Ossining High School’s
Program of Studies
For 2015-16 School Year

Intel Schools of Distinction
2012 Star Innovator Award
Middle States Program of Distinction for
World Language, Music and Counseling Programs
The Dr. Benjamin Cohn Inspirational Counselor Award
Dear Students,

I am pleased to present to you the Ossining High School’s Program of Studies for the 2015-2016 academic year. This comprehensive guide is the byproduct of many professionals working together to provide you with the best possible choice of courses to meet your academic needs. There has been some editing this year so please read the course descriptions carefully and, if necessary, be sure to consult with an administrator for further information regarding course content. Of special note, please be advised that students are required to pay tuition or a fee for most college level courses. Each student is required to meet with his/her guidance counselor to discuss this guide and the implications of their course decisions as they relate to graduation. The final scheduling will be completed in July, be sure that your student portal is active so that you can view your schedule when it is complete.

If you have any questions regarding the scheduling process, please do not hesitate to contact your guidance counselor, an assistant principal, or me. Thank you and good luck in the selection process.

Sincerely,

[Signature]

Joshua Mandel
Principal
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Ossining Union Free School District Mission Statement

The Mission of the Ossining Public Schools is:
- to place emphasis on quality instruction, and pupil achievement, because all children can learn;
- to hold high expectations for each individual student;
- to educate each child to his/her fullest potential;
- to prepare students for informed and active participation as responsible citizens in our American democracy;
- to foster respect for and appreciation of both individual differences and cultural diversity; and
- to provide equal educational opportunity for all.

Ossining High School Mission Statement

OHS provides an academic, artistic, athletic, and altruistic environment. Quality instruction focuses on college and career readiness and 21st century skills through relevant course selections. In addition, OHS values character education, creating respect and appreciation for individual and cultural diversity.
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<th>Ms. Achon-Cabrera</th>
<th>Ms. Fristedt</th>
<th>Ms. Mondanaro</th>
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<tr>
<td>Ms. Aguilar</td>
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<td>Mrs. Moran</td>
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<td>Mr. Albrecht</td>
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<td>Mrs. Narsipur</td>
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<td>Ms. Amato</td>
<td>Mr. Goldberg</td>
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<td>Ms. Amedo</td>
<td>Ms. Gomez</td>
<td>Mr. North</td>
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<td>Mrs. Amentas</td>
<td>Ms. Grassi</td>
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<td>Mrs. Baumann</td>
<td>Mr. Grey</td>
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<td>Ms. Bayer</td>
<td>Ms. Griffin</td>
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<td>Ms. Beattie</td>
<td>Ms. Guerin</td>
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<td>Mr. Bedoya</td>
<td>Mrs. Hanrahah</td>
<td>Mr. Piccirillo</td>
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<td>Ms. Bennett</td>
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<td>Mr. Quiroga</td>
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<td>Ms. Burns</td>
<td>Mr. Heath</td>
<td>Ms. Reddington</td>
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<td>Mrs. Cable</td>
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<td>Mr. Caccopola</td>
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<td>Ms. Rodriguez</td>
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<td>Mrs. Campion</td>
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<td>Mrs. Romero</td>
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<td>Mr. Carlucci</td>
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<td>Mr. Rosenbaum</td>
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<td>Ms. Caruso</td>
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<td>Ms. Chase</td>
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<td>Mr. Scamarone</td>
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<td>Mrs. Choumanova</td>
<td>Ms. Jackson</td>
<td>Mr. Schoenbart</td>
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<td>Mrs. Cinelli</td>
<td>Ms. Jacoby</td>
<td>Mr. Scints</td>
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<td>Mr. Clayton</td>
<td>Mr. Jaffess</td>
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<td>Mr. Cook</td>
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<td>Mr. Sicignano</td>
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<td>Dr. Cohen</td>
<td>Mr. Kalbfell</td>
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<td>Mrs. Cuddy</td>
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<td>Ms. Soohoo</td>
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<td>Ms. Davide</td>
<td>Ms. Kemencei</td>
<td>Ms. Sosa</td>
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<tr>
<td>Mrs. Davis</td>
<td>Ms. Knowles</td>
<td>Mr. Straub</td>
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<tr>
<td>Ms. DeFeo-Cascioli</td>
<td>Mrs. Kretzschmar</td>
<td>Mr. Tiner</td>
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<tr>
<td>Mr. DeGeorge</td>
<td>Mr. Krousckoff</td>
<td>Mr. Valens</td>
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<td>Mr. DeLeon</td>
<td>Mrs. Lagan</td>
<td>Dr. Van Koski</td>
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<td>Ms. Diamond</td>
<td>Ms. Lauture</td>
<td>Mr. Vargas</td>
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<td>Mr. DiVico</td>
<td>Mr. Leitner</td>
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<td>Mr. Dobelle</td>
<td>Ms. Longhitano</td>
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<td>Mr. Doyle</td>
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<td>Mr. Drinks</td>
<td>Mr. Maliniak</td>
<td>Mr. Whitehead</td>
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<td>Ms. Enriquez</td>
<td>Mrs. Mannarino</td>
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<td>Ms. Estrada</td>
<td>Ms. Marino</td>
<td>Ms. Wisniewsiki</td>
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<td>Dr. Fink</td>
<td>Mr. Mayer</td>
<td>Mr. Yonkler</td>
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<td>Mr. Fiorillo</td>
<td>Ms. McFarlane</td>
<td>Mrs. Zigler</td>
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<tr>
<td>Mrs. Florkowski</td>
<td>Ms. McRae</td>
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</tbody>
</table>
Guidance Department

