (Factor 9)

**Prerequisite:**

Approved application or Technology  
Education Teacher Recommendation

Open to grades 11 - 12

Course Description:

Students are responsible for building a Factory Five race vehicle from start to finish in one school year. Using a Ford V-8 engine and standard transmission students will learn the technical knowledge and skills on how to assemble a car including: fuel systems, brake systems, complete electrical system, interior assembly, suspension and steering and metal fabrication. Students will also learn the proper use of tools and safety for building a car. Students who complete this course will have a solid foundation of job skills that include; project management, teamwork, communication and critical thinking. Students will be graded on the design, execution, safety, performance and presentation of the finished car.

THIS CLASS IS IN CONJUNCTION WITH TECHNOLOGY COURSES 8198 AND 7196. THE TECH CLASSES BUILD THE CAR.

8198 WINNER'S CIRCLE: Visual Communications  
(1 Unit - Full Year) (Factor 9)

**Prerequisite:**

Approved application or Technology  
Education Teacher Recommendation

Open to grades 10 - 12

Course Description:

The Visual Communications course is a unique, interdisciplinary program that integrates content creation, digital media, and technical skills to prepare students for the modern world of communication, branding, and digital storytelling. In collaboration with Technology Courses 8197 and 7196, students will not only develop the essential skills to communicate effectively through visual media, but also gain hands-on experience in building and documenting a racing car and its development process. Throughout the year, students will be immersed in a range of creative and technical activities, including logo design, social media content creation, and photography and video production for brand engagement and outreach. Emphasis will be placed on crafting compelling communication campaigns, with students applying their visual communication skills to raise awareness and promote their race team's brand. Students will also explore storyboard creation, leading to the production of a commercial to be showcased at the year-end championship competition.

\*\*\*This course can be taken as an alternative to Digital Media I and Digital Media II to fulfill the prerequisites for the Digital Multimedia Pathway.

## THE WINNER'S CIRCLE PROJECT

### 7196 WINNER'S CIRCLE: MARKETING

(1 Unit - Full Year) (Factor 9)

Open to grades 10 - 12

**Prerequisite:** Approved application

This Marketing course blends theory and practice to prepare students to successfully face challenges in today's diverse and dynamic marketplace. Students will explore the connection between the target market and finished product, along with building customer relationships through marketing. In collaboration with Technology Courses 8197 and 8198, students will not only develop the essential skills to communicate effectively through visual media, but also gain hands-on experience in documenting the process of building a racing car. Throughout the year, students will be immersed in a range of creative and technical activities, including logo design, social media content creation, and photography and video production for brand engagement and outreach.

While the course is focused on the fundamental goal of marketing a student-built vehicle, skills developed can easily transfer to any industry as they are the foundation for stimulating demand with persuasive communications and building and sustaining profitable customer relationships. The course is an opportunity for students to explore marketing as a profession, including hands-on opportunities to develop skills in writing, design, media relations, advertising, and public relations – all necessary for traditional and digital communication channels.

THIS CLASS COORDINATES WITH TECHNOLOGY COURSES 8197 AND 8198. THE TECH CLASSES BUILD THE CAR AND DEVELOP DIGITAL MEDIA COMMUNICATIONS THAT DOCUMENT THE BUILD PROCESS.

## **FAMILY AND CONSUMER SCIENCES**

### **FAMILY AND CONSUMER SCIENCES - CAREER AND TECHNICAL EDUCATION**

- applies Science, Technology, Engineering and Math (STEM) disciplines to the real world
- helps manage the challenges of living and working in a diverse global society with a focus on families, work, and interrelationships
- meets intermediate and commencement level New York State Learning Standards in both FACS and Career Development and Occupational Studies (CDOS)
- promotes success in both postsecondary education and employment

<b>NYS Early Childhood Education Pathway</b>	<b>NYS Apparel &amp; Textiles Pathway</b>
	Earns 2 LIM Elective Credits
<b><u>Required Courses</u></b> Career and Financial Management (.5) Early Childhood Education (1) <b><u>Choose 2 credits worth from below</u></b> Early Childhood Education Practicum (1) Food and Human Services (.5) Lifespan Studies (.5) Parenting (.5) Teen Issues (.5)	<b><u>Required Courses</u></b> Career and Financial Management (.5) Fashion for Your Future (.5) World of Fashion (.5) Food as Art (.5) <b><u>Choose any THREE:</u></b> Paper to Pins (.5) Intro to Garment Construction (.5) Photography (.5) Jewelry Independent Study in Fashion Design Independent Study in Fashion Merchandising
Early Childhood 1B Exam - must pass to qualify for endorsement	Fashion Design Studio Exam-must be passed to qualify for endorsement

<b>NYS Nutrition and Wellness Pathway</b>	<b>AHS Culinary Arts Advance Courses</b>
Earns DCC BIO 122 Nutrition	Prerequisite - Food Core
<b><u>Required Courses</u></b> Career and Financial Management (.5) Food and Human Services (.5) Food Core (.5) Chemistry of the Human Body (1) Sports and Nutrition (.5) Food as Art (.5)	Chef Prep (1) Cultural Foods (1) Baking and Pastry (1) Advanced Culinary Arts (1)
Food & Nutrition I Exam - must be passed to qualify for endorsement	

**Each FACS CTE course has benefits when taken alone or as part of a pathway.**

**Taken Alone:**

- **Students can meet alternative Art and/or Science credit**

8640 World of Fashion 1/2 Unit FACS or Art

8650 Fashion for Your Future 1/2 Unit FACS or Art

8660 Paper to Pins 1/2 Unit FACS or Art

8590 Chemistry/Human Body 1 Unit FACS or Science

**Taken as a New York State Approved Pathway:**

- **Students can receive the following by meeting pathway requirements:**

A Career & Technical Education Endorsement Seal on their NYS High School Diploma.

A career plan and employability profile.

The NYS 4+1 Pathway to Graduation (22 credits, and 4 Regents Exams instead of the traditional 5 Regents Exam requirement).

Work based learning hours to add to employment or college applications.

**Accumulating ANY 5 Family & Consumer Sciences credits may be substituted for the 3 unit language requirement necessary for an Advanced Regents diploma.**

Any Family & Consumer Sciences course which is taken on a Pass/Fail basis may NOT be used as a unit for the Family & Consumer Sciences sequence.



