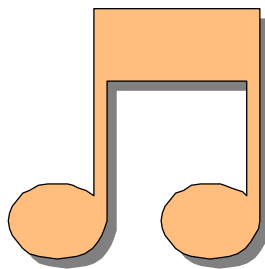
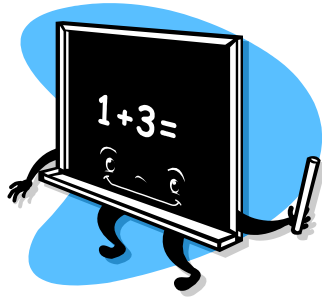


PROGRAM OF STUDIES



2013-2014

**An Educational Planning Guide
For Students in the Secondary Schools**

EAST RAMAPO CENTRAL SCHOOL DISTRICT
Spring Valley, New York 10977

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Director, Special Student Services

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Director of Funded Programs

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Assistant to the Superintendent

We Believe

Values

We, the East Ramapo education community, value:

- ❖ the pursuit of academic excellence
- ❖ collaborative relationships among individuals and groups
- ❖ the richness of our diversity
- ❖ addressing the needs of all students
- ❖ safe, caring and nurturing environment
- ❖ creative and critically-thinking individuals
- ❖ involvement in local and global issues
- ❖ respect for oneself and others, and
- ❖ ethical behavior

Vision

The values that form our foundation allow us to envision a school district that utilizes the richness of its diversity to meet the needs of all students in a global society. We will work towards harmonious partnerships that provide a community involvement that builds upon scholastic excellence, cultural appreciation, and ethical behavior among individuals who are committed to lifelong learning and a positive future.

Mission

Our mission, as the East Ramapo Central School district, is to make our district more child-centered in an environment of excellence for students and staff. This is marked by high expectations, including the use of technology, and an open team approach involving teachers, administrators, support staff, parents, and students in a process that will identify the goals and develop strategies to meet them in our schools.

Date Adopted: September 17, 2008

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SECONDARY SCHOOL ADMINISTRATION

RAMAPO HIGH SCHOOL 845-577-6400

Sherrill Murray-Lazarus, Interim Principal

Steven M. Forman, Assistant Principal

Michael Phillips, Assistant Principal

Augustina West, Assistant Principal

SPRING VALLEY HIGH SCHOOL 845-577-6500

Karen M. Pinel, Principal

Paul Finkelstein, Assistant Principal

Dr. Dionne Olamiju, Ed.D, Assistant Principal

Fran Petersel, Assistant Principal

Special Education

Jeanine Parnell

Guidance Counselors 845-577-6420

Denet Alexandre

Candace Wood

Elizabeth Pannell

Karin Bruno

Ruth Mindick

Matthew Sullivan

Guidance Counselors 845-577-6520

Eveylyn Astacio-Johnson

Carolina Peña

Denet Alexandre

Vladimir Aurelus

Marc Pollard

POMONA MIDDLE SCHOOL 845-577-6200

Christine Alfonso, Principal

Holly Zuber-Banks, Assistant Principal

CHESTNUT RIDGE MIDDLE SCHOOL 845-577-6300

Maria Vergez, Principal

Millicent Lee, Assistant Principal

Guidance Counselors 845-577-6220

Yvette Poitevien

Sandra Oates

Guidance Counselors 845-577-6320

Valerie Caffrey

Brian Caldwell

EQUAL OPPORTUNITY

The East Ramapo Board of Education endorses the Civil Rights Act of 1964 and Titles VII and IX and Section 504 which prohibit discrimination based on age, creed, marital status, national origin, handicap, race, religion or sex in educational programs, recruiting employment, and vocational education opportunities. To inquire about these policies, please contact Dr. Arthur Fisher, Title IX Coordinators at 845-577-6000 or Art Jakubowitz, Section 504 Coordinator, at 845-577-6040.

FRENCH

OPPORTUNITE EGALE

Le Conseil d'Education Publique approuve l'Acte des Droits Civils de 1964, les Titres VII et IX, et la Section 504 qui interdisent toute forme de discrimination basée sur l'âge, l'état civil, la nationalité, la race, la religion, le sexe ou un handicap, en ce qui a trait aux programmes pédagogiques, à l'embauche, aux conditions de travail et stages professionnels. Pour tous renseignements supplémentaires, veuillez contacter Dr. Arthur Fisher, Coordinateurs du Titre, at 845-577-6000 ou Art Jakubowitz, Coordinateur de la Section 504 au (845) 577-6040.

SPANISH

IGUALDAD DE OPORTUNIDADES

El Consejo de Enseñanza Pública de East Ramapo, apoya la Ley de Derechos Civiles de 1964, los Títulos VII y IX, y Sección 504 que prohíben la discriminación basada en la edad, las creencias, el estado civil, la nacionalidad, el impedimento físico, la raza, la religión o el sexo en los programas educativos, oferta y selección de empleo y oportunidades de formación profesional. Para más información sobre estas leyes, pónganse en contacto con Dr. Arthur Fisher, Coordinadores del Título IX, llamando al (845) 577-6000 o al Art Jakubowitz, Coordinador de la Sección 504, llamando al (845) 577-6040.

CREOLE

DWA EGAL POU TOUT MOUN

Biwo Edikasyon nan East Ramapo a andosé lwasivil 1964 la, tit 7 e 9 akseksyon 504 kianpéché diskriminasyon kibazésoulaj, statisivil, péyioufèt, domagefizik, ras, religion ou sex nan pwogramedikasyon, travay, chans pou edikasyon vokasyonèl. Pou plisenformasyon soulwasayo nap kontakté Dr. Arthur Fisher, Kòdinatè tit 9 la nan 845-577-6000, ou Art Jakubowitz, Kòdinatè seksyon 504 nan 845-577-6040.

YIDDISH

די "איסט דעמעפוי בארד אוו עדיוקעשאן" "ענדארסט" די ציווילע
"גערעכטן אקט" פון 1964, "טייטלס" VII (7), טייטלס IX (9) און
אפטיילונג 504, וועלכע פארביטן דיסקרימינאציע וואס
אנבאלאנגט עלטער, גלויבונג, הייראטס צושטאנד, נאציאנאלע
צושטאנד, "הענדיקעפ", ראסע, רעליגיאן און "גענדער", אין
"עדיוקעשאנאל פראגראמען", אויסוועלונג פאר באשעפטיגונג,
און פאכשולע געלעגנהייטן. זיך צו אינפארמירן וועגן די
"פאליסיס" ביטע דופט:

Dr. Arthur Fisher, Title IX Coordinator, 845-577-6000
Art Jakubowitz, Section 504 Coordinator, 845-577-6040

DISTRICT GOALS

The following goals were developed based upon recommendations made by the East Ramapo Board of Education and the administrative staff.

Goal 1: Curriculum Focus – Student Achievement

The East Ramapo Central School District will implement its Curriculum Audit Action Plan to achieve Improvement of Student Outcomes.

Goal 2: Table of Organization

The East Ramapo Central School District will review its Table of Organization to maximize efficiency and responsiveness with the focus on best Improving Student Outcomes.

Goal 3: Grade Structure of Our Schools

The East Ramapo Central School District is committed to examining the best use for our school building space. We will collaboratively work to determine the most effective and efficient Grade Structure of Our Schools, while maintaining full day Kindergarten as a goal for all children.

Goal 4: Communication

The East Ramapo Central School District will work toward improving communications in two critical areas: among all school personnel and between students/parents and all school personnel. Every person in the East Ramapo system should feel respected and listened to. Every person touched by our school system should know how to access information and should be kept informed of relevant school matters.

Goal 5: Parent Participation

The East Ramapo Central School District staff believes that parents are our students' first teachers. Parents and school professionals will share their knowledge and ideas in a collaborative effort to guarantee the success of all children. Parent training programs and stakeholder meetings will help the partnerships. Customer service is an essential goal for us in East Ramapo.

Goal 6: Conservation – Let's Be Green

The East Ramapo Central School District is committed to energy conservation. We will work to be more energy efficient, better recyclers, and to be at the leading edge, when feasible, of energy innovation.

Date Adopted: September 2, 2009

A MESSAGE TO EAST RAMAPO SCHOLARS

The Program of Studies is prepared and published on an annual basis to assist you in making a wise decision when selecting your courses. In East Ramapo, we are especially proud of the educational opportunities available to our students. Many of our programs have received state and national recognition for their excellence.

The programs of the secondary schools effectively address the needs of all students. Varied courses are designed to assist students in realizing their full academic potential. These courses contribute to our students being recognized for their fine scholastic achievements on county, state and national levels.

There will be many opportunities for you to learn more about the course offerings and diploma requirements. Orientation programs, day and evening conferences with guidance counselors, school publications, and special events are all of great importance in helping you plan an academic program that best matches your goals for the future. It is essential that you make every effort to avail yourself of the myriad of services that we offer to assist you in this rather complex decision-making process.

Our thanks to the principals, assistant principals, teachers and support staff for their outstanding efforts in producing this publication.

This document is an excellent resource. Use it well and refer to it often. If you have questions, do not hesitate to contact your school guidance personnel.

Our best wishes go out to you as you take advantage of East Ramapo's secondary school course offerings.

PROMOTIONAL POLICY

MIDDLE SCHOOL

To be promoted to:	The student must successfully complete the following:
<i>7th Grade</i>	Requirements for promotion as determined by the professional staff of the elementary schools
<i>8th Grade</i>	Pass at least three of the five 7 th grade core courses: <i>English, LOTE, Mathematics, Science, and Social Studies.</i> Pass at least two of the exploratory courses: Art, Family and Consumer Science, Health, Music, and Physical Education.

HIGH SCHOOL

To be promoted to:	The student must successfully complete the following:
<i>9th Grade (Freshman)</i>	Pass at least three of the five 8 th grade required courses: <i>English, LOTE, Science, Social Studies, Mathematics.</i> Pass at least two of the exploratory courses: <i>Art, Music, Physical Education and Technology.</i>
<i>10th Grade (Sophomore)</i>	Pass 9 th grade courses with a total of at least five credits, including at least three of the following five required courses: <i>English, LOTE, Mathematics, Science, and Social Studies.</i>
<i>11th Grade (Junior)</i>	Earn at least eleven total credits by the end of 10 th grade. <ul style="list-style-type: none"> • At least seven credits must be in <i>English, LOTE, Mathematics, Science, and Social Studies</i> combined. • At least one-half credit must be in <i>Physical Education</i>. Pass at least two of three required Regents examinations (one in <i>Mathematics</i> , one in <i>Science</i> , one in <i>Global History and Geography</i>).
<i>12th Grade (Senior)</i>	Earn at least sixteen total credits by the end of 11 th grade. <ul style="list-style-type: none"> • At least eleven credits must be in <i>English, LOTE, Mathematics, Science, and Social Studies</i> combined. • At least one credit must be in <i>Physical Education</i>. Pass at least three of five required Regents examinations (one in <i>Mathematics</i> , one in <i>Science</i> , one in <i>Global History and Geography</i> , one in <i>U.S. History and Government</i> , and one in <i>English Language Arts</i>).

GRADUATION REQUIREMENTS

STUDENTS ENTERING 9th GRADE ON OR AFTER SEPTEMBER 2003

Required Subjects	Regents Diploma	Advanced Regents Diploma
English Language Arts	4 Credits (includes 1 semester of Speech)	4 Credits (includes 1 semester of Speech)
Social Studies	4 credits	4 credits
Mathematics	3 credits	3 credits
Science	3 credits	3 credits
Language Other Than English	1 credit (a)	3 credits (b)
Health	½ credit	½ credit
Art and/or Music	1 credit	1 credit
Electives	3 ½ credits	1 ½ credits
Physical Education	2 credits	2 credits
TOTAL CREDITS REQUIRED (minimum)	22	22
NYS Regents Examination Requirement	Score 65 or above on 5 required Regents exams¹	Score 65 or above on 8 required Regents exams²

Regents Examination Requirements for Local Diploma

Year Student Entered 9th Grade	2008 and thereafter
Minimum Regents Exam Requirement	Score 65 or above on 5 required Regents exams ¹ . No local diplomas will be issued

¹English, Global History & Geography, Mathematics, Science and United States History & Government

²Five required Regents exams plus at least one more in science, at least one more in math, and one in a language other than English. Students entering 9th grade in 2009 and beyond will be required to pass three Regents examinations in mathematics for an advanced Regents diploma.

LOTE REQUIREMENT

(a)	Students who complete Checkpoint A and two credits in a single language other than English no later than the end of grade 8 must pass the second language proficiency examination in order to earn one credit toward a high school diploma
(b)	Students taking a sequence of not less than 5 credits in career and technical education (CTE) or the arts may substitute such 5 credit sequence in place of the 3 credits in a language other than English (LOTE). To earn the advanced designation, the student must complete one of the following: <ol style="list-style-type: none"> 1. LOTE (Language Other Than English) – 3 credits 2. CTE (Career and Technical Education) – 5 credits 3. The Arts (Dance, Music, Theater and Visual Arts) – 5 credits

REGENTS EXAMINATION REQUIREMENTS FOR CERTAIN TRANSFER STUDENTS

The Regulations of the Commissioner of Education provide certain conditions under which an 11th or 12th grade transfer student who has not previously been home instructed and has not previously attended school in New York can earn a diploma without meeting the requirements for passing the Regents examination in global history and geography and passing a Regents examination in science. See your guidance counselor for further details.

APPEAL TO GRADUATE WITH A LOWER SCORE ON A REGENTS EXAMINATION

Beginning with students entering grade 9 in 2005, students who have taken and passed certain courses in preparation to take a Regents examination and have a 65 course average but whose highest score on the Regents examination is below but within three points of the 65 passing score may appeal to graduate with a local or Regents diploma using the lower score. Students who may be eligible for this consideration should speak with their guidance counselor for a list of eligibility requirements to further determine if they can pursue this appeal.

SAFETY NET FOR STUDENTS WITH DISABILITIES

The Board of Regents, at their October 2012 meeting, approved the emergency adoption of an amendment to section 100.5 of the Regulations of the Commissioner of Education. These regulations, effective October 31, 2012, provide an additional option for a student with a disability to earn a local diploma through the use of a “compensatory option” if the student:

1. scores between 45-54⁴ on one or more of the five required Regents exams, other than the English language arts (ELA) or mathematics exam¹, but scores 65 or higher on one or more of the required Regents exams, in which case the lower score(s) can be compensated by the higher score(s)²; and
2. obtains a passing grade, that meets or exceeds the required passing grade by the school, for the course in the subject area of the Regents examination in which he or she received a score of 45-54; and
3. has a satisfactory attendance rate, in accordance with the district’s or school’s attendance policy, for the school year during which the student took the examination in which he or she received a score of 45-54, exclusive of excused absences; and
4. is not already using a passing score³ on one or more Regents Competency Tests (RCTs) to graduate with a local diploma. (A student may not use the compensatory score option if he or she is using a passing score on one or more RCTs to graduate with a local diploma.)

¹A score of at least 55 must be earned on both the ELA and mathematics exams.

²A score of 65 or higher on a single examination may not be used to compensate for more than one examination for which a score of 45-54 is earned.

³Not used if RCT is used.

⁴To qualify a student has to have a 65 on the ELA.

General Information

LEVELS OF COURSES

East Ramapo has developed a curriculum placement system that provides for instructional activities and learning resources to parallel the present skill level of the student.