Lorraine Longing, Assistant Principal
(914) 762-5760, Extension 2308
Llonging@Ossining.k12.ny.us

Counselors:

Madeline Cuddy - MCuddy@Ossining.k12.ny.us
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Marybeth Griffin - MGriffin@Ossining.k12.ny.us
Marie Kretzschmar - Mkretzschmar@Ossining.k12.ny.us
Kendall McFarlane - Kmcfarlane@Ossining.k12.ny.us
Johannah Moran - Jmoran@Ossining.k12.ny.us
Brian Piazza - BPiazza@Ossining.k12.ny.us

Support Services:

Ellen Campion, School Social Worker - Ecampion@Ossining.k12.ny.us
Marie Fristedt, Bilingual Social Worker - Mfristedt@Ossining.k12.ny.us
Rachel Lauture, Student Assistant Counselor - RLauture@Ossining.k12.ny.us
Esther Sohn, School Psychologist - ESohn@Ossining.k12.ny.us
Alexa Achon-Cabrera, Bilingual Psychologist - Aachon-Cabrera@Ossining.k12.ny.us

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Lorie Melomo, Lmelomo@Ossining.k12.ny.us
Stacy Scarduzio, Sscarduzio@Ossining.k12.ny.us
Guidance Department

Mission Statement:

The mission of the OHS Guidance Program is to provide a personalized education experience through an academic, artistic, athletic and altruistic environment for all students by supporting students' academic, personal, social, and emotional development.

OHS values character education, creating respect and appreciation for individual and cultural diversity, and access to quality educational opportunities for all students. Together as a community of educators, our focus is providing a college and career readiness academic program for all students; work with them to maximize their potential, and help them develop into lifelong learners who are prepared for the challenges they will face in the 21st century.

How to Use this Program of Studies:

This Program of Studies is provided to inform students, parents and guardians about available courses and sequences, programs and graduation requirements. This catalog is intended to answer questions that may arise regarding your child’s personalized education plan. As you read through it, you are encouraged to reach out to administrators, counselors and/or teachers with questions or concerns regarding your personalized academic, personal/social and career goals.

Personalized Education (9-12)

The Guidance Department is located on the first floor in the main building. In this area, you may obtain information about our school, as well as colleges and careers and provides for a personalized education.

Counselors are available to meet with students individually to discuss personal or career concerns. They may be seen on a drop-in basis; however, appointments are encouraged. Career education programs and counseling groups are an integral part of our counseling program.

Personalized Education in Ninth Grade (Freshmen year)
The freshman counselor provides personalized education to all freshmen through a variety of activities, programs and events. This begins with freshmen orientation which helps make a smooth transition from middle school to high school. The freshmen counselor is available to meet with and support the needs of the incoming freshman class. Students are introduced to careers through the Naviance program in freshmen year. Students are encouraged to meet with the freshmen counselor to develop academic, social emotional and career goals that will be forwarded to their sophomore counselor to continue to develop.

Personalized Education in Tenth Grade (Sophomore year)
All sophomores are assigned a counselor in 10th grade that they will remain with until graduation. Sophomores will take the PSAT’s, which are given in October. Personalized education in a tenth grader includes small groups co-led by counselors. The focus is on exploring their interests and beginning to develop a resume. Students are asked to explore their interests and values, to assess the skills and personality characteristics they possess, and to see how those traits will benefit their future career pursuits. Students are asked to complete a variety of activities in the Naviance program including but not limited to My Personality Type, Interest Inventory, Career Inventory and My Learning Plan. In February, all sophomores receive information on career education options available through our BOCES program.

Personalized Education in Eleventh Grade (Junior year)
As students continue to work with their counselor on academic, social/emotional, and career goals, personalized education begins to focus on post-graduation plans. Emphasize is on academic progress, college entrance exams, educational and career goals leading towards additional research and inquiry by the student, parent/guardian and counselor. Students receive valuable information that will help them prepare for the PSAT exam that they will take in October. All juniors and their parents are required to meet with their counselor for a Junior Planning Conference in the early spring. Students are encouraged to begin to visit college campuses during junior year and to draft their college essay.
Personalized Education in Twelfth Grade (Senior year)
Throughout senior year, counselors work with individual students on finalizing their post-graduation plans, whether it is college, military or the world or work. Students and counselors work on meeting important senior year deadlines, including college applications and scholarship deadlines. Counselors track information through the Naviance program. Counselors closely monitor graduation requirements to ensure students remain focused on completing New York State graduation requirements.