### 8500 FOOD AND HUMAN SERVICES

(½ Unit - 1 Semester) (Factor 8)

This course is required for the Nutrition and Wellness Pathway and is an option for the Early Childhood Education Pathway.

The first marking period of this course provides a comprehensive introduction to careers in human services. Topics covered include stages of human development, communication and leadership skills.

The second marking period introduces careers in food services. Focus will be put on safety, sanitation, meal management, nutrition and special diets.

Related Occupations: Counselor, Social Worker, Psychologist, Cook, Baker, Teacher

### 8240 CAREER AND FINANCIAL MANAGEMENT

(½ Unit - 1 Semester) (Factor 8)

This course is required for the NYS FACS CTE Pathway to Graduation.

Course includes a series of two modules: Career Management and Financial Management. These modules include performance objectives designed to develop competencies which are critical or highly desirable to all students. This course will fulfill the two modules required for all occupational education students.

Food And Human Services and Career And Financial Management will be offered in consecutive semesters for anyone seeking a 5 unit Career and Technical Education sequence.

### 8520 FOOD CORE

(1/2 Unit - 1 Semester) (Factor 8)

This course is required for the Nutrition and Wellness Pathway to Graduation.

This course is also a prerequisite for all of the advanced Culinary Arts classes.

Food Core is an introduction to the culinary world and will teach students the basics in food preparation and food safety. As the students' grades will come largely from performance in the food labs, good attendance is critical. Food Lab Units include: eggs, milk, cheese, vegetables, basic knife skills, pasta and grains, fruit as well as baking.

Related Occupations: Baker, Butcher, Fast Food Worker, Dietitian

### 8530 LIFESPAN STUDIES CORE

(1/2 Unit - 1 Semester) (Factor 8)

This course is an option for the Early Childhood Education Pathway to Graduation.

This is a half year course that focuses on growth and development across the entire lifespan-conception to old age. The course is ideal for those interested in the fields of psychology, teaching or any career where you will be involved with people in different stages along the lifespan. Focus will be given to Erickson and Piaget's contributions to the study of human development. There are many activities and projects so attendance is important.

Related Occupations: Social Worker, Counselor, Psychologist, Therapist

CORE COURSES ARE THE FIRST SPECIALIZATION COURSES WITHIN THE FAMILY & CONSUMER SCIENCE CONTINUUM. EACH CORE COURSE PROVIDES BASIC CONTENT. IT IS RECOMMENDED THAT STUDENTS TAKE THE CORE COURSE FIRST IN THE SEQUENCE THEY ARE PURSUING

## 8540 FOOD AS ART

(1/2 Unit - 1 Semester) (Factor 8)

This course is required for both the Nutrition and Wellness and Apparel and Textiles Pathways to Graduation.

Food as Art is a cooking class that applies the Elements & Principles of Art to the plate. Students will learn/practice plating styles and saucing techniques for appetizers, the main course, as well as desserts. Students will make chocolate garnishes, fondant, fruit and vegetable purees for decorating their platings. Pictures of their platings will contribute to a portfolio throughout the semester. Caution: some of the work (fondant, purees & chocolate ) may not be suitable for those with tactile issues..

Students will earn ½ credit that counts as FACS

Related Occupations: Chef, Baker, Photographer, Stylist, Blogger

## 8560 CHEF PREP

(1 Unit - 2 Periods Daily - Fall Semester)

(Factor 8)

A course for sophomores, juniors, and seniors

Prerequisite:

Food Core or Department approval

**Students enrolling in this course should have already completed Food Core or have a firm understanding of basic cooking techniques. Students will learn cooking techniques for use in their daily life, as well as exposing them to opportunities in a career in food service or attending a culinary school.**

Students should be proficient in basic math skills. Students will learn proper cooking techniques, use of commercial kitchen equipment and efficient time management. Proper culinary knife skills will be stressed with an emphasis on sanitation and food safety. Pastries, sauces, soups, quick breads, pies, yeast breads, vegetables, cookies, salads, sandwiches, and cheeses are a few of the foods that students will prepare.

This is a production class. Therefore, students will prepare quantity foods for various functions in the school like the outstanding Admiral luncheons. The *Admiral Café* at Open House is a favorite of this course. College essays will be written, followed by field trips to various culinary schools. Field Trips taken in the past include a day trip to *The Culinary Institute of America*, in Hyde Park, NY and to *Johnson & Wales University* in Providence, Rhode Island. Students are required to have a chef coat for class, and this coat can be used in the other advanced culinary classes if the student takes those as well.

**Grades in this class are predominantly performance based, so attendance is crucial.**

Related Occupations: Chef, Pastry Chef, Catering, Cake Decorator, Food Stylist

## 8570 CULTURAL FOOD

(1 Unit - 2 Periods Daily - Spring Semester)  
(Factor 8)

A course for sophomores, juniors, and seniors

### **Prerequisite:**

Food Core or Department approval

**Students enrolling in this course should have already completed Food Core and/or Chef Prep.**

In this course students will explore a variety of culture specific foods and preparation techniques. They will gain an understanding of cultural differences and interdependence of regions and countries around the world. They will be given the opportunity to learn different ethnic techniques and prepare these foods and evaluate them each week with a different ethnic meal.

A field trip to Chinatown and Little Italy (NYC), to observe the different cultures and sample ethnic cuisine, will be included in this course. Students are required to have a chef coat for class, and this coat can be used in the other advanced culinary classes if the student takes those as well.

**Grades in this class are predominantly performance based, so attendance is crucial.**

Related Occupations: Chef, Food Service Manager, Food Editor, Hospital Food Service

## 8580 BAKING & PASTRY

(1 Unit – 2 Periods Daily – Fall & Spring Semester) (Factor 8)

A course for sophomores, juniors, and seniors.

### **Prerequisite:**

Food Core or Department approval

**Students enrolling in this course should have already completed Food Core, and/or Chef Prep or Cultural Foods.**

In this course students will explore a variety of baking topics including:

- Quickbreads--muffins, biscuits, scones, and loaf quickbread
- Yeast bread--yeast loaf rolls, raised rolls, fermentation and gluten
- Pastry--custard, fruit filled, cream filled, and double crust pies
- Cakes--filled, shortened, and high ratio cakes, decorations and pan preparation
- Cookies--types of cookies, preparation, equipment used, consistency, and ingredients
- Milk based foods--pudding and custard
- Foam based--egg foam, meringue, and folding
- Specialty desserts--torte, tart, ice cream, and sorbet

Students are required to have a chef coat for class, and this coat can be used in the other advanced culinary classes if the student takes those as well.