Middle School	High School
Regents Level Classes Honors Classes Accelerated Classes Academic Intervention Services (see course descriptions)	College Level Classes Advanced Placement Classes (AP) Honors Classes (H) Regents Classes Academic Intervention Services (see course descriptions)

Pupil placement in grade levels of instruction is based upon teacher and counselor recommendation as well as academic achievement and standardized test scores.

STUDENT SCHEDULING

Each student will be programmed in consultation with his/her counselor, according to the New York State educational requirements. Parents are welcome to participate in this process. Once the student's program has been finalized and all conflicts have been resolved, the student will be considered scheduled for the school year. **No schedule changes will be made after October 1st.**

GRADES AND PARENT REPORTS

Grades are awarded numerically for each course with the exception of Physical Education and School and Community Service. A student must obtain a grade of 65 or better to pass a course. A student in a required physical education course will receive a grade of A, B, C, D, or F or M (Medical).

MARKING PERIODS

Grades are issued quarterly. Interim reports on a student's progress are sent home at the mid-point (five weeks) of each ten-week marking period to inform parents of how their children are doing and alert parents of any potential problems.

WEIGHTING OF GRADES

Honors classes will receive 5% weight, New Vision Programs and AP/College level courses will receive 10% weight. Students in AP courses *must* take the AP Examination, and students in other college level courses must fulfill all requirements pertaining to the receipt of college credit to receive the 10% weight. Weight will be added and will be reflected on the report card and transcript through the eSchool Data. For the purposes of clarity, every course that receives weight has the weighting percentage listed next to the specific course title.

PASS-FAIL PROCEDURE

Students in grades 9-12 may be allowed to select a maximum of four (4) credits to be taken on a Pass-Fail basis. Classes taken Pass-Fail may be selected only from elective offerings outside the student's major sequence, and may not be selected from courses that are required for graduation. Courses culminating in Regents examinations may not be taken Pass-Fail. Notice may be given by the student up to one week after receipt of the first Report Card (full year course) or first Interim Report (semester course). No more than one (1) Pass-Fail credit will be allowed in each of grades 9, 10, and 11. Two (2) credits may be taken in grade 12 if unused in prior years. Half-year courses may also be selected on a Pass-Fail basis. The student should see his/her guidance counselor for details and the appropriate forms.

DROPPING/ADDING A COURSE

Whenever a pupil wishes to drop a course, the guidance counselor will involve not only the pupil but also the teacher and parent so that there is a collective decision in the matter and that the parent and pupil understand the advantages and disadvantages of dropping the course. When the teacher, department chairperson, parent, guidance counselor and assistant principal have approved the decision, the dropped course **must be replaced with another course**. Pupils and parents should refer to the “Procedures to Drop/Add a Course” section in the Student-Parent Handbook.

CLASS RANK

Class rank is determined from final grades and includes all work taken in the ninth, tenth, and eleventh grades, and any ninth grade courses taken in 7-8 (Language Other Than English, Integrated Algebra). Averages are computed based on the final (weighted) grades. If the subject is a one credit course (e.g., English), the grade is counted twice. If the subject is a half-credit course (e.g., Personal Keyboarding), the grade is counted once. The total of the grades is then divided by the number of entries. The ranking is used for college applications. If a course is repeated, the original AND the repeated grade are both used in computing the average.

PRINCIPAL’S LIST AND HONOR ROLL

Students at the secondary level have an opportunity to make the Principal’s List or Honor Roll at the end of the first, second, third and fourth marking period. The average is computed by taking the recorded grade for the respective marking period then the total of the grades is then divided by the number of entries. Physical Education is not used in computing average, but the course **must** be passed. A student must earn 94.5% or above to be eligible for Principal’s List. A student must earn at least an 89.5% to be eligible for Honor Roll.

HONOR SOCIETIES

Students at the secondary level may apply for National Junior Honor Society as 7th or 8th graders, Arista as 9th and 10th graders, and National Honor Society as 11th and 12th graders. In order to meet the criteria for acceptance into these organizations, students need to fulfill the eligibility requirements in the areas of scholarship, leadership, and community service.

INDEPENDENT STUDY

Independent study of subjects offered by the high school presents students with unique opportunities for flexibility in our curriculum for meeting their individual needs and interests. Forms are available in guidance and all subject offices and must be completely signed and approved before the contract becomes effective.

SPECIAL EDUCATION SERVICES

Each school district must provide programs designed to meet the particular needs of students whose educational disabilities interfere with their benefit from education. Disabilities are described according to the following categories: speech impaired, learning disabled, emotionally disturbed, other health impaired, mentally retarded, multiply disabled, autistic, deaf, hard of hearing, visually impaired, orthopedically impaired, traumatic brain injury or deaf and blind. If your child has a learning problem caused by one of these conditions, he/she may be eligible for special education. Special education instruction may include related services, consultant teacher, resource room, collaborative teaching, and self-contained classes.

Our Special Education program is designed for students who have been classified as students with a disability by the Committee on Special Education (CSE). The CSE includes representatives of the Special Student Services staff and teachers from general and special education. The CSE has the responsibilities to review all evaluative data, determine the eligibility of a student for special education services, and plan an appropriate individualized educational program.

Please contact your child's counselor if you feel that your child may have an educational disability which may require special education services.

ACADEMIC INTERVENTION SERVICES

Academic intervention services are provided to students who have been identified as being at-risk of falling below State learning standards in English Language Arts, mathematics, social studies and/or science. Services may include additional instruction, small class size and/or student support services such as guidance, counseling, and study skills assistance. A student's eligibility for academic intervention services will be determined based upon the student's performance on State assessment examinations and/or in accordance with district assessment procedures.

GUIDANCE AND COUNSELING SERVICES

The counseling services at the East Ramapo Secondary Schools are designed to meet the educational, social, and emotional needs of students at each grade level. Upon entering the seventh grade and ninth grade, students are assigned guidance counselors who work with them throughout their middle and high school years. The counselor is interested in assisting students to achieve their maximum potential academically while encouraging social and extracurricular experiences that provide maximum personal growth. Our programs are designed to address common concerns—scheduling, orientation, transition, testing, academic issues, and the college selection process—and at the same time provide a highly individualized focus for every student. The counselors are not merely academic advisors—they are trained professionals with interest and experience in assisting students as they face and explore issues that are important to their lives.

The middle school counseling program begins in the spring before students enter 7th grade. The middle school guidance counselors meet with the 6th grade teachers and discuss academic, social and emotional aspects of each student in the 6th grade. Additional opportunity for dialogue continues at the evening orientation for incoming 7th grade parents, where guidance counselors present an overview of the middle school philosophy. Throughout the 7th grade and 8th grade, counselors make continuous contact with their students via classroom visitations, and individual and group counseling. The counselors facilitate parent meetings with teachers, career speaker workshops, forum groups, and other relevant presentations.

The formal high school counseling program begins in the spring before students enter the high school. High school guidance counselors meet with the middle school counselors and conduct evening information sessions with parents of incoming ninth grade students. Planned guidance activities continue each year. The formal guidance sessions planned for each student are supplemented by frequent informal guidance and counseling sessions on issues of individual concern. The counselors are available for meetings at the request of a student, parent, or teacher and are involved in resolving academic and personal issues for their students. A student may initiate a meeting by making an appointment through the guidance department secretary, or, if the counselor is free, by seeing him or her immediately.

Another component of the high school's guidance program is group counseling. Sessions may include issues such as school adjustment, changing family structure, coping with academic pressures, and/or managing a busy life at the secondary schools.

Guidance counselors receive copies of all progress, academic, and discipline reports. They are in contact with teachers, administrators, and parents and are, therefore, in a position to have a comprehensive understanding of each student in their caseload. It is the counselor's function to coordinate all of the resources in the middle and high schools in order to help students achieve their goals and to have a successful and rewarding experience.

A variety of publications are available in the Guidance Department and College and Career Center. *Agenda Books* are yearly planners that are given to students in grades 7-12 to assist them in organization. These books also inform them of the rules and regulations of their respective schools. Students are required to carry their *Agenda Books* at all times. There is valuable information provided in the agenda book that will assist students in attaining success. Students are encouraged to review this information and have a discussion with their guidance counselor and/or parent if they have any questions.

LIBRARY – MEDIA CENTER

The Library-Media Center in each secondary school, through its staff of professional Library-Media Specialist, A.V. Technician, and Clerk-Typist, provides materials and services for independent study, research and inquiry as well as small and large group instruction in conjunction with classroom needs through both print and A.V. materials.

The Library-Media Centers are open before and after school to provide student services beyond the school day. In addition to curriculum materials, recreational reading materials, activities and facilities are provided through books, periodicals, newspapers and computer programs

SCHOOL COMMUNITY SERVICE GRADES 9-12

The school community service program is one in which high school students,(grades 9 -12) may earn half a credit for performing and / or participating in a school related service or experience under the supervision of a staff member. The staff member is responsible for the supervision of the student, daily tasks, experience, and attendance.

Students must have a staff member as their sponsor, and indicate the specific experience on an application form to be submitted. The student is responsible for attaining three signatures as a prerequisite for acceptance into the program. These include a staff member, the student's guidance counselor and an assistant principal.

ADDITIONAL LEARNING OPPORTUNITIES

BOCES Career and Technology Education (CTE)

The Career and Technology Education Program is an integral part of the Secondary Education program of all school districts in Rockland County. Its primary objective is to prepare the students for the world of work, although a considerable number of occupational education students continue their education beyond high school. The student enrolled in this program spends half of each day at their local school studying required subjects and half of each day at BOCES. They can participate in extracurricular and sports activities at their home school. In general, entrance requirements usually include completion of the 9th grade, guidance counselor's recommendation, BOCES acceptance, a history of regular attendance, and parent approval. *Courses are no longer open to new students for 2013-2014.*

Courses are offered in the following programs:

Automotive Technology

Automotive Collision Technology

Communications Academy

Computer Information Technology

Construction Trades Technology

Cosmetology

Culinary Arts

Health Careers Academy

Security and Law

Career Services Program - This program serves classified and at-risk students whose occupational needs require specialized support. These youth are served with work orientation, assessment and vocational services in a variety of appropriate occupational fields. Students are referred to this program by the special education representatives and by local Committees on Special Education. The Career Services curricula focus on practical skills of the trade as well as pre-employment and work maturity skills and the ability to work as a team. The ultimate goal of this program is to prepare the students for full-time employment in entry-level positions upon graduation.

Regional Academic Night High School

The Evening High School, sponsored by Rockland BOCES, is located on the Rockland Community College Campus. It has been organized to provide an instructional program meeting the needs of students who have left school, those making up credits for June graduation, and for students having special difficulties in school who might benefit from an alternative approach to learning.

Course offerings include English, math, social studies, science and physical education. Class sessions, which are 1 ½ hours long for each course, are offered two nights per week.

Eligibility is determined by the home school administrator and must have the approval of both student's guidance counselor and the Office of Secondary Education.

Summer High School

The Summer School offers select high school courses for students who need to repeat them. Bulletins explaining these programs are available in the spring. These courses are intended to provide an opportunity for graduating seniors and others to make up courses they have failed. We strongly urge students who fail one or two courses to take advantage of the Summer School Program, at their own expense, so that they can stay in their correct grade placements as per the Promotional Policy. The opportunity to take the August Regents Examinations will also be offered at the end of the Summer High School Program. Students may not advance by taking summer school courses.

COLLEGE CREDIT PROGRAMS

Part Time, Non-Matriculated Program

In this program, the student retains his/her high school status. There are two variations of this program:

- A high school student may enroll in college summer session courses between grades 11 and 12.
- The high school student may enroll in college courses during the regular academic year concurrent with his/her senior year.
- College credit is earned for successfully completed courses only. The student must complete the required work in high school for the diploma.

Students at Ramapo and Spring Valley High Schools are offered courses for college credit. All college level courses bear high school credit and are open to any student who meets the prerequisites for the course. Students taking a course for college credit are required to pay tuition. Students should consult with their guidance counselors for further information.

Full Time Matriculated Early Admission Program

In this program, the student studies full time at the college during his/her senior year (12th grade) and earns the high school diploma if equivalent courses required by the State and school district are successfully completed.

Requirements:

1. A cumulative high school average (Grades 9 –11) of at least 88%.
2. Completion of the following sequence of Regents level (or higher) courses by the end of 11th year:
 - a. Three (3) years of English
 - b. Three (3) years of Social Studies
 - c. Three (3) years of Mathematics
 - d. Three (3) years of Science
 - e. Three (3) years of L.O.T.E.
 - f. One-Half (.5) credit of Health

A course sequence submitted outside of Math and Science (such as Fine Arts, Music, or Business) may be accepted in lieu of the above course sequences upon approval of a Screening Committee.

3. Each student who has applied, and met the criteria for Early Admission, is to receive the benefit of an interview with his/her guidance counselor.
4. APPLICATIONS FOR EARLY ADMISSION MUST BE SUBMITTED TO THE GUIDANCE COUNSELOR NO LATER THAN THE END OF THE SECOND WEEK IN MARCH. See the guidance counselor for details and appropriate forms.

Advanced Placement (AP) Courses

The District offers Advanced Placement courses in English, social studies, math, science LOTE and Art to 10th, 11th and 12th grade students. These courses are enriched courses that are evaluated in accordance with established grading policies. Students must take the appropriate Advanced Placement exams and are responsible for the testing fee. In order to earn credit for an Advanced Placement course, each student is also required to take the school designed final exam. Depending upon the policy of a particular college, AP grades may provide students with advanced college credit or advanced college placement. Students interested in earning advanced college credits or placements are responsible for any necessary fees for such credit or placement. Students are strongly encouraged to review the AP policy of the college/university they have an interest in attending. Except in those cases that carry the recommendation of the guidance counselor and department chairperson and are approved by the parent and assistant principal, no student will be permitted to drop an AP course once he or she has begun it.

Project Advance – Syracuse University

Project Advance courses are sponsored by Syracuse University. Each semester carries three (3) credit hours, which are transferable to many colleges, as well as high school credit. In addition to the college grade, students also receive a high school grade, which is based on their papers, exams, and additional work provided in the course. Psychology, Sociology, English, Economics, College Learning Strategies, Speech and Public Affairs are offered in this program. Any student placed in Project Advance courses are responsible for the per credit fee determined by Syracuse University.

COLLEGE ENTRANCE EXAMINATIONS

The College Entrance Examination Board (CEEB) administers a number of test programs, commonly referred to as “College Board Tests.” Although generally considered as optional tests for students interested in attending a college or university, many schools require them as part of their admission process. Specifically, these tests are the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT), the Scholastic Aptitude Test (SAT I), and the various subject Achievement Tests (SAT II’s). This entire testing program is formally known as the Admission Testing Program (ATP).

CEEB Codes: Ramapo High School 335-309
Spring Valley High School 335-310

PSAT (Preliminary Scholastic Aptitude Test)

PSAT/NMSQT is given to all juniors in October. Students qualify for scholarships (National Merit) and national recognition. All students in their junior year (11th grade) will take the PSAT in the fall and are strongly encouraged to take the SAT I in the spring. ACT examinations are also available in the spring of the junior year and in the fall of the senior year.