Sample Course Sequence

<table>
<thead>
<tr>
<th>Freshmen Year Grade 9</th>
<th>Sophomore Year Grade 10</th>
<th>Junior Year Grade 11</th>
<th>Senior Year Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core English 9</td>
<td>1</td>
<td>English 11 w/Practicum</td>
<td>1 English Elective</td>
</tr>
<tr>
<td>Common Core English 10</td>
<td>1</td>
<td>Common Core Alg 2/Trig</td>
<td>1 Math Elective</td>
</tr>
<tr>
<td>Int Algebra</td>
<td>2</td>
<td>Global 1 &amp; 2 Semestered</td>
<td>U.S. History</td>
</tr>
<tr>
<td>Social Studies Elective</td>
<td>1</td>
<td>Science Elective w/Lab</td>
<td>1 PIG / ECO</td>
</tr>
<tr>
<td>Living Environment W/Lab</td>
<td>1</td>
<td>World Language Level 3</td>
<td>Science Elective</td>
</tr>
<tr>
<td>World Language Level 2</td>
<td>1</td>
<td>World Language Level 3</td>
<td>1</td>
</tr>
<tr>
<td>Personal Challenge</td>
<td>0.5</td>
<td>Physical Ed</td>
<td>0.5 Physical Ed</td>
</tr>
<tr>
<td>Music / Art Elective</td>
<td>0.5</td>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>Health</td>
<td>0.5</td>
<td></td>
<td></td>
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</tbody>
</table>

Counseling activities include:
Transitional services, orientations, and course selections
Parent / teacher conferences
Career guidance, college advisement, college and career planning

Personal Counseling
A series of theme-centered counseling groups, are available to students grades 9-12 co-led by counselors, social workers, the student assistance counselor, and/or the school psychologist. Participation in these groups is voluntary. Individual counseling sessions may also be available to students, conducted by the counselors, social workers, the school psychologists, and the student assistance counselor.

Additional Support and Services
The school psychologists serve as a resource to students, parents and teachers. Services include diagnostic psychological and educational testing, individual and group counseling, and consultation with parents and teachers. The psychologists also function as case managers for all students classified by the district's Committee on Special Education.

The school social workers provide counseling in school and referrals for community services to students and their families. They work closely with the Committee on Special Education (CSE) and students in their programs.

The student assistance counselor is available to meet confidentially with students. The Student Assistance Program is an alcohol and other drug abuse prevention/early intervention program. Individual and group sessions for students with school, family, peer, alcohol, drug, or other personal problems are conducted.
College and Career Updates and Scholarship Information
Essential career, college and scholarship information and reminders are posted throughout the school and in the Counseling display case located in the high school lobby and on the Guidance page of our web site, ohs.ossiningufsd.org.

Naviance
Naviance is a web-based college counseling tool that allows Ossining High School to organize the application process for its students. The site also stores historical data regarding the success OHS students have had applying to individual colleges, providing current students with perspectives on realistic college options. Naviance is a central site to organize the research necessary for a successful college process, offering information about each school and the direct links to pertinent websites.

College Information Meetings
Representatives from many colleges of interest to our students make scheduled visits to Ossining High School. Students may attend these small group meetings by signing up in the Guidance Department, with permission of their teacher.

Parent/Guardian Involvement
Regularly scheduled evening programs for parents/guardians and students are held throughout the year designed as grade level meetings to meet the needs of all students.
Parents/Guardians are encouraged to sign up for Campus Portal to view their child’s attendance, grades and transcript. This allows parents and teachers a more effective way of communicating. Teachers can be contacted directly through email in the Campus Portal. Parents are also encouraged to frequent the Ossining High School web page found at ohs.ossiningufsd.org.

Family Engagement Night
Parent conferences are offered one night during the first semester. Teachers identify and can request a meeting with a parent because of attendance issues, poor academic performance, or poor homework habits. Parents are then asked to meet with one or more of their child’s teachers to discuss ways that together the family and the school can improve the child’s academic performance.

Online Courses
Many courses are offered online through a variety of programs. If you are interested in pursuing a course online, please speak to your guidance counselor for more information.

Grading Policy
One important purpose of school is to provide maximum opportunity through which students can achieve their greatest learning potential, each according to his/her own ability. It is necessary to establish some means of measuring student achievement and reporting pupil progress to both the student and his/her parents.

In order to accomplish this, report cards and progress reports are each issued four times yearly. Your report card will contain information concerning your academic achievement and the number of days that you were absent. This information will be indicated for each individual course. Your final grade is determined by the average of the marking periods and the mid-year and final examinations.

The grades will be entered as follows:
1. Grading: All courses will receive a numeric grade.
2. Comments, when appropriate, are made for each subject.
3. The actual number of days that a student has missed each course is recorded at the top of each report card and progress report.