**Grades in this class are predominantly performance based so attendance is crucial.**

## 8585 ADVANCED CULINARY ARTS

(1 Unit – 2 Periods Daily – Fall & Spring Semester) (Factor 8)

### **Prerequisite:**

Chef Prep, Cultural Foods or Baking & Pastry

A course for sophomores, juniors, and seniors

**Students enrolling in this course should have an interest in exploring more about different food preparation techniques or exploring job opportunities in the hospitality and food service industry**

This is a food production and table service course. Students will be responsible for both the Back of the House (cooking) and Front of the House (serving) operations of the Admiral Café. In addition to preparing all of the food that is served, students will learn about the basic types of menus and use this knowledge to create their own menus for the café. Culinary Math will be introduced and used to determine the selling prices of the items on their menus. Students will also learn the various types of table service and utilize these with the serving of their menus to actual customers. Students are required to have a chef coat for class, and this coat can be used in the other advanced culinary classes if the student takes those as well.

**Successful completion of this course will help students in an opportunity for credit in Culinary Math for the Culinary Institute of America.**

**Grades in this class are performance based, so attendance is crucial.**

Related Occupations: Chef, Executive Chef, Restaurant Owner, Manager.

## 8590 CHEMISTRY/HUMAN BODY

(1 Unit - Full Year) (Factor 8)

(1 Unit Science Requirement)

This course is required for the Nutrition and Wellness Pathway to Graduation.

**Students who wish to complete a three-year sequence in science can use this science course.**

The first semester of this course introduces the workings of the human body systems and food related illnesses. The focus is on the digestive system and other body systems that are affected by diet and nutrition. The food related illness unit includes food safety, eating disorders, obesity and diabetes. There is a research project related to lesser known food related illnesses.

The second semester of this course explores topics of food chemistry. Topics include the scientific evaluation of food and basic chemistry. The scientific process will be applied to topics which will include water, proteins and dairy products. There is a lab component to this course during the second semester.

Related Occupations: Food Technologist, Food Designer, Food Chemist

## 8595 SPORTS AND NUTRITION

(1/2 Unit – 1 Semester) (Factor 8)

This course is required for the Nutrition and Wellness Pathway to Graduation.

### **Recommendation:**

Food and Human Services or Food Core

This course will focus on the nutritional aspects which come along with being an athlete or highly active individual. Students will have the opportunity to learn how the athlete's body and nutritional needs may differ from that of other students their age. Some of the topics covered could include the history of interscholastic sports, sources and importance of macro and micronutrients in athletes, nutritional guidance and tools, hydration and supplements, eating disorders common in athletes, and preventing and recovering from sports injuries.

Related Occupations: Personal Trainer, Physical Therapist, Nutritionist, Health Coach, Dietician, Exercise Science

## 8600 EARLY CHILDHOOD EDUCATION

(1 Unit - Full Year) (Factor 8)

This course is required for the Early Childhood Education Pathway to Graduation.

10th, 11th & 12th graders only

"The Children are our Future." With this quote in mind the students study the development of children two to five years old and incorporate their learning into a fall preschool program and then a spring program. This class is very much an experiential class. Oral presentations are a must since the students are teachers. Students learn how children learn, the difference between discipline and punishment, ways to foster self-respect and confidence in our little ones. This is a great class for anyone who is entering into early childhood education or elementary education.

**Grades in this class are predominantly performance based, so attendance is crucial.**

Related Occupations: Teacher, Social Worker, Counselor, Psychologist, Therapist

## 8610 EARLY CHILDHOOD PRACTICUM

(1 Unit- Full Year) (Factor 8)

This course is an option for the Early Childhood Education Pathway to Graduation.

### **Prerequisite: Early Childhood Education**

Did you enjoy Early Childhood Education? Early Childhood Practicum is a continuation of learning how a preschool runs and operates, while working with preschool children off and on throughout the year. Students will delve into the key theories, developmental milestones, and pedagogical approaches that shape the early learning experiences of young children. The course integrates knowledge with applications, preparing students for effective engagement in the field of early childhood education.

**Grades in this class are predominantly performance based, so attendance is crucial.**

Related Occupations: teacher, social worker, counselor, psychologist, therapist

## 8630 PARENTING

(1/2 Unit - 1 Semester) (Factor 8)

This course is an option for the Early Childhood Education Pathway to Graduation.

The majority of people in our society today become parents. It is quite possible that this will be the most challenging work you will ever have to face in your lifetime... and yet most people go into this very important job with no training. This course intends to change that. A few of the areas covered are: the vast number of choices individuals must make in relation to parenting, effective techniques for the guidance and discipline of children, the importance of the development of self-control, and ways to enhance our children's self-esteem. At all times emphasis will be placed upon the importance of both mother and father knowing the skills needed to be a good parent. Taking home the **Reality Works** doll will be a weekend experience for everyone.

Related Occupations: Social Worker, Counselor, Psychologist, Therapist

## 8640 WORLD OF FASHION

(1/2 Unit - Spring Semester) (Factor 8)

This course is required for the Apparel and Textiles Pathway to Graduation.

Are you a fashion addict? Do you like putting together your outfit in the morning? If your answer to any of these questions is yes, this class is for you!

This introductory fashion course is for students who are interested in art and design. Topics covered include fashion styles, design principles, color schemes, costume history, top fashion designers and fabric characteristics. Students enrolled in this course will utilize these topics in the completion of a variety of hands on projects. For one of these projects, students will research a time period in fashion history and develop a lesson to present to the class. The focus of this course is on human figure and original outfit drawing.

Related Occupations: Model, Fashion Designer, Retailer, Costume Designer, Fashion Editor

## 8650 FASHION FOR YOUR FUTURE

(1/2 Unit - 1 Semester) (Factor 8)

This course is required for the Apparel and Textiles Pathway to Graduation.

A career in the fashion industry can be very exciting. In this course, students explore careers such as modeling, fashion design, retailing, buying, and being an entrepreneur.

Students will participate in several group projects during the semester. The largest of the projects is the entrepreneur project during which groups of students design, market, and sell a product to the school community. Part of the profits help raise money for charity.

The class will have the opportunity to meet local retailers, and to tour the Coach Outlet store at Woodbury Commons.

Students develop a model floor plan of a store that fits their personality in the diorama competition.

The hands-on nature of this course makes prompt daily attendance mandatory for a passing grade.