SAT I (Scholastic Aptitude Test)

The SAT I exam is required by most colleges as an admission test. The scores are used, in combination with the high school record, to assess student ability to do college work at a particular college. SAT I results are also used by many colleges to determine eligibility for scholarship monies. The SAT I exam is offered several times during the school year and may be taken more than once by a student. All college-bound students should take the SAT I exam in the spring of the junior year. Many students take the test again in the fall of the senior year.

SAT II (Scholastic Aptitude Tests)

The SAT II exams are one-hour tests designed to measure student achievement level in a subject field, such as writing or mathematics. As many as three tests may be taken on a single test date. Many colleges require SAT I exams but do not require SAT II exams. If a course of study is limited to one year (such as physics, biology, and chemistry), it is best to take the SAT II test at the end of the course. In subject areas that are studied sequentially, such as mathematics, English or foreign languages, it is best to defer testing until the junior or senior years. To determine which tests to take, a student should refer to the requirements of a particular college and consult with his/her guidance counselor.

ACT (American College Test)

The ACT may be taken in the junior or senior year and is used for college admission. This admission test is required by some colleges in lieu of the SAT I exam. Other colleges may accept either the ACT exam or the SAT I exam as an indication of potential student success in college. A student should consult the college bulletin of the school they are interested in attending to determine which of the two admission tests are required. The ACT exam is offered several times during the school year (dates do not conflict with SAT's). Some colleges will accept ACT scores as an alternative to SAT I scores. In some cases, students may benefit from taking both the SAT I exam and the ACT exam. Students are encouraged to speak with their guidance counselor about the benefit and applicability of taking either, or both, of these exams.

PROFESSIONAL LEARNING COMMUNITIES AT RAMAPO AND SPRING VALLEY HIGH SCHOOLS

The goal of organizing into professional learning communities or Academies is to create a learning environment that:

- fosters a sense of belonging;
- enables teachers to better meet each student's needs;
- ensures that students are fully challenged;
- encourages teachers to plan and work collaboratively;
- supports the discovery of hidden talents and strengths; and
- motivates students to be successful.

East Ramapo Secondary Co-Curricular Programs

Many educators and students consider co-curricular activities to be as important to a student's education as the course work done during the regular school day. Through co-curricular activities, young men and women learn problem solving skills, teamwork and responsibility. Furthermore, through participating in co-curricular activities, a student has an opportunity to apply the skills and concepts that they learn in their classes. A recent study by the College Board shows a significant connection between participating in co-curricular activities and achievement on the Scholastic Aptitude Tests.

All students are urged to take advantage of the rich array of co-curricular activities available in East Ramapo's secondary schools. The following is a list of some of the co-curricular clubs and activities offered which may become available pending yearly budgetary decisions.

Interscholastic Sports

FALL SPORTS

JV & Varsity Football
JV & Varsity Boys Soccer
JV & Varsity Girls Soccer
Varsity Girls Swimming
Varsity Girls Volleyball
Varsity Girls Tennis

WINTER SPORTS

JV & Varsity Boys Basketball
JV & Varsity Girls Basketball
JV & Varsity Wrestling
Indoor Boys Track & Field
Indoor Girls Track & Field
Varsity Boys Bowling
Varsity Girls Bowling

SPRING SPORTS

JV & Varsity Baseball
JV & Varsity Softball
Boys Track & Field
Girls Track & Field
Varsity Boys Tennis

Clubs and Activities

Academic League
Arista
Asian Culture Enlightenment Club
ASPIRA – Hispanic Club
Caps & Bells
Cheerleading
Chess Club
Community Action Club
Computer Club
Cultural Diversity/Multicultural Club
Dance Club
Debate Team/Forensic League
English Honor Society
Environmental Club
Fall Drama
Fashion Show
Foreign Exchange Program
Foreign Language Honor Societies

Full Circle Magazine
GLESEN
GO Student Council
Haitian American Club
Jamaican Club
Jazz Ensemble
Key Club
Ladies' & Men's Club
Language Clubs
Literary Magazine
Marching Band
Math League/Math Team
Mathematics Honor Society
Media Production
Mock Trial Team
Model Congress
Model UN
Musical/Drama Productions
NAACP ACT SO
NAACP Youth Council
National Honor Society
Philosophy Club
Rapping Poetic Club
Reality Check
SADD (Students Against Destructive Decisions)
SAFE (Student Alliance for Equality)
Science Honor Society
Science Olympiad
Science Research (Intel Talent Search)
School Newspaper
Social Studies Honor Society
Scenery Construction
Set Design
Spots & Flats
Student Court
Success Team
Thespian Club
Today's Students Tomorrow's Teachers
VAASA (Varsity Athletes Against Substance Abuse)
Yearbook
Youth Leadership

***HIGH SCHOOL
COURSE OFFERINGS***

ENGLISH

The mission of our English Language Arts program is to guide and challenge all students to become the most effective communicators they can be. Our unifying goal is to inspire young people to become life-long communicators who possess the skills and knowledge to compete successfully in the academic and business worlds, as well as the sensitivity and awareness to participate actively in the creative and aesthetic aspects of the communication arts. Our curriculum emphasizes reading, writing, speaking and listening in the context of the New York State English Language Arts Learning Standards as they relate both to the required assessments and the world around us.

In order to address the needs of every student, we supplement the required sequence of English and speech courses in grades nine through twelve with a wide range of additional offerings that include college-level courses, an honors program, a variety of electives, and both enrichment and communications classes designed to ensure that everyone has an opportunity to meet State examination requirements.

An "R" in the course name denotes that the course will end in a New York State Regents examination.

YEAR ONE

- | | | |
|---|--------------------------------|-----------------|
| 10900 | English 9 | 1 credit |
| <p>This course exposes students to various forms of literature from all parts of the world and deals with the universal problems of human nature. Elements of a balanced literacy approach will be utilized to guide students to master various forms of communication. Goals of the course include development of an independent reading habit and strengthening of sentence and writing skills. Culminating activities include preparation of a documented interdisciplinary English/social studies research paper.</p> | | |
| 10902 | English 9 H (5% weight) | 1 credit |
| <p>This first high school honors level course lays the foundation for Regents mastery, preparation for taking AP courses, and other forms of advanced study. The curriculum emphasizes textual analysis in relationship to a variety of reading, writing, speaking and listening experiences, including a complete research paper.</p> | | |
| 10940 | English 9 Enrichment | 1 credit |
| <p>This year long course is offered to selected students concurrently with English 9R. The course will emphasize non-fiction and fiction alike. There will be a focus on improving reading and writing skills across the curriculum. The course will foster independent reading, develop persuasive writing skills, introduce the PSAT exam, and reinforce content area vocabulary.</p> | | |

YEAR TWO

11000 **English 10** **1 credit**
 This course concentrates on providing the foundation for a sequential program of English Language Arts through the high school years. Particular emphasis is placed on development of composition skills and on pursuit of a genre approach to the study of literature.

11002 **English 10 H (5% weight)** **1 credit**
 This course challenges students to develop the knowledge and competencies associated with superior academic success by engaging them in reading, writing, speaking, and listening experiences that enable them to apply and expand interpretation skills as they analyze and synthesize information and ideas to meet and exceed ELA Regents standards.

11020 **English 10 Enrichment** **1 elective credit**
 This year long course is offered to recommended students concurrently with English 10R. The course will emphasize communication skills, academic vocabulary career exploration, close reading of a variety of texts, and writing improvement in all genres, including the writing required on the Regents, SAT and ACT examinations.

YEAR THREE

11100 **English 11 R** **1 credit**
 This course continues a sequential approach to the development of reading, writing, speaking, and listening skills and includes a survey of American literature, as well as an in depth study of *Macbeth*. During this course students will take the Comprehensive English Regents Examination.

11102 **English 11 R H (5% weight)** **1 credit**
 Literary criticism, careful analysis of Shakespeare's *Macbeth*, a broad selection of American fictional and non-fictional writings, and application of critical thinking strategies to all four ELA skills form the basis of this course that culminates in the English Language Arts Regents. Emphasis is placed on college level proficiency. Students are expected to achieve Mastery Level on the Regents Exam.

11101 **Advanced Placement English – Language and Composition (10% weight)** **1 credit**
 This full year composition and rhetoric course integrates the best of classic and modern literature, philosophy, and literary criticism and prepares students for the AP examination in Language and Composition, which students are required to take. Students may earn up to six college credits as well as placement in an Advanced English course in college. Students are expected to achieve mastery level on the English Regents Exam. ***Prerequisite: Teacher recommendation, class average of 90, and a minimum score of 3 on a placement test.***

11120 **English 11 Enrichment** **½ elective credit**
 This one-semester course is offered for recommended students concurrently enrolled in English 11R. The curriculum reinforces the skills and knowledge taught in English 11R and emphasizes in-depth instruction in the improvement of reading and writing skills across the curriculum.

11580 **College Reading and Writing Readiness** **½ credit**
 This one-semester course reinforces the skills needed to be successful readers and writers across the curriculum. Special skills needed to perform successfully on standardized tests and writing effectively through the study and analysis of nonfiction and fiction texts will be major components. The course is open to juniors and seniors.

YEAR FOUR

11200 **English 12** **½ credit**
 This course provides an overview of British and world literature, offers further development of writing skills and provides a research paper experience.

11202 **English 12 H (5% weight)** **½ credit**
 This intensive one-semester course exposes students to masterpieces of British and world literature and requires that they apply the superior proficiency they have worked toward in literary criticism, writing skills, and information gathering to a college-level research paper.

11203 **English 12 - Project Advance (10% weight)** **1 credit**
 This full year course, which fulfills the senior English requirement, is designed to teach seniors how to write logical organized college-level essays and how to "read" cultural literature from a semiotic point of view. ***This course affords the opportunity to earn six freshman English credits from Syracuse University. Prerequisite: 85 or better on English Regents Exam and recommendation from the English teacher.***

11650 **Speech** **½ credit**
 This course, which fulfills the twelfth grade speech requirement, provides students with a variety of public speaking experiences. They develop their speaking and listening skills by learning and applying techniques of planning, delivering and evaluating oral presentations. ***Open to 12th Graders only.***

11653 **College Speech (10% weight)** **1½ credit**
 This course is designed for the Honors level 12th grade student. The course consists of a series of sophisticated communication exercises which will fulfill or surpass those which are included in a similar course taken in college. **At Ramapo High School, where the student must be recommended by the 11th grade English teacher, three credits are available from Syracuse University Project Advance.**

11201 **Advanced Placement English – Literature and Composition (10% weight)** **1 credit**
 This course integrates the best of classic and modern literature, philosophy and literary criticism and prepares students for the English AP Exam in Literature and Composition, which students are required to take. Students may earn up to six college credits as well as placement in an Advanced English course in college. ***Prerequisite: Teacher recommendation, completion of a summer reading assignment, and an 85 or better on English Regents Exam.***

ENGLISH ELECTIVES

- 11730** **Creative Writing 1** **½ credit**
This course is designed to instruct students in creative and imaginative writing. The course demands interest in writing on the part of the student and should be taken after conferring with the present English teacher and the department chairperson.
- 11740** **Creative Writing 2** **½ credit**
This course is designed to afford students with opportunities to put into practice, refine and further develop the varied skills developed in Creative Writing 1. *Prerequisite: Creative Writing 1*
- 11690** **Drama 1** **½ credit**
This course is designed to provide an appreciation of all aspects of the theatre including the problems associated with dramatic production. The history of the theatre as well as other aspects of the discipline will be studied.
- 11700** **Drama 2** **½ credit**
This course is designed as an improvisational theatre workshop. Concentration includes in-depth character study as well as the study of acting techniques. An introduction to readers' theatre is included in this. *Prerequisite: Dramatics 1*
- 11810** **Journalism** **½ credit**
This course is designed to study the newspaper in all its varied aspects, as well as provide students with an opportunity to develop skills in the many facets of newspaper production. Often there is a connection with the school newspaper but it is not a requirement for enrollment in the course.
- 11840** **Media Communication 1** **½ credit**
This is a theory and hands-on production course covering media study and television. Students will study current professional programs to create their own shows in the studio and on television.
- 11850** **Media Communication 2** **½ credit**
Students will create television productions as they learn camera, control room, lighting, audio, and editing techniques. They will have an opportunity to help produce the East Ramapo Video Magazine. *Prerequisite: Media Communication 1*
- 11890** **Television and Radio Production** **½ credit**
This hands-on course covers all aspects of radio and TV station operations, including history, management, script writing, commercial and advertising techniques, news casting, interviewing, and technical support such as camera work and lighting. Those interested in television programming will create their own news show. For the radio portion, students at Ramapo High School will take responsibility for broadcasting a radio show throughout the school each morning from a fully operational radio studio that they manage

11720 **Writing for the Real World** **½ credit**
In this course, students will gain experience in the kinds of writing that will make them successful in college. One half of the course deals with expository writing (writing to describe, persuade, explain, compare/contrast, classify, etc.) In the other half, students will experience, in step-by-step process, how to write an effect research paper.

11570 **English** **½ credit**
SAT Preparation
This course, offered jointly by the English and Mathematics departments, utilizes a variety of approaches, including a computer-assisted program, to improve problem solving, study and PSAT and SAT skills.

11760 **Law and Literature** **½ credit**
This one-semester course is offered to all students. Through an exploration of law in literature and literature in law, students develop reading, writing and critical thinking skills necessary to succeed in life and higher education, as well as an understanding of the intellectual foundations of our legal system. Students will read and write about fiction and non-fiction with legal themes and connected to the broad field of law.

11750 **Rapping Poetic** **½ credit**
Through this course, students create original lyrical pieces in the form of poems, raps, and/or songs, using traditional and contemporary writers as models. Self-expression is promoted within the context of acceptable language. All topics are student-generated and instrumental music is often played to inspire creativity. The course culminates in a guest-invited performance of student work. *Prerequisite: English 9*

ENGLISH AS A SECOND LANGUAGE

The English as a second language (ESL) program at The East Ramapo Central School District offers intensive instruction to students whose first language is not English and who have limited English proficiency. Students learn to understand, speak, read and write English via academic subjects in a supportive and non-threatening environment. The program allows our English language learners (ELL) students to learn English and make the necessary academic and social adjustments. The goal of the program in the high schools is to prepare the ELL students to meet the academic challenges of mainstream in English, math, science and social studies, leading to successful completion of the New York State high school diploma requirements.

Courses in English as a second language (ESL) are offered at the “Beginning 1” “Beginning 2”, “Intermediate” and “Advanced” levels. These multi-level courses are specifically designed to develop English proficiency skills as they apply to the New York State English as a Second Language Standards.

Beginning 1 Math, Science and Social Studies Prep Classes

The Beginning 1 Math, Science and Social Studies Concept classes are taught by ESL teachers. These classes are designed to provide the ELL students with the background, vocabulary and understanding of the concepts and skills necessary to successfully meet the challenges of the content area sheltered classes.

Beginning 2 and Intermediate Math, Science and Social Studies Sheltered Classes

The ESL sheltered (math, science and social studies) classes are taught by a licensed content teacher working with an ESL/SIOP coach. These classes are designed to provide the ELL students with the content necessary to successfully meet the requirements of the content classes for the Regents examinations and for graduation.