You must obtain your child’s report card and progress report through the Campus portal or, contact the Main Office to sign up for mailings.
## Grade Point Average (GPA)

<table>
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<tr>
<th>Letter Grade</th>
<th>Percent Grade</th>
<th>4.0 Scale</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>93-96</td>
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<td>A-</td>
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<td>B+</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
<td>73-76</td>
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<td>C-</td>
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<tr>
<td>D+</td>
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<tr>
<td>D</td>
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<tr>
<td>E/F</td>
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The above chart is from the College Board website and it is the standard scale at most colleges which high schools use.

### Registering for Classes

Courses are selected online beginning in February through the use of the Campus Portal. Students and parents are expected to select courses for the upcoming year prior to meeting with their counselor. If you do not meet the prerequisites for a class, you must seek administrators’ approval. Our goal through the scheduling process is to meet the academic needs of all students; therefore, making a careful selection is of utmost importance. The master schedule is developed around student’s individual requests; it is important that students and parents select courses based on students’ personalized education goals and limit the number of changes to their selections.

### Scheduling Procedures

Student scheduling takes place during the spring of each school year by meeting with your counselor once your course selections have been made. Students are given the opportunity to design their schedules; however, we cannot honor requests for specific teachers or allow teacher switches. In September, course changes will be permitted for the following reasons with parental and Administrative approval:

- Course conflicts or computer error(s).
- Results of summer school courses.
- Results of NYSELAT
- Late placement into BOCES program, or change in vocational studies at BOCES.
- Adjustment of subject area group levels by recommendation of teacher, department chairperson or RTI.

### Drop Policy

#### Full Year Courses:
- Courses may be added through the 10th full school day of the class providing there is space in the class.
- Courses dropped more than 5 days after the first quarter as designated on the school calendar will be noted on the student’s record as “DROP”. The course will not calculate into a student’s GPA, but the record will remain.
- Courses may not be dropped beyond the start of the second semester (3rd quarter) of the school year.

#### Semester Courses / ½ Year Courses:
- Courses may be added through the 10th full school day of the semester providing there is space in the class.
- Courses dropped more than 5 days after the first quarter for Fall courses and third quarter for Spring courses as designated on the school calendar will be noted on the student’s record as “DROP”. The course will not calculate into a student’s GPA, but the record will remain.
- Courses may not be dropped after the 5th day of the start of the second quarter for fall courses or after the 5th day of the start of the fourth quarter for spring courses.

Exceptions will be made to this policy only in extraordinary circumstances, as approved by the building Principal, or Assistant Principal in charge of Guidance.
Percentile Rank
The percentile rank for the purpose of college admissions is computed at the conclusion of the sixth semester. The percentile rank can be found in the GPA summary box on the transcript. The Valedictorian and Salutatorian of the senior class are selected at the end of the 3rd quarter of senior year.

Courses that are weighted 1.10 towards student GPA used for senior year percentile ranking are noted throughout the Program of Studies by an asterisk (*) next to the title of the course. Courses will only be weighted if the student takes AP Exam and/or pays for the college credit.

Pass–Fail
An optional grading system that will permit students to select a PASS–FAIL option instead of a numeric grade in approved courses will be available. The PASS–FAIL option involves a written evaluation of progress rather than a grade. If a student’s work at the end of the course does not fulfill minimum requirements, the student will fail.

If you are interested in the PASS–FAIL option, an approval form will be made available for your parent/guardian’s signature. No student will be permitted to choose this grading plan without parental consent or beyond the deadline date of the close of the first marking period. The decision, once made, is binding for the duration of that particular course. Any course taken under the optional grading system will not be considered in the computation of class rank.

Waivers for Transfer Periods
Students who transfer from an out of state school may be exempt from certain Regents testing requirements depending on when they first entered high school. Please see your counselor for details.

Alternate Ways of Meeting Competency Requirements
Scores on a limited number of national and international examinations may be substituted for Regents requirements. Please see your counselor for details.

The Special Education Department offers five discrete programs to meet the diverse needs of students. Instructional setting is determined in accordance with State and Federal policy requiring consideration of least restrictive environment.

Consultant Teacher Services allow students with disabilities as defined by the District Committee for Special Education to stay in a full-time regular education program and still receive help from a special educator. A special educator provides direct and/or indirect support to these students and their teachers.

The Resource Room provides supplementary educational services to students with specific needs. The District Committee for Special Education makes a determination as to a student's placement in the Resource Room Program.

The Inclusion Program provides the necessary academic support for students to succeed within a mainstream classroom under the guidance of a special education teacher.

The Inclusion Support Class provides each student with the academic and organizational assistance needed to be successful in the inclusion program. Students are placed in this class by the District Committee for Special Education.

The Departmentalized Programs provide a designated section of major academic courses for students with special needs as determined by the District Committee for Special Education. Sections may be designated as Inclusion when appropriate. Credit towards a Regents diploma is given for each course completed satisfactorily.