Related Occupations: Fashion Designer, Fashion Buyer, Fashion Photographer, Retail Manager

## 8651 INTRO TO GARMENT CONSTRUCTION

(1/2 Unit – 1 Semester) (Factor 8)

This course is optional for the Apparel and Textiles Pathway to Graduation.

This beginners sewing course will teach you the techniques you will need to create any garment, accessory, or interior design sewing project. It will also give you a designer's eye for quality that will help you be a smarter shopper.

During the semester, you will learn basic sewing techniques such as: checking garments for quality, hand sewing, threading and troubleshooting a sewing machine, sewing on curved and straight edged fabrics, sewing fabrics together, working with measuring tools, reading and using patterns, and sewing a zipper.

You will also be provided the opportunity to attend a field trip to Jo Ann Fabrics in order to learn how to select and purchase fabrics for your project.

By the end of the course, you will be able to demonstrate your skills in altering, repairing, redesigning, and/or recycling of apparel and fashion accessories.

Related Careers: Seamstress, Dressmaker, Tailor, Upholstery/Canvas Worker, Alterations

## 8660 PAPER TO PINS

(1/2 Unit - 1 Semester) (Factor 8)

This course is optional for the Apparel and Textiles Pathway to Graduation.

Prerequisite: World of Fashion and Fashion for Your Future

Paper to Pins is a course designed for the fashion-minded person who is looking for a career or further education in the field. This course builds on the information learned in both *World of Fashion* and *Fashion for Your Future*.

## 8660 PAPER TO PINS cont'd

Students enrolled in this course will have the chance to review and practice the croquis in order to make more accurate representations of clothing. Students will also learn how to work with and alter existing patterns through the use of 1/4 scale models. Construction techniques will be applied through the use of hand sewing. Draping techniques and properties of fabrics will also be a focus.

Students will apply the knowledge learned in class in the form of a final project. For this project, each student must create and present a professional board that includes sketches of his or her clothing line, a pattern made from his or her sketch, fabric swatches, and a sewn mini-version of one of the outfits.

Much of the work done in this class is hands-on, so daily attendance is mandatory. Some supplies will be required for this course. If you want to create your own prom gown, this course is perfect for you.

Related occupations: Pattern drafter, Fashion designer

## 8670 TEEN ISSUES

(1/2 Unit - 1 Semester) (Factor 8)

This course is an option for the Early Childhood Education Pathway to Graduation.

Teenagers often have difficulty dealing with many changes that occur in their lives. Adjusting to the demands of a high school schedule, peer pressure, stressful situations at home, time management and a changing body is often overwhelming. This course is designed to help students explore all those frustrating situations and discover ways to effectively cope with them.

Related Occupations: Social Worker, Guidance Counselor, Psychologist, Therapist

## HEALTH EDUCATION

### 8700 HEALTH

(1/2 Unit - 1 Semester) (Factor 8)

This course is open only to students in Grades 10, 11, and 12. It is a required course for a high school diploma.

The goal of Health Education curriculum at Arlington High School is to help students explore, personalize, and adopt healthy behaviors. Students will learn, practice, and apply skills that will assist them in making choices necessary to lead an active and healthy lifestyle. Students will acquire skills in the following domains; self-management, planning and goal setting, stress management, relationship management, decision making, communication, and advocacy.

Health Education is a student-centered course designed to enhance overall wellness. Students will acquire functional knowledge pertinent to physical activity, nutrition, HIV/AIDS, sexual risk, tobacco, alcohol and other drugs, family life/sexual health, unintentional injury violence prevention, and other required health areas. This is accomplished by following the NYS Health Education Learning Standards and the New York State Guidance Document for Health Education.

Health is a mandated course needed for general graduation from high school. This course must be taken at Arlington High School.

## PHYSICAL EDUCATION

### COURSE REQUIREMENTS

New York State Education Law requires that all students participate in Physical Education, for which they receive credit each year. Physical Education credit is a requirement for graduation. Physical Education classes are semester classes that emphasize participation and preparing students to live healthy active lives. Physical education and physical activity develop students' knowledge, skills, and confidence to be physically literate. Physical literacy is defined as the ability to move with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. Additional information is available in the Student Handbook. All students are required to take Physical Education in grades 9 - 12, and will receive 1/4 credit per semester upon successful completion of the course. Doubling in Physical Education is *permitted only* for students in Grade 11 and Grade 12.

If there are medical reasons why you cannot participate in a full program, a modified program will be provided. To be eligible for the modified program your physician must fill out the school form, which will inform the Physical Education teacher which activities you may safely participate in. The form may be obtained from the school nurse.



**Course Content:**

Application of Skills  
Application of Rules and Conventions  
Application of Strategies Sportspersonship  
Personal performance in games/activities  
Personal/Social Responsibility and Safety

The *Methods of Assessment* illustrate the various techniques that may be implemented and utilized by the AHS PE staff.

**Methods of Assessment:**

Individual Performance/Skill Rubric  
Written Tests and/or Quizzes  
Authentic Assessment in Group & Team Games  
Fitness Testing and PE Survey  
Critical Literacy Assignments  
Peer and self assessments

**PHYSICAL EDUCATION COURSE TITLES**

8798 9<sup>th</sup> Grade Physical Education  
8799 10<sup>th</sup> Grade Physical Education  
8881 Physical Education First Semester (grades 11-12)  
8891 Physical Education Second Semester (grades 11-12)  
8791 Independent Study Dance First Semester  
8792 Independent Study Dance Second Semester  
8800 Physical Education Mentor  
8913 Introduction to Sports Medicine  
8760 F Adaptive Physical Education  
8770 S Adaptive Physical Education  
8871F Unified Physical Education  
8871S Unified Physical Education

## PHYSICAL EDUCATION COURSE DESCRIPTIONS

### 8798 9<sup>TH</sup> GRADE PE

(1/4 Unit – Each Semester)

9<sup>th</sup> grade Physical Education is a full year course from September to June with multiple 5 week units. The units of emphasis include dance and aesthetic activities, cardiovascular activities, muscular fitness, personal performance (cooperative games and adventure programming), tactical games, individual lifetime activities, net activities and striking and fielding activities. 9<sup>th</sup> grade Physical Education grades are numerical and included in students' grade point average.