The English as a Second Language (ESL) Student with Interrupted Formal Education (SIFE) Program

The SIFE Program is designed for ELL students who:

- (a) come from a home where a language other than English is spoken and enter a school system in the United States after grade two;
- (b) upon enrollment, have had two years less schooling than their peers;
- (c) function at least two years below expected grade level in reading and in mathematics; and
- (d) may be preliterate in their first language.

In addition, SIFE students may be offered one additional period of Native Language Arts, which provides them with opportunities to further develop and increase their native language literacy skills through intense practice of the four language modalities (listening, speaking, reading and writing) in their native language. Once mastered, the SIFE students are taught to transfer those skills to English.

The ESL SIFE Program in the High Schools

Our SIFE Program in the high schools integrates the four language skills (listening, reading, speaking and writing) in all the ESL classes that the students attend. An ELL student placed in our SIFE program receives six periods of English as a second language that covers the needed literacy skills as well as the content-area subjects (English, mathematics, science, and social studies).

COURSES

1111E **ESL Beginning 1** **Three periods – 1 Elective Credit**

ESL Beginning 1 is a class designed to provide “basic” and “survival” English language communicative skills to newcomer beginning level ELL students so that they may quickly acclimate to their new school and community environment. Based on ongoing assessment, students are placed in ESL Beginning 2 at the earliest possible opportunity; however, these students cannot remain in this Beginning 1 class for more than ten months of ESL instruction.

1121E **ESL Beginning 2** **Three periods – 1 English credit**

ESL Beginning 2 is a one-year course designed for beginning level ELL students to master the basic principles of the English language in the areas of listening, speaking, reading and writing.

1201E **ESL Intermediate** **Two periods – 1 English credit**

By the completion of this course, students will be able to comprehend main points and most important details in oral and written discourse in moderately demanding contexts of language use. They will be able to understand implications beyond surface meaning and will recognize and understand an expanded inventory of concrete and idiomatic language.

1301E **ESL Advanced** **One period – 1 credit**

By the completion of this course, students will be able to comprehend many important aspects of oral language, on social and academic topics, such as main points, details, speaker's purpose, attitudes, levels of formality, and inferences. They will be able to comprehend an expanded range of concrete, abstract, and conceptual language and sustain understanding of conceptually or linguistically complex modalities.

1302E **ESL English Enrichment** **One period – 1 credit**

This course is designed for ELLs in grade 11 or 12. By the completion of this course, students will be able to challenge the English Regents Examination. They will enhance their comprehension of additional aspects of oral language, especially in academic topics and will broaden their understanding of conceptually or linguistically complex modalities of usage of the English language. These students will be given the opportunity to challenge the English Regents Examination in January and if necessary again in June.

2101E **Beginning 1/ESL Math Prep** **One period – 1 Elective Credit**

The Beginning 1 math class is taught by an ESL teacher and is designed to provide the ELL students with the background, vocabulary and understanding of the concepts and skills necessary in order to successfully meet the challenges of the sheltered Regents math classes.

4100E ESL Sheltered Global History and Geography II (R) 1 credit

This course, taught by a social studies teacher is the second part of the Global History strand and is especially designed for ELL students in the Beginning 2 and Intermediate levels of English proficiency. It continues with the global studies curriculum and prepares the ELL students to pass the Global Studies Regents examination.

4110E ESL Sheltered United States History and Government (R) 1 credit

This course, taught by a social studies teacher is especially designed for ELL students in the Beginning 2 and Intermediate levels of English proficiency. It introduces them to the study of the history of the United States as an industrial nation. The Constitution, legal issues, and areas of international involvement are covered. This course prepares the ELL students to pass the U.S. History Regents.

PERSONAL AND HOME MANAGEMENT ELECTIVE COURSES

67800 **Fashion I** **1 credit**

67810 **Fashion 1** **½ credit**

While emphasizing current styles and fashion, this course also explores the fundamentals of sewing. Evaluating clothing design and the properties of modern clothing and household textiles are included. The instruction is individualized to provide students with an opportunity to work at their own levels of competency in their own interest areas. *Career and Technical Education majors can use this course towards graduation requirements in the arts.*

67900 **Fashion II** **1 credit**

67910 **Fashion 2** **½ credit**

This course expands upon topics covered in Fashion Design I and provides an opportunity to develop extensive tailoring and advanced sewing techniques. Individualized experimentation with special fabrics and techniques is encouraged. Students with an interest in fashion related careers would benefit from both fashion courses.

Prerequisite: Fashion I.

68110 **Interior Design** **½ credit**

This course is designed to provide a foundation for management of housing information as it pertains to individuals. Housing decisions and trends are identified and examined. Design theory is studied and applied. Topics include housing needs; floor plans; furniture arranging; line color, and shape; floor, wall and window coverings; as well as furniture refinishing. Students who may be considering careers in interior design, architecture, real estate or home decorating will find this course very useful. *Career and Technical Education majors can use this course towards graduation requirements in the arts.*

LANGUAGES OTHER THAN ENGLISH (LOTE)

The East Ramapo Central School District believes that learning a second language is an integral part of the student's total learning experience and provides a basis for interdisciplinary activity. The student's ability to communicate in a second language is the primary goal of the Languages Other Than English (LOTE) Program. The structure of courses is PROFICIENCY-BASED and the course descriptions which follow are intended to indicate what the student will be able to do with the language as a result of instruction within the scope of the communicative and cultural goals.

The HOW WELL component of communication is addressed by the proficiencies that reflect the level of linguistic and cultural competence expected of students at three State Mandated checkpoints:

- Checkpoint "A" = New York State Second Language Proficiency Examination*
- Checkpoint "B" = New York State Comprehensive Regents Examination*
- Checkpoint "C" = Advanced Language Programs including the appropriate Advanced Placement Examinations*

East Ramapo offers Regents level programs in two languages: French and Spanish. Current New York State graduation requirements include a minimum of one unit in Languages Other Than English for a high school diploma. Students who complete Level III and successfully pass the New York State Comprehensive Regents in LOTE will be eligible for an Advanced Regents diploma.

Students will be grouped by ability after completing the grade 8 Beginning 2 class. Students intending to pursue a more in-depth study of a language will be placed in Language II Honors in grade 9, culminating in Language III Honors in grade 10 and the New York State Comprehensive Regents. All other students will be placed in Language II in grade 9, culminating in Language III in grade 10 and the New York State Comprehensive Regents.

Students who take the Beginning 1 course in grade 8 must complete the Beginning 2 course in 9th grade and take the Second Language Proficiency Examination to receive the one unit of LOTE needed for high school graduation. 9th grade students who pass the Beginning 2 course or the Proficiency Exam will receive the 1 unit of LOTE credit fulfilling the graduation requirement.

In Levels II and III of a language, when fewer than twenty (20) students are enrolled, only one track will be offered. Courses beyond the Language Level III (AP or Advanced) will be offered if warranted by the number of students enrolled.

CHECKPOINT "A"/LANGUAGE I (1 unit of credit) (Grades 8 & 9)

Beginning 1 and Beginning 2 – French, Spanish

Grade 8: 1 credit for Beginning 2 students who pass course and Proficiency Exam

Grade 9: 1 credit for Beginning 2 students who pass the course and/or Proficiency Exam

Expected Proficiencies: *Students will be able to comprehend simple statements and questions and usually the main idea of longer but simple messages and conversations. They will be able to initiate and respond to simple face-to-face*

conversations within the vocabulary, structure, and phonology appropriate to the communicative situations and functions at this level. They will be able to read simple connected material for informative or social purposes and understand the essential content of short, general public statements and standardized messages. The students will gain limited knowledge of the target language culture but will be aware of the existence of cultures other than their own.

53610 French Beginning 1

54010 Spanish Beginning 1

The purpose of this course is to start acquiring a foreign language through comprehensible input while engaged in listening, speaking, reading and writing. Class time will be focused on listening and speaking activities in the new language. Skills necessary to enable a student to scan through an authentic reading to gather specific information will be taught. Writing notes to accomplish a task is a goal of this program. Grammar items will be taught as they are necessary for communication. The topics covered in this course include: personal identification and description, school, leisure activities and sports, food and meal taking, family, and shopping and clothing.

53620 French Beginning 2 1 credit

54020 Spanish Beginning 2 1 credit

This course is a continuation of Beginning 1. Emphasis continues to be placed on communicative proficiency as measured by the student's ability to accomplish a variety of tasks in different situations. Listening, speaking, reading, and writing will be practiced as they relate to the functions of language: providing and obtaining information, expressing personal feelings, persuasion, and socialization. Grammar will continue to be taught as it becomes necessary for communication. The topics covered in this course include: house and home, vacation and travel, health and body, community, and weather and the environment. Participation in class activities continues to be a major component of the child's grade. At the end of this course, students will take the New York State Proficiency Exam in a Second Language. **High school credit will be granted after successful completion of the Beginning 2 course and/or passing of the NYS Proficiency Exam.**

CHECKPOINT "B"/LANGUAGE II AND III
High School (Grades 8 – 12)

53630 French II 1 credit

54030 Spanish II 1 credit

This course is a continuation of Beginning 2. Emphasis continues to be placed on communicative proficiency as measured by the student's ability to accomplish a variety of tasks in different situations. Students will be able to comprehend short conversations on simple topics in everyday situations and the frequently used tense forms and word order patterns in simple sentences. They will be able to initiate and sustain a conversation using the more common verb tense forms in their accurate word order within simple sentences. They will be able to read with understanding simple narrative and descriptive authentic materials and edited texts within a familiar context. Students will be able to distinguish some culturally authentic patterns of behavior and start to assimilate into their communicative skills new cultural patterns from their observation of authentic models.

53632 **French II H (5% weight)** **1 credit**

54032 **Spanish II H (5% weight)** **1 credit**

This course is a continuation of Beginning 2. Emphasis continues to be placed on communicative proficiency as measured by the student's ability to accomplish a variety of tasks in different situations. Students will be able to comprehend more extended conversations on simple topics in everyday situations. Greater emphasis will be placed on developing grammatical mastery. They will be able to initiate and sustain a conversation using the more advanced verb tense forms in their accurate word order within simple sentences. They will be able to read with understanding narrative and descriptive authentic materials and edited texts within a familiar context. Students will have greater exposure to passive vocabulary. Students will be able to distinguish some culturally authentic patterns of behavior and start to assimilate into their communicative skills new cultural patterns from their observation of authentic models.

53700 **French III** **1 credit**

54100 **Spanish III** **1 credit**

This course is a continuation of the Language II course and covers the second half of the New York State Checkpoint B curriculum in a Second Language. The expected proficiencies are extensions of those listed in Language II above. This course ends in the Regents Examination in a Second Language. Success in the examination will satisfy the LOTE requirements for the Advanced Regents Diploma.

53702 **French III H (5% weight)** **1 credit**

54102 **Spanish III H (5% weight)** **1 credit**

This course is a continuation of the Language IIIH course and covers the second half of the New York State Checkpoint B curriculum in a Second Language. The Honors curriculum covers the same core topics as the on-level courses while providing a more in-depth analysis of the grammatical structures of the language. The objective of the greater focus on grammatical mastery is intended to prepare the groundwork for Advanced Placement level of study.

CHECKPOINT "C"
High School (Grades 10-12)

53720 **French Advanced IV** **1 credit**

54120 **Spanish Advanced IV** **1 credit**

Students revisit topics from the New York State syllabus from the unique perspective of the target culture. The objective of the course is to further students' communicative skills and cultural awareness.

53730 **French Advanced V** **1 credit**

54130 **Spanish Advanced V** **1 credit**

Students are immersed in communicative and cultural skills and study through extended conversations, lectures, debates and readings from authentic literary texts.

53721		French Advanced Placement IV (10% weight)	1 credit
54121	RHS ONLY	Spanish Advanced Placement IV (10% weight)	1 credit
53731		French Advanced Placement V (10% weight)	1 credit
54131	RHS ONLY	Spanish Advanced Placement V (10% weight)	1 credit

This two-year course, as prescribed by the College Entrance Examination Board (CEEB), emphasizes the development of advanced language skills that can be applied to various activities and disciplines. ***Students in AP Level IV and V are required to take the Advanced Placement Language Examination.***

54123		College Level Spanish (10% weight)	1 credit
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This course is organized to enable students to attain a functional level of proficiency. Students review the fundamentals of Spanish grammar, with emphasis on developing proficiency in oral reading and writing skills. Selected themes, together with cultural essays, literary excerpts and new articles in Spanish, aim to broaden students' insight into Hispanic/Latino life and civilization. This course is offered through the State University at Albany. ***Prerequisite: Passing the Spanish Regents with a score of 85 or above, passing the placement test or teacher recommendation.***

MATHEMATICS

The Mathematics Department offers a wide range of courses for all of its students. The curricula are sequential and emphasize the development of mathematical skills and concepts through the integrated study of the branches of mathematics such as algebra, geometry, and trigonometry. Other topics within the curricula, such as logic, mathematical systems, probability, and statistics, are incorporated within the course work. Students use scientific calculators and/or graphing calculators in their study of mathematics. Those students who demonstrate an interest or have advanced mathematical ability are offered advanced placement/college level calculus, statistics and computer science.

An "R" in the course name denotes that the course will end in a New York State Regents examination.

YEAR ONE

2101E **Beginning 1/ESL Math Prep** **One period – No Credit**

The Beginning 1 math class is designed to provide the ELL students with the background, vocabulary and understanding of the concepts and skills necessary in order to successfully meet the challenges of the sheltered Regents math classes.

22502 **Geometry R Honors (5% weight)** **1 credit**

Through this course, students will acquire a mastery of conceptual understanding, procedural fluency, and problem solving abilities in the areas of geometric relationships, constructions, locus, formal and informal proofs, transformational geometry and coordinate geometry. In June, the final examination will be the New York State Regents examination. *Prerequisite: Integrated Algebra (R) (21802) in Grade 8 and teacher recommendation.*

21500 **Integrated Algebra (R)** **1 credit**

Through this one-year course, students will master algebraic concepts and skills that will enable them to solve problems related to geometry, statistics and probability. With increased development of mathematical processes and content knowledge, students will acquire and demonstrate mathematical reasoning abilities when solving problems. The mandated New York State Regents examination in June will be the final examination. Upon completion of Integrated Algebra, students will advance to Geometry and then to Algebra II/Trigonometry.

21510 **Integrated Algebra A** **1 credit**

This is the first year of a two-year Integrated Algebra program (see description above). At the end of the second year of study, Integrated Algebra B (R), students must take the New York States Regents examination.

2151E **ESL** **1 credit**

Sheltered Integrated Algebra A

This course, taught by a math teacher working with an ESL/SIOP coach is the first year of a two-year course especially designed for ELL students in the Beginning 2 and Intermediate levels of English proficiency. It is the first half of the Integrated Algebra course and during this year, algebra topics including equations and inequalities will be taught.

21530 **Algebra Enrichment** **1 credit**

This course is offered for recommended students concurrently enrolled in Algebra I. The curriculum reinforces the skills and knowledge taught in Algebra I and emphasizes in-depth instruction in the improvement of foundations necessary for high school math courses.