In the Life Skills Program the required "core" subjects are offered in an alternative setting as specified by each student's IEP. The District Committee for Special Education makes a determination as to a student's placement in the Life Skills Program. Specific credit for course work is given for completion of each student's IEP. Students work towards the NYS CDOS Commencement Credential or the Skills and Achievement Commencement Credential.
Community Service Program

Overview

It is our belief at OHS that one component of students becoming responsible citizens is having them learn that it is important to give back to their community and help others. This is best accomplished through actual experience. Benefits of our Community Service requirement include: Being an active member of the Ossining Community, helping others, developing and discovering talents and interests, and fostering personal qualities such as responsibility, time management, resourcefulness and initiative.

Community Service Requirement

9th Grade - 7 Hours of community service - Course #77776
10th Grade - 7 Hours of community service - Course #77777
11th Grade - 7 Hours of community service - Course #77775
12th Grade - 7 Hours of Community service - Course #77774

Community Service will be defined as activities that benefit people in need such as helping at the food pantry or in a Nursing Home. It may also include organizing a school/community event that helps others one example of this would be our Relay for Life. Community Service should not be equated with an unpaid internship at a for-profit organization or helping at other for profit businesses.

If a student has a question about whether or not the activity they are interested in completing would qualify for Community Service they would check with Mr. Parker prior to completing the community service. A list of potential Community Service sites is maintained by the school, but it is up to the student to make all arrangements. Students may start their Community Service hours for the upcoming school year on July 1st.

Implementation

2013-2014 All 9th Grade Students
2014-2015 All 9th and 10th Grade Students
2015-2016 All 9th, 10th, and 11th Grade Students
2016-2017 All Students

Students must complete a “Verification Form” and a “Final Report” form. These forms must be submitted to the school by May 1st of each school year. All forms are located in the Guidance Department. Community Service will appear on every student’s report card. Students will receive a grade of “Incomplete” until they complete their hours, then the grade will be changed to “Pass.” Students must complete all their Community Service hours in order to graduate.

Students that transfer into OHS from another school will not be required to make up hours if they completed 9th, 10th, or 11th grade in another school. Students that transfer to OHS, and start school after December 1st will not be required to complete hours for that school year.
Capstone Project

The Capstone Project is a four-year program that is required for graduation. The Ossining High School Capstone Project is an opportunity for graduating seniors to demonstrate their academic achievement through a self-selected subject or topic that they are passionate about. The four-year Capstone Project is structured in the following way:

**Freshmen Year:**
Students are introduced to research techniques and resources in their Global Studies and English 9 classes. Different benchmark/portfolio assignments would be completed by every student.

**Sophomore Year:**
Students take a “Capstone Introduction” course. This course would meet every other day for one semester and would be linked to a series of three workshops in the Library. A Capstone binder would be distributed to every student (electronic or paper) which would detail the course, in a month by month format, along with expectations for the Capstone Project. Students would choose a subject or topic for their project.

**Junior Year:**
Students would begin their work on their Capstone Project. To begin the process they would identify an adult either in, or out of the school, that will collaborate with them on their Project. The adult collaborator will be approved by a high school administrator as part of the Capstone Project.

**Senior Year:**
Students will complete their Capstone Project.

Some examples are:

1. Students can enroll in a “Senior Capstone Course.” This semester long course would assist the students in completing their Project under the direction of a teacher.
2. Students can complete their Project on their own working with the adults they identified in Junior Year. This work may involve an internship or “Studio Time” at the high school. These Projects will require Administrative approval.
3. All students will present their projects: These presentations can be done electronically or before an audience. All presentations will be archived electronically as a testimony to student achievement.
4. Science Research students can use their Science Research project to satisfy the Capstone requirement.
Diploma Requirements

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Regents Diploma</th>
<th>Regents Diploma with Advanced Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Science**</td>
<td>3 credits</td>
<td>3 credits</td>
</tr>
<tr>
<td>Second Language***</td>
<td>1 credit</td>
<td>3 credits</td>
</tr>
<tr>
<td>Art/Music</td>
<td>1 credit</td>
<td>1 credit</td>
</tr>
<tr>
<td>Health</td>
<td>½ credit</td>
<td>½ credit</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2 credits</td>
<td>2 credits</td>
</tr>
<tr>
<td>Electives</td>
<td>Varies (credit)</td>
<td>Varies (credit)</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>22 Credits</strong></td>
<td><strong>22 Credits</strong></td>
</tr>
</tbody>
</table>

**In Science, students must take two years of Regents science courses, one of which must be Living Environment plus a minimum of a third year of science.

***A 5 credit sequence in Business, Technology or the Arts can be substituted for 3 years of a language.

Determination of Grade Standing

To be considered a tenth grader, a student must have accumulated at least 5 credits.

To be considered an eleventh grader; a student must have successfully completed the requirements for a tenth grader and have accumulated at least 10 credits.

To be considered a twelfth grader, a student must have successfully completed the requirements for a tenth and eleventh grader and have accumulated at least 15 credits.