### 8799 10<sup>TH</sup> GRADE PE

(1/4 Unit – Each Semester)

10<sup>th</sup> grade Physical Education is a full year course from September to June with multiple 5 week units. The units of emphasis include individual lifetime activities, archery, net/wall sports, stress management, fitness activities, muscular fitness, cardiovascular activities, target activities and striking and fielding activities. 10<sup>th</sup> grade Physical Education grades are numerical and included in students' grade point average.

### 8881 11<sup>TH</sup> & 12<sup>TH</sup> GRADE PE

(First Semester, Grades 11-12) (1/4 Credit)

### 8891 11<sup>TH</sup> & 12<sup>TH</sup> GRADE PE

(Second Semester, Grades 11-12) (1/4 Credit)

Physical Education in grades 11-12 is a semester course from September to June with multiple 5 week units. Units of emphasis include individual lifetime activities, target sports, net/wall sports, functional fitness activities, international games, cardiovascular activities, stress management and striking and fielding sports activities. Students need to show their ability to play strategically and/or make appropriate activity decisions, to participate safely in accordance with the most important rules and conventions, and to participate so that all involved can have a positive experience. 11<sup>th</sup> grade and 12<sup>th</sup> Grade Physical Education grades are numerical and included in students' grade point average.

**Course Description:**

Adaptive physical education is a specially designed program of developmental activities, games, sports, and rhythms suited to the interests, capabilities and limitations of students with disabilities who may not safely or successfully engage in unrestricted participation in the activities of the regular physical education program. The safety of students must be considered when planning and implementing APE programs. Adaptive physical education may be supplemented by related services, intramural sports, athletics, or other experiences that are not primarily instructional. However, these services cannot be provided in place of an adaptive physical education program.

**Adaptive PE Consultation Plan:**

In accordance with Article 89 of Education Law and Part 200 of the Regulations of the Commissioner of Education, the Committee on Special Education (CSE) conducts an individual evaluation, determines whether a student has a disability and is eligible for special education programs and services, and develops an individualized education program (IEP). The IEP must indicate the extent to which the student will participate in physical education including adaptive physical education, if appropriate. It is recommended that a certified physical educator participate in the evaluation to determine the need for APE. The CSE must ensure that the evaluation results are discussed and the participation of the evaluator is sought through written and/or verbal means. To be eligible an individual evaluation of student needs is conducted by a multidisciplinary team, including persons knowledgeable about the child. The multidisciplinary team, based on the evaluation data, recommends placement options and determines accommodations necessary to ensure access to all public school programs and activities. The multidisciplinary team may need to invite a specialist (i.e., physical education teacher, physical therapist, etc.) knowledgeable about the child, to assist with the child's program development. This may include an adaptive physical education program.

**Placement:**

The individual evaluation must include a physical examination; an individual psychological assessment (an individual psychological evaluation, if determined to be necessary by the school psychologist); a social history; an observation of the student in the current educational setting; and other appropriate assessments or evaluations as necessary to ascertain the physical, mental, and emotional factors that contribute to the student's disability. Additionally, the Committee must consider the academic or educational achievement and learning characteristics, social development, physical development, and management needs of the student. When a student is referred to the Committee because of unique physical education needs, a physical educator should be included in the evaluation process, as well as in the determination of the need for APE and in the development of the IEP.

For these students, a program designed to meet the unique needs of the student should be described in all of the following components of the IEP:

- present levels of performance and individual needs of the student (e.g., physical development, including motor and sensory development, health, vitality, and physical skills or limitations);
- the frequency and duration of the APE program;
- the annual goals and short-term objectives;
- special equipment and/or adaptive devices; and
- evaluation criteria, evaluation procedures, and schedules to be followed to determine if goals and objectives are met.

## PHYSICAL EDUCATION ELECTIVE COURSES

### 8913 INTRODUCTION TO SPORTS MEDICINE

(1/4 Unit - Fall Semester)

#### **Prerequisite:**

Completion of 1 credit in Phys Ed

Arlington High School offers students in grades 10-12 the opportunity to enroll in an introductory sports medicine class as an elective credit. This unique classroom experience enhances students' knowledge and practical skills related to the acute care of injuries and medical conditions. Students will learn the proper care, treatment and rehabilitation of athletic injuries. Students learn basic first aid skills and CPR skills. In addition, students learn to design therapeutic rehabilitation programs, apply preventive taping and wrapping procedures, splints, braces, and other special protective devices. Students will learn to care for injuries to muscles, bones, ligaments and tendons. The course is an excellent idea for those that are interested in medicine, sports medicine, exercise science, physical therapy, athletic training, physical education or coaching. This course can NOT be substituted for the traditional physical education class. Students must also enroll in physical education for graduation requirements.

The course objectives are: to develop an appreciation of the athletic training profession; to develop knowledge and understanding of the responsibilities of an athletic trainer; to obtain knowledge in the prevention, evaluation, care of athletic injuries; to obtain knowledge in the general principles of rehabilitation; to develop and understanding of the function, organization and operation of the athletic training room; to obtain the knowledge and skills necessary to provide First Aid and CPR; to develop knowledge of human anatomy and physiology. This Physical Education elective course receives letter grades.

Textbooks: Arnheim, Daniel, Principles of Athletic Training

### INDEPENDENT STUDY DANCE

#### **COURSE DESCRIPTIONS:**

A Physical Education Independent Study Dance program is available for students in 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grades with the approval of the Department Coordinator. This one semester course is divided into multiple units providing students with opportunities to learn a variety of dance styles, including modern dance, hip hop, world dance, and jazz. NO PRIOR DANCE EXPERIENCE IS NECESSARY. The IS Dance classes account for varying degrees of skill and ability. This is a Pass/Fail Course.

The Independent Study Dance program encourages students to develop and understand the role of movement skills, timing, rhythm and other important dance concepts. In addition, this course includes yoga, Pilates, aerobics, and other fun fitness activities. Group fitness classes are becoming more popular because they provide a sense of camaraderie and support.

IS Dance is offered periods 2, 3, 4, 6, 7, 8. All classes are taught by approved Teaching Dance Artists. There is no additional cost to enroll in this program. If you are interested please speak with your guidance counselor.

#### **COURSE REQUIREMENTS**

1. The student must be in grade 10, 11, 12 and be on track to pass Physical Education. If the student has failed P.E. in the previous semester, he/she is ineligible to take Independent Study Dance. If students have not met requirements in previous Independent Study courses they may not be eligible to take Independent Study again.
2. The student must attend Independent Study Dance class on the assigned day and period.
3. Independent Study Dance can only be taken *one* semester per year. Only students in grade 12 may enroll in the first and second semester.
4. Students are welcome to stop in the athletic office if they have questions or conflicts regarding the course.