YEAR TWO

- 22500** **Geometry (R)** **1 credit**
 This one-year course in geometry will develop concepts involving geometric relationships, locus, constructions, transformational geometry, informal and formal proofs and coordinate geometry. The mandated New York State Geometry Regents will be the final examination in June. *Prerequisite: Integrated Algebra (R)(21500) or Integrated Algebra B (R)(21520) with Teacher Recommendation.*
- 22510** **Geometry A** **1 credit**
 This course will focus on the development of ideas involving geometric relationships, constructions, locus, transformational geometry and coordinate geometry. *Prerequisite: Integrated Algebra (R) (21500) or Integrated Algebra B (R) (21520)*
- 21520** **Integrated Algebra B (R)** **1 credit**
 This course is a continuation of Integrated Algebra A and will focus on the remaining topics of the State mandated Integrated Algebra course. In June, the mandated New York State Regents examination will be the final examination. *Prerequisite: Integrated Algebra A (21510)*
- 2152E** **ESL Sheltered
Integrated Algebra B (R)** **1 credit**
 This course, taught by a math teacher working with an ESL/SIOP coach is the second year of a two-year course especially designed for ELL students in the Beginning and Intermediate levels of English proficiency. This course will focus on the remaining topics in the state mandated Integrated Algebra curriculum. It is designed to prepare students to pass Integrated Algebra Regents Examination in June. *Prerequisite: Collaborative Integrated Algebra A (2151E)*
- 23002** **Algebra II/Trigonometry R Honors** **1 credit**
 This Honors course combines the development of algebra with a focus on number sense and operations, measurement, probability and statistics, and trigonometry. The mandated New York State Algebra II/Trigonometry Regents will be the final examination in June. *Prerequisite: Geometry Honors Regents (22502) or Geometry Regents (22500) with a grade of 85% or above with Teacher recommendation.*

YEAR THREE

22520 **Geometry B(R)** **1 credit**
 This course continues the development of geometry, geometric relationships, constructions, locus, transformation and coordinates with a focus on informal and formal proofs. The New York State Geometry Regents will be the final examination in June. *Prerequisite: Integrated Algebra (R) (21500) or Integrated Algebra B(R) (21520) Geometry A (22510)*

23000 **Algebra II/Trigonometry R** **1 credit**
 This course continues the development of algebra with a focus on number sense and operations, measurement, probability and statistics, and trigonometry. The New York State Algebra II/Trigonometry Regents Examination will be the final in June. *Prerequisite: Integrated Algebra Accelerated (R) (21802) or Integrated Algebra (R) (21500) and Geometry Honors (R) (22502) or Geometry (R) (22500)*

23010 **Algebra II/Trigonometry A** **1 credit**
 This course continues the development of algebra with a focus on number sense and operations, measurement, probability and statistics, and trigonometry. It is designed as the third or fourth year of mathematics for students who are not seeking an Advanced Regents Diploma. The final in this course will be local examination. *Prerequisite: Integrated Algebra (R) (21500) or Integrated Algebra B(R) (21520) Geometry A (22510)*

23020 **Algebra II/Trigonometry B (R)**
 This course continues the development of algebra II and trigonometry with a focus on number sense and operations, measurement, probability and statistics, sequences and series, and trigonometry. The New York State Algebra II/Trigonometry Regents Examination will be the final in June. *Prerequisite: Completion of Algebra II/Trigonometry A (23010).*

ELECTIVES

22770 **Advanced Algebra** **½ credit**
 This course has as its objective the review of the study of algebra, functions, equations, and other topics completed in the first three years of required high school mathematics along with the extension of these to more complex levels. The final in this course will be a local examination. This course can be linked with Introduction to Statistics (22830) *Prerequisite: Completion of Algebra II and Trigonometry R (22730) or Algebra II/Trigonometry A (23010).*

- 22840** **Pre-Calculus** **1 credit**
 The purpose of this course is to introduce mathematical concepts not covered in previous courses and to expand and reinforce material necessary for additional mathematical studies. *Prerequisite: Algebra II/Trigonometry (R) (22730), Algebra II/Trigonometry H (23002) or teacher recommendation.*
- 22842** **Pre-Calculus Honors(5% weight)** **1 credit**
 This honors course is designed for students of high mathematical ability and interest who would benefit from an enriched program. The final in this course is a local examination. *Prerequisite: Algebra II/Trigonometry H and/or teacher recommendation.*
- 22791** **Advanced Placement Calculus AB (10% weight)** **1 credit**
 This advanced placement course requires advanced mathematical skills. Topics include differential calculus of algebraic functions, integral calculus of algebraic functions, geometric and physical applications of integration and the calculus of elementary transcendental functions. (Success on the Advanced Placement examination may result in advanced college placement and/or college credit.) The class has a lab that meets every other day for extended practice of various concepts. Students use the graphing calculator, which is a requirement on the AP examination. The College Board's AP examination is required. *Prerequisite: Pre-Calculus, or Pre-Calculus H, and/or teacher recommendation.*
- 22801** **Advanced Placement Calculus BC (10% weight)** **1 credit**
 This advanced placement course requires advanced mathematical skills. Topics include differentiation, applications of the derivatives, the definite integral, transcendental functions, techniques of integration applications of the definite integral, sequences and series and elementary differential equations. (Success on the Advanced Placement examination may result in advanced college placement and/or college credit.) The class has a lab that meets every other day for extended practice of various concepts. Students use the graphing calculator, which is a requirement on the AP examination. The College Board's AP examination is required. *Prerequisite: Pre-Calculus or Pre-Calculus H and/or teacher recommendation.*
- 22810** **Introduction to College Calculus Honors(5% weight)** **1 credit**
 Topics include analytic geometry with introduction to differentiation and integration. This course is designed to give a careful introduction to calculus for those who are considering taking calculus in college as well as for those who would simply like an introduction to calculus. Students are not expected to take the AP Calculus examination. *Co-requisite or Prerequisite: Pre-Calculus (22840) or Pre-Calculus H (22842).*
- 22830** **Introduction to Statistics** **½ credit**
 This course, designed for students with average or better than average ability in mathematics, investigates the techniques used in collecting, organizing and analyzing information. It includes topics such as frequency distributions, techniques for calculating means, variances and standard deviation, sampling procedures, and types of distribution. Students interested in mathematics, chemistry, physics, biology, political science, economics, and business will profit from the course. *Prerequisite: Completion of Algebra II and Trigonometry (R)(23000) or Algebra II/Trigonometry A (23010)*

MUSIC

The philosophy of the Music Department is to provide for the development of a musically expressive individual. Music contributes a positive self-image for success in creating, listening and performing. Music connects a student globally with other cultures, periods and places. Music can embrace, enhance and support all other subject areas. Emphasis will be placed on the four New York State Learning Standards for the Arts.

Students are reminded that one credit in art/music must be satisfactorily completed as part of the New York State graduation requirements.

NYSSMA Ratings:

The New York State School Music Association (NYSSMA) provides an opportunity for students throughout the region, state, and nation to have their musical skills adjudicated, at various festivals, by professional and performing musicians in the areas of band, orchestra and chorus. All students auditioning for festival performance groups must be members of a performance organization at their schools at the time of the audition and also at the time of the performance. The appropriate music is selected by level from the NYSSMA Manual. Students who achieve excellent adjudication results are invited to participate with other select students in some of the most prestigious and recognized high school performing groups in the country. Some of these selected ensembles include:

- *Junior All-County (best 7th-9th grade musicians in Rockland County)*
- *Senior All-County (best 10th-12th grade musicians in the county)*
- *Area All-State (best 9th-12th grade musicians in the region)*
- *All-State (best 9th-12th grade musicians in the State)*

76000**Concert Chorus****1 credit****76010****½ credit****76020 a/b****½ credit**

This is a class for students who match pitch, enjoy singing and wish to participate in concerts. Vocal techniques, the development of music reading ability and ensemble singing will be stressed. Participation in small group lessons, once a week, scheduled on a rotating basis, is a mandatory extension of this class. *Students are expected to perform in Winter and Spring Concerts*

76400		1 credit
76410	Concert Band	½ credit
76420 a/b		½ credit

Students in this course will study band literature of varied levels. Techniques in ensemble and solo performance are emphasized. Concert band members are encouraged to participate in Marching Band. Participation in lessons, once a week, scheduled on a rotating basis, is a mandatory extension of this course. Participation in concerts is mandatory. *Those band members participating in Marching Band will earn a 5% weighted grade for the first quarter.*

76500		1 credit
76510	Orchestra	½ credit
76520 a/b		½ credit

Orchestral literature of various levels and periods from the Baroque to the Contemporary are studied and performed. Selected students participate in String Ensembles. Students are expected to participate in lessons, once a week, on a rotating basis. *Participation in concerts is mandatory.*

76810	Electronic Music	½ credit
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This course introduces students to the fundamentals of electronic music. Students work with the synthesizer, computer, midi, drum machine and sequencer. Projects may include production of a demo tape and/or sequencing music for a vocal or instrumental performance.

76830	Discovering Music	½ credit
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This is a music elective intended to enable students with significant cognitive disabilities to experience the world of music. Students will be exposed to music theory, history, appreciation and performance, with a broad overview of music as an important part of daily life.

Marching Band

This is a voluntary musical ensemble open to students in grades 6-12. The program entails rehearsals after school, participation at football games, competitions, and parades. Students are asked to consider membership to this group as their musical contribution to school and community. Concert Band students participating as full members for the school year will receive a weighted grade of 5% during the first quarter of the school year.

PHYSICAL EDUCATION AND HEALTH

The High School Physical Education curriculum grades nine to twelve provides all students the opportunity for growth and development. The curriculum is designed to accommodate individual ability to grow physically, socially, emotionally and mentally. The program attempts to create an atmosphere where students are permitted to be successful and reach specific goals. The goals of the department are:

- *To continue to build upon and reinforce the skills introduced at the middle school;*
- *To increase the number of leisure time and life fitness skills;*
- *To develop and increase levels of physical fitness;*
- *To develop an awareness of individual skills and team skills;*
- *To develop an understanding and appreciation for the efforts and abilities of others;*
- *To stress safety practices as they related to physical education; and*
- *To develop and refine sports activities for the talented athlete.*

Through our Health program, students will acquire knowledge and develop skills and attitudes to permit optimal quality of life and total well being. Health education provides skill development experiences to assist students in their future life. This is provided through a variety of learning techniques and authentic assessments. Units in health education consist of goal setting and planning, communication skills, self-management, stress management, decision-making and advocacy.

80000**Physical Education****½ credit**

This course is created for students who enjoy both competitive and non-competitive sports and activities. Students will improve their fitness levels while participating in both competitive and non-competitive environments where learning and cooperation are stressed. *Fulfills ½ credit of the Physical Education diploma requirement.*

86300**Health Education****½ credit**

This semester course incorporates the knowledge and use of life skills that have been proven to be a deterrent to high-risk behavior. Skills are emphasized as content areas in diet, fitness, disease prevention, drugs and sex are covered. Students will acquire an understanding of health concepts and decision making skills that will improve, sustain and promote physical, mental and social health. *Fulfills ½ credit of the Health diploma requirement.*

8000Z**Adaptive Physical Education****½ credit**

Classes are available for those students unable to participate in the regular program because of medical limitations. Students are provided with an individual program in a small group environment when necessary. Where possible, students with special needs are provided with a mainstream experience. *Fulfills ½ credit of the Physical Education diploma requirement.*

82700**Modern Dance****½ credit**

This is a beginning level dance course. The term *Modern Dance* was used in the 1930's when many dancers wanted to break out of the traditional and strict forms of ballet. *Modern Dance* allows a dancer to move through the space with more freedom while increasing strength, flexibility and gracefulness. Enjoy the spirit of moving through space! Learn how to jump, turn and fall to the floor. No experience necessary. *Fulfills ½ credit of the Physical Education diploma requirement.*

82600 **Choreography** **½ credit**
Advanced skills such as improvisation, choreographic form, observation and analysis, and performance are learned through group work and creative problem-solving. This course is for students who want an opportunity to create their own work, based on various structures that the teacher provides. Each student will find his/her “voice” in movement. *Prerequisite: Modern Dance or prior approval of the teacher.*
Fulfills ½ credit of the Physical Education diploma requirement.

82500 **Multicultural Dance** **½ credit**
This is a beginning level dance course exploring dances from all over the world. Dance styles studies include African, Latin, Ballroom and Partner dance, along with Chinese, Irish and Indian Dance. Taking this course is a fun and creative way to learn about the peoples of our world. No experience necessary.
Fulfills ½ credit of the Physical Education diploma requirement.

82100 **Ballet** **½ credit**
This course introduces dance students to Ballet, an old and most beautiful, highly skilled art form. Dance exercises are done at the barre or center floor and across the floor. Ballet gets the dancer strong and graceful, improving flexibility, posture and overall grace. Beginners are most welcome. *Fulfills ½ credit of the Physical Education diploma requirement.*

82800 **Weight Training** **½ credit**
The weight training course focuses on resistance training and other training principles as a means of increasing strength, endurance and cardiovascular fitness. The major objective of this course is to provide students the opportunity to improve their self-esteem and physical fitness levels through the use of a variety of training exercises. Upon completion of this course a student should have the basic knowledge to create a good workout program that he or she can follow for a lifetime of activity. Emphasis is placed on using both free weights and machines in conjunction with a training program. Along with resistance training, other activities include plyometrics, aerobics and rope jumping. *Fulfills ½ credit of the Physical Education diploma requirement.*

82900 **Functional Fitness** **½ credit**
This physical education elective is for students interested in increasing their knowledge about wellness and the status of their personal health. Students will be actively engaged in age and gender specific physical fitness testing and training to promote increased endurance, strength, flexibility and agility. Healthy nutrition practices is another important component of the course. *Fulfills ½ credit of the Physical Education diploma requirement.*

81600 **Lifelong Athletics** **½ credit**
This course is for students who enjoy individual activities and puts strong emphasis on developing and maintaining personal performance of lifelong activities such as badminton, tennis, golf, archery, yoga, Pilates, bocce, bowling, orienteering, weight training and self defense. This course is also designed to help implement the physical education profile. *Fulfills ½ credit of the Physical Education diploma requirement.*

81700 **Outdoor Education(RHS ONLY)** **½ credit**
This course is designed to teach the student an appreciation of the great outdoors. Units covered in this course will include orienteering, topography map reading skills, backpacking, hiking, camping, canoeing, kayaking, fishing, archery, snowshoeing and rock climbing. This course is also designed to help implement the physical education profile. *Fulfills ½ credit of the Physical Education diploma requirement.*

82010 **Competitive Team Sports A** **½ credit**
(for 11th and 12th Graders only)

This course offers a more competitive alternative to the general physical education setting. Students will learn history and rules for football, basketball, volleyball and softball and participate in a tournament at the end of each unit. This course is also designed to help implement the physical education profile. *Fulfills ½ credit of the Physical Education diploma requirement.*

82020 **Competitive Team Sports B** **½ credit**
(for 11th and 12th Graders only)

This course offers a more competitive alternative to the general physical education setting. Students will learn history and rules for soccer, floor hockey, team handball and lacrosse and participate in a tournament at the end of each unit. This course is also designed to help implement the physical education profile. *Fulfills ½ credit of the Physical Education diploma requirement.*

81800 **Fitness and Cooperative Sport Skills** **½ credit**

This course is created for students who enjoy sports and activities yet do not wish to be competitive. Students will improve their fitness levels while participating in team sports in a non-competitive environment where learning and cooperation are stressed. This course is also designed to help implement the physical education profile. *Fulfills ½ credit of the Physical Education diploma requirement.*