Common Core/Regents Examination Requirements

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Regents Diploma</th>
<th>Regents Diploma with Advanced Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Common Core English Exam</td>
<td>Common Core English Exam</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Global Studies Regents or U.S. History Regents</td>
<td>Global Studies Regents and U.S. History Regents</td>
</tr>
</tbody>
</table>
| Mathematics           | Common Core Algebra or Geometry or Trigonometry | Common Core Algebra, Geometry, and Trigonometry  
Must take and pass all 3 |
| Science               | Living Environment or any Physical Science Regents | Living Environment and any Physical Science Regents |
| Second Language       | 1 year of Language | Locally developed language exam |

A score of 65% or above is required for all Regents Examinations
# ELA Regents Examination Implementation
## Transition Timeline to Common Core Courses and Exams

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Regents Comp. Exam in English (2005 Learning Standards)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X (Last Admin.)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Regents Exam in English Language Arts (Common Core)</td>
<td>X (First admin.)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

- All students **first entering** Grade 9 in the 2013-2014 school year or thereafter must be provided with a high school English course of study aligned to the CCLS and pass the new Regents Exam in ELA (Common Core) to meet graduation requirements.

- All students who first entered Grade 9 prior to the 2013-14 school year may meet the requirements for graduation by enrolling in Common Core English courses and passing the new Regents Exam in ELA (Common Core) or enrolling in English courses aligned to the 2005 Learning Standards and passing the Regents Comprehensive Exam in English (2005 Learning Standards), while that exam is still being offered.
### Mathematics Regents Examinations Implementation

**Transition Timeline to Common Core Courses and Exams**

<table>
<thead>
<tr>
<th>Year</th>
<th>Integrated Algebra</th>
<th>Geometry</th>
<th>Algebra 2/ Trigonometry</th>
<th>Algebra I (Common Core)</th>
<th>Geometry</th>
<th>Algebra II</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014-15</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015-16</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2016-17</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

- Any student who in the 2013-14 school year or thereafter, regardless of grade of enrollment, begins his or her first commencement-level math course culminating in a Regents Exam in June 2014 or thereafter must take the New York State CCLS mathematics Regents Exam that corresponds to that course, as available, and be provided with Common Core instruction. Most typically, this first course will be Algebra I (Common Core).

- Those students who began or will complete an Integrated Algebra, Geometry, or Algebra2/Trigonometry course prior to the 2013-2014 school year must take the corresponding Regents Exams aligned to the Mathematics Core Curriculum (Revised 2005), while those examinations are still being offered.
Description: The SUNY Early College Program provides an opportunity for students to take college level courses while enrolled in Ossining high school. We are committed to preparing students for college level course work. In addition, we are committed to helping students develop strong and competitive transcripts for college acceptances. In partnership with WCC and SUNY, we have aligned our course offerings to provide students with a unique opportunity of working towards obtaining credits towards freshmen year.

Below is a list of core courses we are offering to Ossining high school students that align with SUNY freshmen year requirements. Students need to take a course under Basic Communication and Basic math, and then students can choose a course in 5 of the 8 categories listed below. (Natural Science, Social Science, Humanities, Arts, Foreign Language, American History, Western Civilization, and Other World Civilization).

<table>
<thead>
<tr>
<th>Category</th>
<th>College affiliation (college course#)</th>
<th># of College Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Basic Communication</td>
<td>WCC Composition and Literature (ENG 101)</td>
<td>3</td>
</tr>
<tr>
<td>II Basic Math (choose 1)</td>
<td>WCC College Algebra (Math 130)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>WCC College Statistics (Math 140)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>WCC College Algebra w/Trig (Math 135)</td>
<td>3</td>
</tr>
<tr>
<td>III Natural Science (choose 1)</td>
<td>SUNY General Biology (ABIO 102)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>WCC Physics (PHYS111)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SUNY Chemistry (ACHM 120, 121, 124,125)</td>
<td>8</td>
</tr>
<tr>
<td>IV Social Sciences</td>
<td>SUPA Intro to Sociology (SOC 101)</td>
<td>3</td>
</tr>
<tr>
<td>V Humanities</td>
<td>SUNY Albany English 12 (AENG 121)</td>
<td>3</td>
</tr>
<tr>
<td>VI Arts</td>
<td>SUNY Beginning Drawing (AART 105)</td>
<td>3</td>
</tr>
<tr>
<td>VII Foreign Language (choose 1)</td>
<td>SUNY Albany Spanish 1 (ASPN 103)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SUNY Albany Spanish 2 (ASPN 104)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>SUNY Albany French 1 (FRE 221)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IONA Italian 4 – 5 (ITA 301, ITA 302)</td>
<td>3</td>
</tr>
<tr>
<td>VIII American History</td>
<td>WCC United States History (HIS 111, HIS 112)</td>
<td>6</td>
</tr>
<tr>
<td>IX Western Civilization (choose 1)</td>
<td>WCC Western Civilization (HIS 101A)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>WCC Western Civilization (HIS 102A)</td>
<td>3</td>
</tr>
<tr>
<td>X Other World Civilization</td>
<td>SUNY Albany Black History (AAFS 219)</td>
<td>3</td>
</tr>
<tr>
<td>PE</td>
<td>WCC Health &amp; Sports for Life (PEC 110)</td>
<td>2</td>
</tr>
</tbody>
</table>
## College Classes for HS Courses