## Unified Physical Education Program

8871F Fall Semester 1/4 Credit

8871S Spring Semester 1/4 Credit

### Course Description:

The Unified Physical Education course elective is designed to partner general education students (grades 10-12) with a student with intellectual disabilities during physical education. This course is designed to promote student leadership, increase academic learning, increase physical activity, enhance motor performance, improve social interactions, improve social skill development, and improve self-efficacy. Students will be exposed to several peer mentoring/coaching models such as one-on-one peer tutoring, reciprocal peer tutoring, and cross-age peer tutoring. Unified partners will help reinforce Adaptive Physical Education student routines within the classroom. Unified Physical Education grades are numerical and included in students' grade point average.

### Application Process:

Students that are interested in applying must submit an application, essay and 2 teacher recommendations.

### Course Requirements:

To be eligible students must have a 90 or higher overall grade point average and 90 physical education grade average.

Unified partner candidates must submit their application for approval to the Physical Education Department Coordinator to participate in the course.

The program is designed to provide students with an opportunity to acquire the following skills:

- Ability to organize work.
- Communication skills.
- Leadership skills.
- Basic knowledge of Physical Education equipment.
- Basic knowledge of Physical Education activities.
- Ability to set up Physical Education equipment for class.
- Knowledge of Adaptive Physical Education curriculum.
- Ability to work in a team environment.

### Responsibilities:

- Actively participate in and contribute to group activities.
- Write quarterly reflective journals based on their experience in the Unified Physical Education class.
- Assist in the set up of Physical Education equipment for class.
- Assist in the collection of equipment at the end of the period.
- Assist students with comprehension of Physical Education activities.
- Develop a rapport with Physical Education students.
- Demonstrate initiative in the education of the Physical Education students.
- Dress appropriately for activity.

One quarter credit will be awarded for successful completion for each semester. Students have the opportunity to complete a second semester of the Unified Physical Education credit if mutually deemed appropriate by the unified partner and Physical Education staff. Students may only accrue .50 PE credit as a unified partner.

## Unified Physical Education Program cont'd

### **Essay:**

250-500 word essay explaining student's leadership experience and qualification. Please share why you want to be a unified partner and what would make you an effective unified partner.

### **Recommendations:**

1 physical education teacher recommendation  
1 teacher recommendation

### **Unified PE Agreement:**

Unified partner agreement must be signed by the student and parent.

I have read and understand the unified partner guidelines (attached). I agree to follow these guidelines and uphold the ACS D student code of conduct.

- Be on time.
- Welcome peers by name and with a smile.
- Prompt APE students to engage in activities and check for understanding with conversation.
- Explain the lesson goals/objectives for each session.
- Discover the APE student's preferred learning style or best way of learning.
- Identifying APE student's strengths and weaknesses.
- Give APE students your full attention.
- Clarify any confusing tasks. Encourage students to participate in each class.
- Demonstrate appropriate cooperative behavior (e.g., readily contributing to the process of performing with a partner, complimenting/encouraging others, preventing/resolving conflicts).
- Participate energetically and safely, showing self-control and respect for the positive and safe experience of others.
- Appropriately challenge themselves and others to high levels of performance.

### **Program:**

All new unified partners will participate in orientation training and follow up training during the first week of the semester. Training includes instructional techniques, communication skills, scenario based learning, behavior management, and appropriate mentor social interactions.

### **Resources:**

Cervantes, Carlos. (2013) Peer Tutoring: Meetings the Demands in Physical Education Today. Journal of Physical Education, Recreation and Dance. Vol.84(3). March, 2013.

## **PHYSICAL EDUCATION MENTOR PROGRAM**

### **Course Description:**

The Physical Education Mentor program is designed to promote student leadership, increase academic learning, increase physical activity, enhance motor performance, improve social interactions, improve social skill development, and improve self- efficacy. Students will be exposed to several peer mentoring/tutoring models such as one-on-one peer tutoring, reciprocal peer tutoring, and cross-age peer tutoring. Peer mentors/tutors will help reinforce student routines within the classroom by assisting peers with classroom activities, peer assessments and assessments that integrate journals, portfolios, interest surveys, skill inventories and/or class discussion.

### **Application Process:**

Students that are interested in applying must submit an application, essay and 2 teacher recommendations.

### **Course Requirements:**

To be eligible students must have a 90 or higher overall grade point average and 90 physical education grade average.

PE mentor candidates must have the permission of the instructor and be approved by the Physical Education Department Coordinator to participate in the internship.

The program is designed to provide students with an opportunity to acquire the following skills:

- Ability to organize work
- Communications skills
- Leadership skills
- Basic knowledge of Physical Education equipment
- Basic knowledge of Physical Education activities
- Ability to set up Physical Education equipment for class
- Knowledge of Freshman Physical Education curriculum
- Ability to work in a team environment

### **Responsibilities:**

- Actively participate in and contribute to group activities
- Write quarterly reflective journals based on their experience in the Physical Education class
- Assist in the set up of Physical Education equipment for class
- Assist in the collection of equipment at the end of the period
- Assist students with comprehension of Physical Education activities
- Develop a rapport with Physical Education students
- Demonstrate initiative in the education of the Physical Education students

### **Dress appropriately for activity:**

One quarter credit will be awarded for successful completion for each semester. Students have the opportunity to complete a second semester of the Physical Education mentor credit if deemed appropriate by Physical Education staff.

### **Essay:**

250-500 word essay explaining student's leadership experience and qualification. Please share why you want to be a mentor and what would make you an effective mentor.

### **Recommendations:**

- 1 physical education teacher recommendation
- 1 teacher recommendation

## **PE MENTOR PROGRAM cont'd**

### **Mentor Agreement:**

Mentor agreement must be signed by the student and parent.

I have read and understand the mentor guidelines (attached). I agree to follow these guidelines and uphold the ACSD student code of conduct.

- Be on time.
- Welcome peers by name and with a smile.
- Prompt the student to take the lead by describing his/her questions and concerns
  - about the assignment/activity.
- Explaining the lesson goals/objectives for each session.
- Discover the student's preferred learning style or best way of learning.
- Identifying student strengths and weaknesses.
- Give students your full attention.
- Don't complete assignments for students. Clarify any confusing material.  
encourage students to come prepared for each class with materials, questions, concerns.
- Demonstrate appropriate cooperative behavior (e.g., readily contributing to the process of performing with a partner, complimenting/encouraging others, preventing/resolving conflicts).
- Participate energetically and safely, showing self-control and respect for the positive and safe experience of others.
- Appropriately challenge themselves and others to high levels of performance.