81900 **Cardioyogalates** **½ credit**

This is a fully integrated physical conditioning course featuring cardiovascular, muscular strength and flexibility training. By incorporating yoga, Pilates and aerobic conditioning into the curriculum, students will focus on all aspects of fitness and improve their overall physical health. This course is also designed to help implement the physical education profile. *Fulfills ½ credit of the Physical Education diploma requirement.*

- 32002** **Biology Living Environment R Honors**(5% weight) **1 credit**
 This course is for students who have demonstrated high academic achievement and motivation. In addition to receiving instruction in Regents Biology/Living Environment, students are exposed to enrichment activities that prepare them to take the SAT II in Biology and the development of scientific thought and expression through open-ended investigations. This course meets ten periods per week and students are expected to take the Biology/Living Environment Regents as the final examination.
- 32001** **Advanced Placement Biology** (10% weight) **1 credit**
 This course is equivalent to an introductory two-semester biology course on the college level. Emphasis will be placed on the molecules and cell; heredity and evolution; and organism and populations studies. The evolutionary connection between organisms and since as a process will be common themes throughout the course. College level laboratories will be conducted throughout the year. This course prepares students for the Living Environment Regents, the SAT II in Biology and the College Entrance Board Advanced Placement Examination in Biology for which a fee is charged.*This course meets ten periods per week. The Regents and AP examinations are required.*
- 3210E** **ESL Biology: Living Environment R** **1 credit**
 This course is especially designed for limited English proficient (LEP) students at the beginning or intermediate levels of English proficiency. It is geared at preparing them to pass the Living Environment Regents examination. *Students will earn one credit of required science.*
- 33000** **Chemistry R** **1 credit**
 This Regents course focuses on the study of matter and energy relationships. Emphasis is placed on an appreciation of the scientific method and laboratory activities. Students are expected to take the Chemistry Regents as the final examination. *Prerequisite: Successful completion of two years of math with a minimum average of 75% and successful completion of the Earth Science and Biology/Living Environment courses.*
- 33002** **Chemistry R Honors**(5% weight) **1 credit**
 This course is for students who have demonstrated high academic achievement and motivation. In addition to receiving instruction in Chemistry, students are exposed to advanced chemistry concepts including the study of the interrelationships of matter and energy from a problem solving perspective. This course prepares students to take the SAT II in Chemistry. This course meets ten periods per week and students are expected to take the Chemistry Regents as the final examination. *Prerequisite: Successful completion of two years of honors math or Regents level math with a grade of 85% or above with teacher recommendation and successful completion of the Earth Science and Biology/Living Environment courses.*
- 33001** **Advanced Placement Chemistry** (10% weight) **1 credit**
 This course is equivalent to an introductory chemistry course at the college level. Emphasis is placed on atomic structure, chemical bonding and energy, equilibrium and kinetics, acids and bases, and an introduction to organic chemistry. This course prepares students for the Chemistry Regents, the SAT II in Chemistry, and the College Entrance Board Advanced Placement Examination in Chemistry for which a fee is charged. This course meets ten periods per week.
- 33100** **Modern Chemistry** **1 credit**
 This is a non-Regents chemistry course for those students who desire to have a better understanding of chemistry in our daily lives and its contribution to modern technology.

- 34000** **Physics R** **1 credit**
 This course includes the study of mechanics, heat, electricity, light and sound, as forms of energy that affect our everyday existence. Emphasis is placed on laboratory interpretation and analysis. Students will be expected to take the Physics Regents as the final exam. *Prerequisite: Successful completion of three years of math with a minimum average of 75% or permission of the chairperson.*
- 34002** **Physics R Honors (5% weight)** **1 credit**
 This course is designed for students who have demonstrated high academic achievement and motivation. In addition to receiving instruction in Physics, students are exposed to mechanics, relativity, thermodynamics, electricity, sound and light, and atomic and nuclear theory. This course meets ten periods per week. This course also prepares students for the SAT II in Physics. *Students are expected to take the Physics Regents as the final examination. Prerequisite: Successful completion of three years of honors math or Regents level math with a grade of 85% or above with teacher recommendation.*
- 34100** **Active Physics** **1 credit**
 In Active Physics, students explore physics concepts through hands-on laboratory activities and experiments. The activities are based on one of four themes: sports, home, transportation and communication. After completing a set of activities, students work cooperatively to complete a “challenge” – a real-world application of physics concepts. *Prerequisite: A passing grade on the New York State Integrated Algebra Regents examination and at least one New York State Regents science exam.*
- 34001** **Advanced Placement Physics (10% weight)** **1 credit**
 This course is equivalent to an introductory physics course on the college level. Emphasis is placed on kinematics, Newton’s Laws of Motion, work, energy and power, systems of particles and linear momentum, rotation and circular motion, and oscillations and gravitation. This course prepares students for the Physics Regents and the College Entrance Board Advanced Placement Examination in Physics. This course meets ten periods per week. *The Regents and AP examinations are required. Prerequisite: Successful completion of three years of Honors Math or permission of chairperson.*
- 35280** **Scientific Research I Honors(5% weight)** **1 credit**
 This course is designed for students who have an interest in doing research in a specific area in science. The aim of this course is to help students learn research methods and prepare papers of Intel Science Project quality. Students perform scientific research and inquiry by learning basic laboratory techniques and instrumentation to assemble data, interpret findings, and explore implications and applications of their research. Students may take this class for three years, by which time they will have completed their project.
- 35150** **Environmental Science** **1 credit**
 This course is designed to help students realize the importance of the relationship between living organisms and their environment. Students will study the impact of human activities on the environment, learn to make informed decisions about issues concerning the environment, and learn about careers in environmental science. This course meets five periods per week. *This course will culminate in a final examination.*

ELECTIVES

35160

Forensic Science

1 credit

This course will focus on the application of scientific methodology to solve crime. Some of the major themes in the course will be crime scene processing, fingerprinting, trace evidence analysis, DNA analysis, forensic pathology, ballistics, and blood spatter evidence. Guest speakers from the fields of forensics and law enforcement will be invited to share their expertise and experience. ***Prerequisite: Successful completion of Biology/Living Environment and Chemistry.***

4090E **ESL Global History and Geography I** **1 credit**
 This course is especially designed for limited English proficient (LEP) students at the beginning or intermediate levels of English proficiency. It introduces them to the study of Global History from the Ancient World through the Global Age. The history and interaction of different cultures throughout the world are explored. Emphasis is placed on reading, writing and the interpretation of primary sources.

YEAR TWO

41000 **Global History II R** **1 credit**
 This course is designed to focus on the common themes that recur across time and place and eight historical eras. This is the second part of a two-year sequence which focuses on a chronological study of 1) an age of revolutions (1750-1914); 2) a half-century of crisis and achievement (1900-1945); and 3) global connections and interactions. The course is designed to create in students a greater awareness of the world in which they live. ***It will conclude with a Regents Examination encompassing material from Global History and Geography I and II.***

41002 **Global History II R Honors (5% weight)** **1 credit**
 This course focuses on the common themes that recur across time and place and eight historical eras. This is the second part of a two-year sequence which focuses on a chronological study of (1) An Age of Revolutions (1750-1914); (2) A Half-century of Crisis and Achievement (1900-1945); (3) Global Connections and Interactions. This course is designed to show interdependence and to create in students a greater awareness of the world in which they live. Within the honors level course, the program is designed to stress the development of higher-order cognitive skills through the use of more challenging questions, more in-depth study of topics, the use of more complete and difficult questions, and more challenging classroom examinations. In addition, students are expected to do more in-depth study of topics, the use of more complete and difficult primary sources, more challenging classroom examinations and independent study. ***This course will conclude with a Regents examination encompassing material from Global History and Geography I and II.***

41001 **Advanced Placement World History (10% weight)** **1 credit**
 This course highlights six overarching themes that correspond to the NYS curriculum for Global History and Geography. The themes include: interaction among societies; the relationship of continuity and change; the impact of technology and demography on people and the environment; systems of social structure and gender structure, the cultural and intellectual developments and interactions among and within societies; the changes in functions and structures of states including the emergence of the nation-state. ***This course will conclude with a Regents examination encompassing material from Global History and Geography I and II. Students are also required to take the Advanced Placement World History Examination prepared by the College Entrance Examination Board. College credit is based upon the Advanced Placement examination score.***

4100E **Sheltered Global History and Geography II (R)** **1 credit**
 This course, taught by a social studies teacher, is the second part of the Global History strand and is especially designed for limited English proficient (LEP) students at the “Intermediate” level of English proficiency. It continues with the Global History curriculum and prepares the LEP students to pass the Global History Regents examination.

YEAR THREE

41100 **United States History/Govt R** **1 credit**

This chronologically organized course emphasizes the United States as an industrial nation. Topics include (1) The Constitutional Foundations for the Democratic Republic; (2) Nationalism and Sectionalism; (3) Industrialization of the United States; (4) The Progressive Movement; (5) Prosperity and Depression (1917-1940); (6) The U.S. in an Age of Global Crisis (1941-1950); (7) The U.S. and the World since 1950. *This course will conclude with the U.S. History and Government Regents examination.*

41102 **United States History/Govt R Honors(5% weight)** **1 credit**

This chronologically organized course emphasizes the United States as an industrial nation. Topics include (1) The Constitutional Foundations for the Democratic Republic; (2) Nationalism and Sectionalism; (3) Industrialization of the United States; (4) The Progressive Movement; (5) Prosperity and Depression (1917-1940); (6) The U.S. in an Age of Global Crisis (1941-1950); (7) The U.S. and the World since 1950. Within the honors level course, the program is designed to stress the development of higher-order cognitive skills through the use of more in-depth study of topics and the use of more challenging primary sources. In addition, students are expected to take more challenging classroom examinations and do more independent study. *This course will conclude with the U.S. History and Government Regents Examination.*

41101 **Advanced Placement United States History and Government (10% weight)** **1 credit**

This is a college level course covering the period from colonial times to 1886 in the first semester, and the period from 1886 to the present in the second semester. *Students are required to take the Advanced Placement United States History Examination prepared by the College Entrance Examination Board. College credit is based upon Advanced Placement Examination score. The final examination for the course is the Regents Exam in U.S. History and Government.*

YEAR FOUR

41210 **Economics** **½ credit**

This course deals with the basic principles that help explain the operation of our economy, money, and banking, business organization, and the stock market.

41212 **Economics H (5% weight)** **½ credit**
(Spring Valley High School Only)

This course deals with the basic principles that help explain the operation of our economy, money, and banking, business organization and the stock market. As an honors level course, the program is designed to emphasize the development of higher-order cognitive skills through the use of more challenging questions and activities, more in-depth study of topics, the use of more challenging source material, and more challenging classroom examinations.

ELECTIVES

- 42130** **½ credit**
Contemporary Affairs
 This one-semester elective is designed to enable students to gain certain basic understandings about our contemporary world. Some of the topics covered are 1) crime and punishment in our society; 2) a study of diversity in our society; 3) the problems of marriage and family in our society; 4) the problems of aging; 5) alcoholism and drug abuse; 6) teenage suicide; 7) gun control; 8) animal rights; 9) terrorism; 10) criminal and civil law.
- 42210** **½ credit**
Psychology
 This one-semester elective introduces students to several topics in the field of psychology, including personality development, abnormal behavior, sleep and dreams, and dealing with problems. This course deals with a study of topics such as learning, personality, mental illness, hypnosis and dream analysis. Simulated behavior modification methods will be used where feasible.
- 42231** **1 credit**
Advanced Placement Psychology (10% weight)
(Spring Valley High School Only)
 This is a full-year, college-level course that covers eighteen units, including the biology of behavior, thought and language, and stress and emotions. Psychology is not a prerequisite for AP Psychology. ***This course is available to seniors and qualified juniors. Students are required to take the Advanced Placement Psychology Examination prepared by the College Entrance Examination Board. College credit is based upon Advanced Placement Examination scores.***
- 42233** **½ credit**
Psychology – Project Advance (10% weight)
(Ramapo High School 12th graders only)
 This one-semester college-level psychology course is given under the auspices of Syracuse University. It provides a foundation for more advanced study in the subject. ***This course affords the opportunity to earn college credits from Syracuse University.***
- 42250** **½ credit**
Sociology
(Ramapo High School Only)
 This one-semester sociology course introduces students to the field by engaging them in discussions and written analysis of current topics. The topics include family, institutions, sports, culture and race relations. Students are expected to carry out fieldwork by the use of cooperative learning groups, technology and face-to-face interviews.

Sociology – Project Advance (10% weight)**42253****(Ramapo High School Only)****½ credit***Open to 12th graders only*

This one-semester, college-level sociology course, given under the auspices of Syracuse University, is designed to introduce students to the professional field. The course uses professional journals in the area of sociology to cover such topics as identity, marginality, transgenderism, post-modernism, the media and multiculturalism. Students are moved to high level thinking by provocative discussions and in-depth analysis of professional articles. Field projects and written analysis are required through the use of cooperative learning groups, technology and face-to-face interviews. *This course affords the opportunity to earn college credits from Syracuse University.*

42340**Constitutional Law*****½ credit**

In this one-semester course, students examine our protections under the Bill of Rights, study major Supreme Court decisions and current constitutional issues and their impact on our lives. Students develop the skills of legal analysis and engage in mock trials.

42350**American Justice System*****½ credit**

This one-semester course examines aspects of constitutional, criminal and civil law. Rights, due process of law and legal system structure are included. Mock court trials and field trips will be included.

***NOTE: The Constitutional Law and American Justice System courses will be offered in alternating years.**

42370**Criminal Justice****½ credit**

This one-semester course offers students the opportunity to study, observe and participate in the American Criminal Justice system. Students will study significant cases, listen to guest lecturers such as District Attorneys, lawyers and Judges. Students will participate in Mock Trials to gain experience in the field of law. Through this course students will learn of their rights and responsibilities in our society.

42410**African-American Studies****½ credit**

This one-semester course is a study of the history of the African-American in the United States from the 1500's to the present. It emphasizes the African-American struggle against persecution, oppression and injustice as well as the achievements and contributions of African-Americans to American life. Contemporary issues (affirmative action, the family, education) are discussed as well. Students must complete a research project related to the African-American experience.

Model Congress**42500****(Ramapo High School Only)****½ credit**

This course offers students a chance to learn about the legislative process of the United States using a “hands-on” approach. Students select an aspect of our society which they believe can be improved by legislation, then research the problem, write original legislation and prepare to debate and defend their ideas. Students are also offered the opportunity to attend Model Congress Conferences sponsored by other high schools and by major universities. *Only seniors may use this course to fulfill the Participation in Government requirement.*

42263

College Learning Strategies

½ credit

(Ramapo High School 12th graders only)

This one-semester course, involves the study and application of strategic approaches to learning. In preparation for the rigor of college study, students will learn to apply learning strategies in their current courses and analyze which work best for them.

41250

Social Studies Regents Prep

No Credit

(12th graders only)

This one-semester course is for fourth-year high school students who have passed the Global History and/or United States History courses but have not yet passed one or both of the Regents examinations. Instruction will be individualized based on each student's needs. Teacher and student will analyze the actual results of the student's prior Regents examination(s) to plan a differentiated instructional program.

TECHNOLOGY

Technology offers students the opportunity to learn about the social forces that make technology such a pervasive part of our lives. The courses offered provide a broad overview of industry processes in our technologically oriented society. All our classes offer real world, hands-on experiences with an emphasis on cutting edge technology.