**Westchester Community College Courses**


<table>
<thead>
<tr>
<th>OHS Course Name</th>
<th>College Course Name</th>
<th>College Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY US History- is 19\textsuperscript{th} Century US History</td>
<td>HIS 111A (first half of the class)</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUNY US History- is 20\textsuperscript{th} Century US History</td>
<td>HIS 112 (second half of the class)</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUNY Global History from 1648</td>
<td>HIS 106</td>
<td>3 Credits</td>
</tr>
<tr>
<td>SUNY Physics- College Physics</td>
<td>College Physics PHYSC 111</td>
<td>4 credits</td>
</tr>
<tr>
<td>SUNY Trigonometry</td>
<td>College Algebra with Trigonometry – MATH 135</td>
<td>4 credits</td>
</tr>
<tr>
<td>SUNY Pre-Calculus</td>
<td>Pre-Calculus- Math 161</td>
<td>4 credits</td>
</tr>
<tr>
<td>SUNY Calculus</td>
<td>Calculus 1 Math 181</td>
<td>4 credits</td>
</tr>
<tr>
<td>SUNY Entrepreneurship</td>
<td>Entrepreneurship - MGT 103</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUNY Introduction to Theater</td>
<td>Introduction to Theater- THEAT 101</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUNY Music Theory</td>
<td>Music Theory 1 MUS 111</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUNY Vocal Ensemble I</td>
<td></td>
<td>2 credits</td>
</tr>
<tr>
<td>SUNY Piano 1</td>
<td>Piano Class 1 MUSIC 120</td>
<td>2 credits</td>
</tr>
<tr>
<td>SUNY Piano 2- Piano</td>
<td>Piano Class 2 MUSIC 121</td>
<td>2 credits</td>
</tr>
<tr>
<td>SUNY Instrumental Ensemble</td>
<td>Instrumental Ensemble 1: Orchestra- MUSIC 132</td>
<td>2 credits</td>
</tr>
<tr>
<td>SUNY Instrumental Ensemble</td>
<td>Instrumental Ensemble 1: Band – MUSIC 132</td>
<td>2 credits</td>
</tr>
<tr>
<td>SUNY College Algebra Functions and Models</td>
<td>Math 130</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUNY Statistics</td>
<td>Math 140</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUNY Health and Sports for Life</td>
<td>PEC 110</td>
<td>2 credits</td>
</tr>
</tbody>
</table>
State University of New York
Link: [http://www.albany.edu/uhs/](http://www.albany.edu/uhs/)

<table>
<thead>
<tr>
<th>OHS Course Name</th>
<th>College Course Name</th>
<th>College Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY Classism, Racism Sexism</td>
<td>AAFS240/ALCS 240/ AWSS 240</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUNY: The Black Experience</td>
<td>Afro-American History - AAFS 219</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUNY: Topics in Latin American and Caribbean Studies</td>
<td>Latinos in the US – ALCS 201</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUNY Crossing Borders</td>
<td>Concepts of Race &amp; Culture in the Modern World – ACAS 141</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUNY English 12</td>
<td>Reading Literature ENG 121L</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUNY Spanish 1</td>
<td>ASPN 103</td>
<td>4 credits</td>
</tr>
<tr>
<td>SUNY Spanish 2</td>
<td>ASPN 104</td>
<td>4 credits</td>
</tr>
<tr>
<td>SUNY French</td>
<td>FRE 221</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUNY Chemistry (2 semesters)</td>
<td>Chem 120, 121 Chem 124, 125</td>
<td>8 credits</td>
</tr>
<tr>
<td>SUNY Fundamentals of Science</td>
<td></td>
<td>12 credits for 3 years</td>
</tr>
<tr>
<td>SUNY Biology</td>
<td>B10L 102</td>
<td>4 credits</td>
</tr>
</tbody>
</table>

Iona College Credits
Link: [http://www.iona.edu/Student-Life/Student-Financial-Services/Registrar/Transcript-Requests.aspx](http://www.iona.edu/Student-Life/Student-Financial-Services/Registrar/Transcript-Requests.aspx)

<table>
<thead>
<tr>
<th>OHS Course Name</th>
<th>College Course Name</th>
<th>College Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Level Italian 4</td>
<td>Survey of Italian Literature 1 ITA 301</td>
<td>3 credits</td>
</tr>
<tr>
<td>College Level 5 — 3 credits</td>
<td>Survey of Italian Literature 2- ITA 302</td>
<td>3 credits</td>
</tr>
</tbody>
</table>
SUNY Oneonta Credits

Link: http://www.oneonta.edu/admin/registrar/pages/transript.asp

<table>
<thead>
<tr>
<th>OHS Course Name</th>
<th>College Course Name</th>
<th>College Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY Planet Earth</td>
<td>Intro to Geology Geo120</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Syracuse University Project Advanced Courses