### **Program:**

All new mentors will participate in orientation training and follow up training during the first year. Training includes instructional techniques, communication skills, scenario based learning, behavior management, and appropriate mentor social interactions.



The New York State Education Department (NYSED) requires all students between grades 7-12 to “attend and participate in physical education for not less than three times per week in one semester, and not less than two times per week in the other semester.” At Arlington High School, this requirement is met through the alternating A/B/C/D day schedule throughout the course of the school year.

The New York State Education Department also requires that “students must earn 1/4 credit in physical education for every semester they are enrolled in a New York State high school until the end of their 8th semester of high school.” By the end of their senior year, our students are required to have 2 full credits in Physical Education. These credits are earned over their 8 semesters at Arlington High School.

Due to the regulations, it is important for families to understand that if a student stops attending their physical education class **and is chronically absent\***, they cannot earn a passing grade in that class. Physical Education courses are following the Updated Grading Procedures. Attendance is cumulative over the semester and must meet the minimum number of sessions to earn the credit in conjunction with the grade. This would apply even if a student's numerical average would equal a passing grade at the end of the semester. For example: if a student has a 100 average in the first quarter of physical education but then stops attending the class, the student would receive a 40 for non attendance, their semester grade would be an automatic F/70. Course credit would not be awarded to the student due non-attendance.

Students will be given every opportunity to make up **excused absences in physical** education classes so they can pass the course. Make up classes will be coordinated with their teacher, and can occur **before and/or after school and will be used toward their grade as seen in the student/parent portal** . If a student fails physical education they will need to either double up in physical education **their junior or senior year** or take the course during summer school. As with any course that is a NYSED graduation requirement, failing physical education could prevent a student from graduating on time.

If you have questions about graduation requirements, please contact your child’s school counselor. If you have questions about graduation requirements, please contact your child’s school counselor. Links to the NYSED requirements on physical education can be found by [clicking here](#).

**\*Chronic absenteeism is defined by the NYS Department of Education as a student missing at least 10 percent of enrolled school days.**

ARLINGTON HIGH SCHOOL 2025- 2026

<u>ENGLISH</u>		<u>SEM</u>	<u>SOCIAL STUDIES</u> continued		<u>SEM</u>
1080	ENGLISH 9 R	3	2330	RIGHTS & RESPONSIBILITIES	1&2
1100	ENGLISH 9 H	3	2350	PARTICIPATION IN GOV'T	1&2
1130	ENGLISH 10 R	3	2355	GOV 121	1&2
1150	ENGLISH 10 H	3	2370	AP UNITED STATES GOVT	1
1180	ENGLISH 11 R	3	2380	AP COMPARATIVE GOVT	2
1220	AP ENGLISH 11 LANG & COMP	3	2400	DEVELOPMENTAL PSYCHOLOGY	1
1261	ENGLISH 12 R	3	2410	PSYCH OF INDIVIDUAL	2
1270	AP ENGLISH 12 LIT & COMP	3	2411	AP PSYCHOLOGY	3
1280	ENG 101	1&2	2415	SOCIAL PROBLEMS TODAY'S	1&2
1281	ENG 102	1&2	2420	AP WORLD HISTORY	3
1320	CONTEMPORARY LIT	1&2	2430	CRIMINAL LAW	1&2
1330	SPORTS IN LITERATURE	1&2	2440	CONSTITUTIONAL/CIVIL LAW	1&2
1340	CHILDREN'S LITERATURE	1&2	2620	AMERICA AT WAR 20 <sup>TH</sup> CEN.	1&2
1361	GENDER IN LITERATURE	1&2	2630	CIVIC ENG MNT & LEADERSHIP	1&2
1390	AFRICAN-AMERICAN LIT	1&2	2660	THE 21 <sup>ST</sup> CENTURY	1&2
1410	CREATIVE WRITING	1&2	2760	BLK AMERICA	1&2
1440	POETRY	1&2	2781	INTRO TO PHILOSOPHY	1&2
1450	PUBLIC SPEAKING	1&2	2782	AP AFRICAN AMERICAN STD	3
1460	WAR IN LITERATURE	1&2	2782H	AFRICAN AMERICAN ST	3
1470	SHAKESPEARE	1&2	7234	ETHICS IN GOV'T & BUS	3
1471	SCIENCE FICTION	1&2			
1472	GRAPHIC NOVEL	1&2			
1610	FNDATN READ&WRITE	1			
1620	FNDATN READ&WRITE	2			
2250ENG	AMERICAN STUDIES IN LTR	3			
2250ENGH	AMERICAN STUDIES IN LTR H	3			
7233ENG	BUS MEDIA JOURNALISM	3			
<u>SOCIAL STUDIES</u>		<u>SEM</u>	<u>MATHEMATICS</u>		<u>SEM</u>
2000	GLOBAL 1 LAB	1	3050	REMEDIAL INTEGRATED ALG	3
2010	GLOBAL 1 LAB	2	3111	ALGEBRA 1 A	3
2020	GLOBAL 2 LAB	1	3112	ALGEBRA 1+	3
2030	GLOBAL 2 LAB	2	3116	ALGEBRA 1 B	3
2040	GLOBAL HISTORY 1 R	3	3150	ALGEBRA 1	3
2060	GLOBAL HISTORY 1 H	3	3160	INTERMEDIATE ALGEBRA	3
2140	GLOBAL HISTORY 2 R	3	3230	INTRODUCTION TO GEO	3
2160	GLOBAL HISTORY 2 H	3	3240	GEOMETRY +	3
2170	US HIST LAB	1	3250	GEOMETRY	3
2180	US HIST LAB	2	3270	GEOMETRY H	3
2190	GLOBAL HISTORY AIS	1&2	3301	MATHEMATICAL APPLICATIONS	3
2200	US HISTORY AIS	1&2	3302	MATH FOR TRADES	3
2240	US HISTORY & GOV'T R	3	3351	ALGEBRA 2	3
2250HIS	AMERICAN STUDIES	3	3371	ALGEBRA 2H	3
2250HISH	AMERICAN STUDIES	3	3372	FNDATN CALCULUS 1	3
2260	AP UNITED STATES HISTORY	3	3373	FNDATN CALCULUS 2	3
2270	AP MACROECONOMICS	1	3411	ALGEBRA & STATISTICS	3
2280	AP MICROECONOMICS	2	3441	PRE CALCULUS	3
2301	DOMESTIC POLICIES & GLBL ECO	1&2	3451	ENRICHED PRE CALCULUS	3
2320	ECONOMICS	1&2	3461	PRE CALCULUS H	3
2321	PRINCIPLES OF ECONOMICS	1&2	3540	CALCULUS	3
2325	ECO 105	1&2	3550	AP CALCULUS AB	3
			3560	AP CALCULUS BC	3
			3650	AP STATISTICS	3
			3761	INTRO COMPTR PROGRAM	1&2
			3770	INTRM COMP PRGRM W/JAVA	1&2
			3781	COMPUTER SCIENCE	3
			3810	ADVANCED MATH SEMINAR 1	1
			3820	ADVANCED MATH SEMINAR 2	2