61110 **Productions Design and Engineering** **1/2 credit**
This course recognizes the dramatic changes that have occurred in the way products are designed and manufactured. Hands-on activities in the design development, production and evaluation of manufactured goods will emphasize a team approach to manufacturing. Students will receive an introduction to technical drawing. Conventional and computer-aided manufacturing processes are explored with quality control and statistical analysis of manufacturing defects.

61410 **Graphic Communications** **1/2 credit**
This course consists of instruction and hands on activities in image design, electronic imaging, equipment interfacing, telecommunications, prepress processes and image transfer and finishing. Desktop publishing and other computer technologies are stressed.

61610 **Principles of Engineering** **1/2 credit**
This course introduces students to concepts of engineering (design, modeling, optimization systems and technology/society interactions). This course serves as good foundation to enable students to make connections to “real world” case studies.

61810 **Introduction to Architecture** **1/2 credit**
This course, which fulfills the art/music requirement for technology students, is designed for students who wish to study residential and commercial building design. It integrates math, science and technology into architectural design solutions. Students design houses, interiors and landscapes using 2D and 3D computer graphics systems. Class activities include field trips, student scholarship contests, guest speakers, and model building. Auto CAD 2000 and Chief Architect as well as other technologies enable students to create floor plans, elevations, and renderings which culminate with the construction of a three-dimensional scale model of students' original architectural designs. Career opportunities in architecture and related professions are explored.

62000 **Design and Drawing for Production I** **1 credit**

62010 **Design and Drawing for Production 1** **1/2 credit**
This is an introductory course designed to challenge students using the creativity of design, the exactness of technical drawing, model building as well as some full-scale products. Students will study and solve problems in aerospace, mechanics and packaging as well as develop skills in computer-aided drafting (CAD). Extensive use of computer programs is integrated into this course. This course can be taken by all students to fulfill the diploma requirements in art/music.

63710

Web Site Development & Design

½ credit

This one-semester course will provide students an overview of the skills and knowledge required to design and construct Internet web sites. Students will use a variety of web site creation software products as they conceive of, organize and develop web sites for educational, business and personal uses. Additional emphasis will be on using effective research skills.

67210

Computer Engineering & Repair

½ credit

This one-semester course is designed to give students an understanding of the basic components, functions and construction of personal computers. Students will learn correct terminology, important features, how information is input, stored and accessed. They will build a computer from parts, demonstrate use of multiple operating systems, troubleshoot hardware problems, discern possible solutions and make necessary repairs.

VISUAL ARTS

The philosophy of the art department is to create an environment, which promotes and fosters a positive climate conducive for maximizing the potential of creative expression. The art curriculum furnishes students with various experiences including production, aesthetics, career exploration, problem solving, creative thinking and technology. Emphasis will be placed on the New York State Learning Standards for the Arts.

73810 **Studio Art 1** **½ credit**

This is a beginning prerequisite course dealing in the design principles, theories of color and painting techniques while using various media in order to help the students build visual and graphic vocabulary and to become familiar with art expression as a visual language. *Students are required to take Studio Art 1 prior to enrolling in any of the other art elective courses offered in the senior high school. Studio Art meets the graduation requirement for the arts.*

73820 **Studio Art 2** **½ credit**

Studio Art 2 is for students wanting a full year in Art prior to starting specific Art electives. One year of Studio Art is required for a sequence in Art. *Prerequisite: Studio Art 1*

74010 **Painting 1** **½ credit**

In this course, emphasis is placed upon the study of pictorial organization and the development of sensitivity to color. The student in Painting 1 learns to develop his/her powers of observation and analysis. The subject opens up an immense field and cultivates judgment in matters of construction, composition, form, space, values, tone, color and line. *Prerequisite: Studio Art 1*

74110 **Painting 2** **½ credit**

This course provides further training of the imaginative and creative abilities of the students. While continuing the work taught in Painting 1, the student would be expected to work more independently. In addition, an awareness and analysis of contemporary forms in painting is accomplished through group discussions, slides and related readings. *Prerequisite: Studio Art 1 and Painting 1*

74210 **Painting 3** **½ credit**

Students will work more independently towards personal visual statements. An exhibition of the student's work will be mounted. *Prerequisite: Studio Art 1 and Painting 2*

75310 **Computer Art Graphics 1** **½ credit**

This is an introductory course in using the computer as an artistic tool. Students will receive an overview of the use of computers in today's art world. They will use a variety of software programs to create two-dimensional art work for illustrations, drawing, photography and page design. *Prerequisite: Studio Art 1*

75320 **Computer Art Graphics 2** **½ credit**

This class builds on the skills learned in Computer Art Graphics 1. Students will also develop abilities in two-dimensional and three-dimensional animation using current software products with applicability to the art and business worlds. *Prerequisite: Studio Art 1 and Computer Art Graphics 1*

- 74410** **Cartooning 1** **½ credit**
 This course introduces the materials, techniques and processes involved in the designing of cartoons. Emphasis is placed on developing original figures, animals and caricatures through the use of charcoal, pastels, pen and ink, brush, watercolors, lithograph pencils and tempera. *Prerequisite: Studio Art 1*
- 74420** **Cartooning 2** **½ credit**
 This course provides for advanced work in cartooning including cartoon illustration and two and three-dimensional animated films. *Prerequisite: Studio Art 1, Cartooning 1 and permission of instructor.*
- 75110** **Drawing 1** **½ credit**
 This course introduces the student to numerous creative and experimental approaches to drawing such as contour, gesture, mass and modeling. Techniques of pencil, pen and ink, brush, charcoal, pastels, watercolors, tempera collage and acrylics are explored. *Prerequisite: Studio Art 1*
- 75120** **Drawing 2** **½ credit**
 This course provides for further training in imagination and creative abilities of the students. Students will be required to work at a more advanced level exercising awareness of and analysis of contemporary forms. *Prerequisite: Studio Art 1, Drawing 1 and permission of instructor.*
- 75130** **Drawing 3** **½ credit**
 Students will work more independently towards personal visual statement. *Prerequisite: Studio Art 1, Drawing 2 and permission of instructor.*
- 74810** **Advertising Design** **½ credit**
 Students will study the principles of graphic communication, layout, lettering and typography, historical development of advertising, the structure of an agency and steps in preparing an ad. Emphasis is placed on individual problems dealing in commercial illustrations. Techniques of airbrush, pen-brush, press-type, zip-a-tone, and silk screening are investigated. *Prerequisite: Studio Art 1*
- 74510** **Sculpture** **½ credit**
 This course deals with the creation of structure in space. Problems in construction, modeling and carving are explored with materials such as string, wire, mat board, paper mache and clay. An awareness and analysis of contemporary forms of three-dimensional design are accomplished through group discussion, films and related readings. *Prerequisite: Studio Art 1*
- 73600** **Mural Painting** **1 credit**
 This course is designed to give students the opportunity to paint or construct a mural on school community interior walls. Students are introduced to techniques and materials used in this process. *Prerequisite: Studio Art 1 and permission of the instructor are required.*
- 74300** **Portfolio Development** **1 credit**
 Portfolio Development provides an opportunity for students to develop individual artwork with the purpose of completing an art portfolio for college placement. *Permission of the instructor is required.*

MIDDLE SCHOOL COURSE OFFERINGS

7th Grade	8th Grade
English Social Studies Science Math Language Other Than English Physical Education/Health/Music Family & Consumer Science/Fine Art Lunch	English Social Studies Science Math Language Other Than English Physical Education/Music Technology Lunch/Health (if not taken in Grade 7) Art Technology

Chestnut Ridge Middle School and Pomona Middle School

ENGLISH

English instruction centers on the acquisition of effective communication and language skills. Of primary importance in ELA instruction is the development of reading, writing and thinking strategies. Students become active in their learning by developing the ability to monitor their own learning processes. Language development and the mastery of communication skills occur through explicit instruction, practice and use of these skills.

Grade 7

10700

English 7

This course focuses on the acquisition and development of the central processes of Common Core Curriculum Objectives.. Instruction centers on the use of reading, listening, writing and speaking skills that are closely aligned with the Common Core Learning Standards for ELA. Students become adept at using all phases of the writing process for writing that occurs across the curriculum. A collaborative and literate learning community is created that supports self-exploration and expression through literature and language. Students are provided with varied opportunities for enrichment that include deeper and more explicit development of research and technology skills, interacting with more demanding texts and producing more nuanced and developed responses that allow the students to extend and explore their own literary voices. Students needing intensive support in skills and language are placed in this two period literacy class. This course emphasizes the use of authentic literacy strategies to enable students to improve their literacy skills and is aligned to the Common Core Curriculum Objectives..

10702

English 7 Honors

In this course, students are expected to exercise independent and complex thinking, reading, writing and language skills through self-initiated and teacher-directed units of study. This course provides a challenging, enriched, and differentiated curriculum that is closely aligned with the Common Core Curriculum Objectives.. Students are provided with varied opportunities for enrichment that include deeper and more explicit development of research and technology skills, interacting with more demanding texts and producing more nuanced and developed responses that allow the students to extend and explore their own literary voices.

Pre-Requisite: Teacher recommendation and proficiency on State assessment

Grade 8

10800

English 8

This course focuses on the continuing development of the Common Core Curriculum Objectives. Students use language skills to listen, speak, read and write for information and understanding, literary response and expression, critical analysis and evaluation and social interaction. Fictional and non-fictional literary selections are used as vehicles and exemplars for enhancing students' verbal and written communication skills. Students become more adept at using the writing process to prewritten, draft, revise, edit and publish original and on-demand writing tasks which include narrative, descriptive, informative and persuasive genres. Writing instruction consists of constructing short and extended responses, composing independent essays, creating original poetry and drama, along with an introduction to formal research.

10820**English Literacy 8**

Students needing extra support in communication skills (language, reading, writing, speaking, listening) are placed in this two-period literacy class. The course is presented using a workshop approach similar to that used in English Literacy 7. Students will participate in authentic communication activities to accelerate reading comprehension, written expression and critical thinking to ensure that, by the end of the year, they will be prepared for the literacy challenges of high school. This course is aligned to the Common Core Curriculum Standards.

10802**English 8 Honors**

In this course, students are expected to exercise independent and complex thinking, reading, writing and learning skills through self-initiated and teacher-directed areas of study. This course provides a challenging, enriched, and differentiated curriculum that is closely aligned with the Common Core Curriculum Standards. Grade 8 Honors emphasizes skill development in writing, vocabulary, oral communication, literature and critical thinking. In addition to authentic application of the writing process, students will be actively involved in the selection, planning, organization, refinement, and evaluation of various forms of written and oral expression. Students will direct writing toward specific audiences and purposes. Students will also explore and critically analyze a variety of literature. Pre-Requisite: Teacher recommendation and high proficiency on State assessment

ENGLISH LANGUAGE LEARNER PROGRAMS

The English Language Learner program in the East Ramapo middle schools offers intensive instruction to students whose first language not English and who have limited English proficiency. Students learn to understand, speak, read and write English as they adjust to the new culture. The program is designed in such a way that English Language Learner (ELL) students receive help with learning English immediately upon arrival to the District. The goal of the program in the middle schools is to prepare the ELL students to meet the academic challenges of all major content areas as determined in the New York State Common Core Standards.

Courses in English as a Second Language (ESL) are offered in “Beginning”, “Intermediate” and “Advanced” levels. These multi-level courses are specifically designed to develop English language skills as they relate to the New York State English as a Second Language Standards as well as the New York State ELA Common Core Standards.

ESL Sheltered Classes in the Content Areas

The ESL Content classes (math, science and social studies) are taught by content area teachers who have been trained in the Sheltered Instruction Observation Protocol (SIOP), which is a method of lesson preparation and delivery especially designed for the instruction of ELL students in the content areas.

COURSES

1721E

ESL Beginning

Two Periods

ESL Beginning is a class designed to provide basic and survival English language communicative skills to beginning level ELL students so that they may acclimate to their new school and community environment. In this course, emphasis is placed on the development of these students’ oral/aural English skills. By the end of the course, students are expected to master the basic principles of the English language in the areas of listening, speaking, reading and writing.

1731E

ESL Intermediate

Two Periods

By the completion of this course, students will be able to comprehend and respond to main points and the important details in oral discourse in moderately demanding contexts of language use, including media broadcasts. They will be able to understand implications beyond surface meaning. They will recognize and understand an expanded inventory of concrete and idiomatic language.

1741E

ESL Advanced

One Period

By the end of this course, students will be able to comprehend and respond to many important aspects of oral and written language, on social and academic topics, such as main points, details, speaker's purpose, attitudes, levels of formality, and inferences. They will be able to comprehend an expanded range of concrete, abstract, and conceptual language and sustain understanding of conceptually or linguistically complex speech.

2073E – Grade 7
2083E – Grade 8

ESL Sheltered Math

One Period

This course, taught by a content area teacher, is designed for Beginning and Intermediate level ELL students in grades 7 or 8. In this sheltered math class, ESL students study the mathematics concepts and skills aligned to the New York State Common Core mathematics standards.

3073E – Grade 7
3083E – Grade 8

ESL Sheltered Science

One Period

This course, taught by a content area teacher, is designed for Beginning and Intermediate level ELL students in grades 7 or 8. In this sheltered science class, ESL students study the science concepts and skills aligned to the New York State Common Core science standards.

4073E – Grade 7
4083E – Grade 8

ESL Sheltered Social Studies

One Period

This course, taught by a content area teacher, is designed for Beginning and Intermediate level ELL students in grades 7 or 8. In this sheltered social studies class, ESL students learn social studies concepts and skills aligned to the New York State Common Core social studies standards.

FAMILY AND CONSUMER SCIENCE

The study of Family and Consumer Science is increasing in importance because of the students' need for independent living skills at an earlier age. It introduces the students to both academic and practical applications of:

- *Personal development as well as applied decision making and personal safety*
- *Nutrition and the culinary arts*
- *Clothing construction and its practical application*
- *Consumerism and Financial Literacy*

It is both a hands-on and academic program that allows the student to combine his/her skills from their core subjects. The program is critically merged with the concept of "career choice" and how the student can use his/her education in their adult life.

69070

Family & Consumer Science/Home and Career Skills

Grade 7

The Family & Consumer Science/Home and Careers Skills course is based on the understanding that the ability to reason, think critically, creatively, and to reflect on one's actions, empowers students to act responsibly toward themselves, families, peers, and the larger society. The course is designed to offer a variety of life skill experiences. They will participate in activities to help youngsters become independent thinkers as well as responsible members of the family, community and the workforce. The course addresses building self esteem, friendships, family, interpersonal relationships, problem solving, decision making, clothing care, sewing skills, nutrition, basic cooking skills, personal financial skills, interior design, and career exploration. ***This course is required of all 7th grade students for 30 weeks.***

LANGUAGES OTHER THAN ENGLISH (LOTE)

The middle school program in languages other than English provides a curriculum that is closely aligned with the Board of Regents' goals for secondary education and the New York State syllabus for Modern Languages. The program emphasizes a communicative approach to teaching a foreign language. Teachers present the vocabulary and grammatical structures necessary to facilitate the students' use of language as a tool to accomplish a specific communicative purpose in a particular situation. An additional emphasis on cross-cultural skills is intended to foster an understanding of those countries in which the target language is spoken.

In middle school, students are introduced to the language, its sound system, vocabulary and the grammatical structures that are necessary for communication. This is accomplished through authentic communicative tasks. Students often participate in pair and group activities structured to fill in information gaps and express opinions on a variety of everyday situations of interest to adolescents. Attention is paid to enhancing students' listening and speaking skills. They read authentic documents while scanning for specific information. Writing skills are developed to enable the students to request and provide information and express their opinions in short notes to peers and adults.

53610**French Beginning 1**

The emphasis in this level is on acquiring language through comprehensible input. Students will spend much class time engaged in listening and speaking activities. Students will be taught the skills necessary to be able to scan through an authentic reading to gather specific information. Writing notes to accomplish a task is a goal of this program. Grammar items will be taught as they are necessary for communication. The topics covered in this course include: personal identification and description, school/shopping for school, leisure activities and sports, food and restaurants, entertainment and body and health. Participation in class activities is a major component of the child's grade.

53620**French Beginning 2****1 credit**

This course is a continuation of Beginning 1. Emphasis continues to be placed on communicative proficiency as measured by the student's ability to accomplish a variety of tasks in different situations. Listening, speaking, reading and writing will be practiced as they relate to the functions of language: providing and obtaining information, expressing personal feelings, persuasion, and socialization. Grammar will continue to be taught as it becomes necessary to communication. The topics covered in this course include: family, vacation and travel, food and shopping, community, shopping and clothing, house and home and talking on the telephone. Participation in class activities continues to be a major component of the student's grade. **Students will earn credit by passing BOTH the class and the FLACS proficiency exam.**

Pre-Requisite: Beginning 1

54020**Spanish Beginning 1**

The emphasis in this level is on acquiring language through comprehensible input. Students will spend much class time engaged in listening and speaking activities. Students will be taught the skills necessary to be able to scan through an authentic reading to gather specific information. Writing notes to accomplish a task is a goal of this program. Grammar items will be taught as they are necessary for communication. The topics covered in this course include: personal identification and description, school, leisure activities and sports, food and meal taking, family, and shopping and clothing. Participation in class activities is a major component of the child's Grade

Middle School Languages Other Than English

54010

Spanish Beginning 2

Spanish Beginning 2 is a continuation of Beginning 1. Emphasis continues to be placed on communicative proficiency as measured by the student's ability to accomplish a variety of tasks in different situations. Listening, speaking, reading and writing will be practiced as they relate to the functions of language: providing and obtaining information, expressing personal feelings, persuasion, and socialization. Grammar will continue to be taught as it becomes necessary to communication. The topics covered in this course include: house and home, vacation and travel, health and body, community, movies and TV, restaurants and weather and the environment. Participation in class activities continues to be a major component of the child's grade. **Students will earn credit by passing BOTH the class and the FLACS proficiency exam.**

Pre-Requisite: Beginning 1

00000

Spanish I

1 credit

This is a Checkpoint A course for the 7th & 8th grade Native/Heritage speakers of Spanish. Emphasis is placed on literacy skills while continuing to improve communicative competence in the four language skills; listening, speaking, reading and writing. The topics covered in this course include all of those from Beginning 1 and Beginning 2. Students will earn credit by passing BOTH the class and the FLACS proficiency exam.

54030

Spanish II

1 credit

This is a high school level course offered to native speakers as well as those students who have demonstrated checkpoint A level proficiency. This class is a continuation of Beginning 2. Emphasis continues to be placed on communicative proficiency as measured by the student's ability to accomplish a variety of tasks in different situations. An additional emphasis will be placed on literacy skills for heritage language students. Students will be able to comprehend short conversations on simple topics in everyday situations and the frequently used tense forms and work order patterns in simple sentences. They will be able to initiate and sustain a conversation using the more common verb tense forms in their accurate word order within simple sentences. They will be able to read with understanding simple narrative and descriptive authentic materials and edited texts within a familiar context. Students will be able to distinguish some culturally authentic patterns of behavior and start to assimilate into their communicative skills new cultural patterns from their observation of authentic models.

MATHEMATICS

The seventh and eighth grade mathematics curriculum serves a dual purpose: to develop proficiency with mathematical and problem-solving skills and to expand the understanding of math concepts in order to provide a smooth transition from elementary to high school mathematics.

The curriculum for the middle school student reinforces basic skills in computing with whole numbers, fractions, decimals and percents. In addition, students are introduced to rational numbers, algebra, probability and statistics. In geometry topics include the English and metric measurement systems, plane figures, figures in space, congruence, similarity and symmetry. Great emphasis is placed on critical thinking and problem solving skills to prepare students for success on the New York State Grade 7 and Grade 8 Mathematics Assessment, which all students are required to take.

The seventh and eighth grade curriculum, together with its associated skills, forms an essential part of the mathematical background all students need.

Grade 7

20700**Mathematics 7**

This course is designed to meet all of the grade level performance objectives in alignment with the New York State Mathematics Core Curriculum. The 7th grade course focuses on building students' further understanding of fundamental concepts introduced in previous grades. Course work includes units of study such as numeration, algebra, geometry, probability and statistics/data skills, with an ongoing emphasis on real-world problem solving. *Students will take the 7th Grade New York State Mathematics Assessment in May.*

20702**Mathematics 7 Honors**

This course is designed for students who demonstrate a strong aptitude for mathematical content and processes. Students are exposed to two years of coursework (7th and 8th grade) in one year. Student must demonstrate mastery for their 6th grade math course AND high proficiency on the NYS Grade 6 Math Test. Curriculum units include integers, transformational geometry, coordinate geometry/constructions, a vast algebra component, and investigations that involve critical reasoning. Students in this course will take the first year of high school mathematics in the 8th grade. *Students will take the 7th Grade New York State Mathematics Assessment.*

Grade 8

20800**Mathematics 8**

This course focuses on extending student understanding of the concepts and skills studied in Math 7. Emphasis will be given to problem solving in alignment with the New York State 8th Grade Core Curriculum. Course highlights include algebra, ratio/proportion/percent, transformational geometry, and coordinate geometry. *All students will take the 8th Grade New York State Mathematics Assessment.*

21802**Integrated Algebra R (5% weight)****1 credit**

Prerequisite: Accelerated 7 course grade should be 85 or above AND high proficiency on the NYS Grade 7 Math Test. This high school level course includes the development of mathematical concepts and skills through the following content strands: number sense and numeration, algebra, geometry, measurement, statistics and probability. Students will become proficient in the basic functions of a graphing calculator. Students earn one high school credit for successfully completing this course. *All students will take the 8th Grade New York State Mathematics Assessment.* **There is also a mandated State Regents Examination given in June.**

MUSIC

The middle school music experience develops self-expression and aesthetic awareness while preparing students for a lifetime of continued learning and appreciation. The music program focuses on the role of the student as a listener and creator in a musical environment. The performing music curriculum facilitates students' maximum involvement in music, offering students the opportunity to enrich their lives through participation in a variety of performing groups. As part of the performing curricula additional instruction is provided. Participation at the Spring Concert is mandatory for all performing groups. Emphasis will be placed on the four New York State Learning Standards For The Arts.

76810**General Music***Grade 7/8*

This course introduces students to the fundamentals of electronic music. Students work with the synthesizer, computer, midi, drum machine and sequencer. Projects may include production of a demo tape and/or sequencing music for a vocal or instrumental performance.

76900**Beginning Band – Grade 7/8**

This course is open to students beginning most band instruments except percussion, keyboards and guitar. *Students are required to attend music lessons.*

77100**Junior Band - Grade 7/8****77200****Junior Band - Grade 7/8**

This course is for students beginning at least their second year of study of a band instrument. The student will experience playing in a full band. The music played will encompass a range from simple to medium degree of difficulty. *Students are required to attend music lessons and participate in the Spring Concert.*

77800**Concert Band - Grade 7/8****77900****Concert Band - Grade 7/8**

This course, which entails more detailed section work, is for students with two or more years of instrument study. Phrasing, individual techniques and sound production will be stressed. *Students are required to attend music lessons and to perform in the Spring Concert.*

75400**Beginning Orchestra (Strings) - Grade 7/8**

This course is open to students who are first beginning violin, viola, cello or bass study. *Students are required to attend music lessons one period a week.*

77500**Junior Orchestra - Grade 7/8****77400****Junior Orchestra - Grade 7/8**

This course is for students beginning their second year of string study. The student will learn within a section as part of a full string orchestra. *Students are required to attend music lessons and required to participate in Spring Concert.*

75600 **Concert Orchestra – Grade 7**

75700 **Concert Orchestra – Grade 8**

This course is open to students who have two or more years of study on a string instrument. Advanced string techniques and reading skills are studied. *Students are required to attend music lessons and required to participate in the Spring Concert.*

75500 **Chorus 7**

75800 **Chorus 8**

Special attention will be given to the basics of voice production, of sound and techniques in singing according to the Standards for the Arts. The chorus will engage in theory and sight singing, while broadening their choral repertoire. Two- and three-part choral arrangements will be used. *Students are required to participate in the Spring Concert.*

SCIENCE

Science promotes curiosity and a sense of wonder, encourages lifelong exploration, and serves as a means to satisfy the intrinsic human need to understand ourselves and our world. Through scientific investigation and thought, students expand their knowledge to better understand and explain the phenomena they observe in the world around them. Learning science is an active process, requiring hands-on activities, which enable students to make personal sense of the physical world.

Grade 7

30700**Science 7**

This course studies life science and chemistry. Students will use scientific inquiry to answer questions through data collection and analysis. Activities and assessments will require students to explain, analyze and interpret scientific facts.

30702**Science 7 – Accelerated/Honors**

This course is for the student who has the ability to master both 7th and 8th grade science in one year. Students will study life science, chemistry, physical science and earth science. Upon successful completion of this course, students may be recommended to take the Regents level Living Environment course.

Pre-Requisite: To participate, students must be in all honor level courses. In order to meet with the rigor of the Living Environment High School Course (High literacy and computational skills are necessary).

Grade 8

30800**Science 8**

This course studies earth properties in the physical setting. Students will understand and apply scientific concepts, principles, and theories pertaining to the physical environment and recognize the historical development of ideas in science. Instruction focuses on understanding important relationships, processes, mechanisms, and applications of concepts. Scientific inquiry encourages students to develop explanations of natural phenomena in a continuing, creative process. Activities and assessments will require students to explain, analyze, and interpret scientific processes and phenomena. This course culminates in the New York State Intermediate Level Science Assessment, which tests science knowledge and skills learned in grades 5 through 8.

32000**Biology/Living Environment – Honors (5% weight)****1 credit**

Students who successfully complete Science 7 Accelerated may be placed in this class. The course focuses on the students' ability to explain, analyze and interpret biological processes and phenomena. Importance is placed upon relationships, processes, mechanisms and application of concepts related to living things. Students must complete a minimum of 1200 minutes of Living Environment laboratory work This includes the four mandated New York State Living Environment labs. *Students will then be eligible to take the required Biology/Living Environment Regents in June as the final exam.*

SOCIAL STUDIES

The basis of the East Ramapo Central School District middle school social studies program is derived from the ideas of the National Council for the Social Studies (NCSS) and the New York State Learning Standards for Social Studies. The NCSS succinctly states, “The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an independent world.”

Accordingly, the primary goals are to:

- *promote civic competency;*
- *integrate knowledge, skills, and attitudes within and across disciplines, with special emphasis on the ELA and technology standards;*
- *help students construct a knowledge base within history, geography, economics, political science, anthropology, and sociology;*
- *reflect the changing nature of knowledge by connecting historical events to contemporary issues;*
- *encourage decision making and higher order critical thinking skills; and*
- *emphasize major concepts and enduring understandings.*

Grade 7

40700

Social Studies 7

The grade 7 social studies course focuses on a chronologically organized study of United States and New York State history. The course content is divided into six units, tracing the human experiences in the United States from pre-Columbian times to the Civil War, and tying political, economic, and social trends in United States history to parallel trends and time frames in New York State history. Hemispheric links to Canada, Mexico and European history will provide a model for global connections. This course is designed to meet the individual needs of all students.

40702

Social Studies 7H

This course provides a challenging, enriched and differentiated curriculum that is based on the Social Studies 7 program. Students are encouraged to analyze, synthesize and evaluate global connections and current issues. The honors level program requires students to take greater responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative process, critical analysis and application, reflective thinking, and the expression and defense of ideas generated through the study of the content.

Pre-Requisite: Teacher recommendation and proficiency on the state ELA assessment.

Grade 8

40800

Social Studies 8

The grade 8 social studies course focuses on a chronologically organized study of United States and New York State history. The course content is divided into six units, tracing the human experience in the United States from the Civil War to Citizenship in today’s world, and tying political, economic and social trends in the United States history to parallel trends and time frames in New York State history. Hemispheric links to Canada, Mexico and Europe will provide a model for global connections. The program is also designed to stress the development of higher order cognitive skills, conceptualize unfamiliar information, and determine the validity of information and arguments. Primary sources are used and independent research is required as students explore and analyze current issues.

40802

Social Studies 8H

This course provides a challenging, enriched and differentiated curriculum that is based on the social studies program. The honors level program requires students to take greater responsibility for their learning by participating in problem-seeking and problem solving, scholarly and creative processes, critical analysis and application, reflective thinking, and the expression and defense of ideas generated through the study of the content. In addition, more complex and challenging primary sources are used and special attention is given to independent research.
Pre-Requisite: Teacher recommendation

TECHNOLOGY

The Introduction to Technology is a course of study designed to enable students to understand the concepts that underlie technological systems. Students will learn about the influence of technology in their life. This course study includes home, society, history, school and the world of work.

Students will learn about the social forces that make technology such an all-encompassing part of our lives. Through a study of the resources which are generic to all technologies and a focus on how these are combined in technological systems, students are provided with conceptual tools to help them solve technological problems in three aspects of technology: biologically related technology, information/communication technology and physical technology. Students will further their understanding as they study the ways human beings combine resources of technology.

62080

Technology

The goals outlined above are accomplished through the study of the following modules: Getting to Know Technology, Computer Technology Access and Control, Hand Tool Project, Mass Production, Problem Solving, Career Planning, Hydroponics, Car Builder, Engineering, Robotics/Programming, and Aeronautics/Rocketry.

VISUAL ARTS

The middle school visual art experience develops self-expression to stimulate the growth of aesthetic awareness, sensitivity, creative and critical thinking, acquisition of art skills and individual personal expression. The curriculum is designed so that each student will acquire knowledge, understanding and appreciation of the artistic and cultural accomplishments and craftsmanship of various civilizations. The visual arts provide an environment where the students realize a sense of personal integrity and success. Emphasis will be placed on the New York State Learning Standards for the Arts.

70700

Art

This is a half-year exploratory program involving the manipulation of a variety of visual materials to stimulate the growth of aesthetic awareness and sensitivity, creative and critical thinking, and acquisition of arts skills and individual personal expression. Attention is given to use of tools, increased self-direction, and responsibility for materials. The content includes explorations in design, drawing, painting, sculpture and printmaking. Experiences with various materials such as paint, crayon, construction paper, fabric, clay and pariscraft are included. Historical research as well as contemporary applications are presented. This program leads to student pride in achievement and deeper understanding of the visual art experience.

**East Ramapo Central School District
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