Sem 1 = First Semester

Sem 2 = Second Semester

Sem 3 = All Year

## ARLINGTON HIGH SCHOOL 2025-2026

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Sem 1 = First Semester      Sem 2 = Second Semester      Sem 3 = All Year

# ARLINGTON HIGH SCHOOL 2025-2026

<u>BUSINESS</u>	<u>SEM</u>	<u>TECHNOLOGY continued</u>	<u>SEM</u>
7100 ACCOUNTING	3	8197 WINNERS CIRCLE – AUTO	3
7121 MANAGERIAL ACCOUNTING	3	8198 WINNERS CIRCLE – VISUAL	3
7122 COLLEGE ACCOUNTING	3	8210 CREATIVE FURN&CBNTMKNG	3
7130 BUSINESS LAW	3	8220 JEWELRY	1&2
7150 FASHION MARKETING	1&2	8230 CONSUMER AUTOMOTIVES	1&2
7160 SPORTS&ENTRTAINMNT MRKT	3	8240 CAREER & FINANCIAL MGT	1&2
7164 COLLEGE INTRO TO BUSINESS	1&2	3302 MATH FOR TRADES	3
7165 COLLEGE MARKETING	1&2	7196 WINNER’S CIRCLE MKTG	3
7170 BUSINESS OF MUSIC	1&2		
7180 COOP WORK EXP	3		
7181 COOP COMPUTERS	3	<u>FAMILY &amp; CONSUMER SCIENCE</u>	<u>SEM</u>
7196 WINNER’S CIRCLE MKTG	3	8500 FOOD & HUMAN SERVICES	1&2
7210 PRSNL MONEY MGT	1&2	8240 CAREER AND FINANCIAL MGT	1&2
7231 BUSINESS MANAGEMENT	3	8520 FOOD CORE	1&2
7232 SOCIAL MEDIA MRKTG	1&2	8530 LIFESPAN STUDIES CORE	1&2
7233BUS BUS MEDIA JOURNALISM	3	8540 FOOD AS ART	1&2
7234 ETHICS IN GOV’T & BUS	3	8560 CHEF PREP	1
7235 INC ENTREPRENEURSHIP EXP	3	8570 CULTURAL FOOD	2
7236 INVESTING 101	1&2	8580 BAKING & PASTRY	1&2
7237 AP BUSINESS PRINCIPLES	3	8585 ADVANCED CULINARY ARTS	1&2
8240 CAREER AND FINANCIAL MGT	1&2	8590 CHEMISTRY/HUMAN BODY	3
		8595 SPORTS AND NUTRITION	1&2
<u>TECHNOLOGY</u>	<u>SEM</u>	8600 EARLY CHILDHOOD EDUCATION	3
8010 PRODUCTION SYSTMS WOOD	1&2	8610 EARLY CHILDHOOD PRACTICUM	3
8011 DIGITAL MEDIA 1	1	8630 PARENTING	1&2
8012 DIGITAL MEDIA 2	2	8640 WORLD OF FASHION	2
8013 DIGITAL MEDIA 3	3	8650 FASHION FOR YOUR FUTURE	1&2
8014 DIGITAL MEDIA 4	3	8651 INTO TO GARMENT CONST	1&2
8020 PRODUCTION SYSTMS METAL	1&2	8660 PAPER TO PINS	1&2
8030 TRANSPORTATION SYSTEMS	1&2	8670 TEEN ISSUES	1&2
8040 MATERIALS PROCESSING	1&2		
8050 ELECTRICITY	1&2	<u>HEALTH</u>	<u>SEM</u>
8060 INTRO TO ENGINEERING DESIGN	3	8700 HEALTH	1&2
8062 PRINCIPLES OF ENGINEERING	3	8700ALT HEALTH ALT DAYS	3
8063 COMP INT MANUF – CIM	3		
8065 DSN & DWP PRODUCTION 1	3	<u>PHYSICAL EDUCATION</u>	<u>SEM</u>
8066 DSN & DWP PRODUCTION 2	3	8760 ADAPTIVE PE FALL	1
8067 ADV MANUFACTURING	3	8770 ADAPTIVE PE SPRING	2
8090 LAND TRANSPRTATN/POWER	3	8791 IND STUDY DANCE-FALL	1
8101 CONSTRUCTION 1	1&2	8792 IND STUDY DANCE-SPRING	2
8102 CONSTRUCTION 2	1&2	8798 9 <sup>TH</sup> GRADE PE	3
8111 DIGITAL ELECTRONICS	3	8799 10 <sup>TH</sup> GRADE PE	3
8121 ENGRG DRW/DESIGN/APPLIED	3	8871F UNIFIED PE FALL	1&2
8132 CIVIL ENGINEERING AND ARCH	3	8871S UNIFIED PE SPRING	1&2
8142 ENGINEERING DESIGN&DEV	3	8800 PE MENTOR	
8152 BASIC PHOTOGRAPHY	1&2	8913 INTRO TO SPORTS MEDICINE	
8162 ADVANCED PHOTOGRAPHY	1&2	8881A 11 <sup>TH</sup> & 12 <sup>TH</sup> GRADE PE-FALL	1
8170 DIGITAL PHOTO TECHNOLOGY	1&2	8891A 11 <sup>TH</sup> & 12 <sup>TH</sup> GRADE PE-SPRING	2

Sem 1 = First Semester

Sem 2 = Second Semester

Sem 3 = All Year