Link: https://myslice.ps.syr.edu/psp/PTL9PROD/EMPLOYEE/CAMP/c/SYR_ONLINE_TRANSCRIPT.SYR_TSCP_FRMR_HIST.GBL?&

<table>
<thead>
<tr>
<th>OHS Course Name</th>
<th>College Course Name</th>
<th>College Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPA Forensics</td>
<td>Chem 113</td>
<td>3 credits</td>
</tr>
<tr>
<td>SUPA Sociology</td>
<td>Soc 101</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

SUNY Purchase Credits

Link: http://www.purchase.edu/sharedmedia/registrar/transcript%20request%20form.pdf

<table>
<thead>
<tr>
<th>OHS Course Name</th>
<th>College Course Name</th>
<th>College Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNY Introduction to Environmental Science</td>
<td>Env 1500</td>
<td>3 credits</td>
</tr>
</tbody>
</table>

Monroe College

Link: http://www.monroecollege.edu/academics/academicresources/registrar/transcriptrequest

AP Score Reports

Link: https://apstudent.collegeboard.org/takingtheexam/score-reporting-services
**Business Education**
- Career Financial Management

**Cultural Arts**
- Studio in Art
- Photography 1
- Photography 2
- The Wizard Yearbook Production

**Performing Arts**
- Piano Class I
- Orchestra
- Chamber Orchestra
- Symphonic Band
- Wind Ensemble
- Jazz Ensemble
- Chorus
- Theatre Arts/Drama 1
- Guitar Ensemble

**English**
- Common Core English 9

**Health**
- Health Education

**Physical Education**
- Personal Challenge

**English as a New Language**
- Intensive English
- Entry Level English
- Intermediate Level English
- Transitional Level English
- Intensive Emergent Literacy
- ESL Writing
- ESL Conversation
- ESL Grammar
- Semestered Global I 
- Participation in Government & Eco
- U.S. History & Government
- Living Environ. Spanish Spkr & LAB
- Living Environ. Part A Spanish & LAB
- ESL Mathematics
- Common Core Int Algebra Spanish
- Spanish for the Native Speaker 2
- Spanish for the Native Speaker 3
- ESL Success Center

**Math**
- Common Core Algebra
- Common Core Int. Algebra
- Common Core Geometry
- Common Core Int. Geometry A
- Common Core Int. Geometry B
- Game, App Design and Coding

**Science**
- Living Environment & LAB
- Introduction to Engineering
- Earth Science & LAB
- Forensics
- Earth Science of NY

**Social Studies**
- Semestered Global I and II
- Global History & Geography I
- Criminal Law
- Civil Law

**World Languages**
- Spanish 1
- Spanish 2
- Accelerated Spanish 3
- Spanish Spkr 2
- Spanish Spkr 3
- French 2
- Italian 1
- Italian 2
- American Sign Language I
### Sophomore Year Course Selections for 2015-16

#### Business Education
- SUNY Entrepreneurship
- Career Financial Management
- Accounting 1
- Sports & Entertainment Marketing

#### English as a New Language
- Entry Level English
- Intermediate English
- Intensive English
- Trans. Level English
- Intensive Emergent Literacy
- ESL Writing
- ESL Conversation
- ESL Grammar
- Semestersed Global I & II
- PIG / Economics
- US History & Gov’t
- Living Env Spanish Spkr & LAB
- Living Env Part A Spanish & LAB
- Common Core Int Algebra Spanish
- Common Core Algebra Spanish
- Common Core Spanish 2
- Common Core Spanish 3
- ESL Success Center

#### Cultural Arts
- Ceramics 1
- Drawing 1
- Studio in Art
- Jewelry 1
- Public Art
- Photo 1
- Photo 2
- Photo 3
- Photo 4
- Graphic Design 1
- Filmmaking
- WIZARD Yearbook Production

#### Performing Arts
- Chorus
- Piano Class I
- Piano Class II
- Gimme the Mic
- Theatre Arts I / Drama
- Orchestra
- Symphonic Band
- Guitar Ensemble
- Jazz Ensemble
- Wind Ensemble
- Theatre Arts II / Road Show
- Chamber Orchestra
- Theatre Arts Lab
- SUNY Piano Class I
- SUNY Piano Class II
- SUNY Intro to the Theatre

#### Health
- Common Core English 10
- Health Education
- Critical Health Issues

#### Physical Education
- Physical Education(S1)
- Physical Education(S2)
- Unified Sports
- Intro to Dance

#### Social Studies
- Global History/Geo I
- Global History/Geo II
- Semestersed Global I & II (YR)
- American Studies
- AP World History
- US History/Gov’t
- Civil Law
- International Law (S1)
- Hudson Pride
- World Issues (AIS)
- SUNY Global History from 1648

#### World Languages
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish for Native Spkr 2
- Spanish for Native Spkr 3
- French 2
- French 3
- Italian 1
- Italian 2
- Italian 3
- American Sign Language I
- American Sign Language II

#### Special Education
- English10
- Global History/Geo 2
- Semestersed Global I / II
- Int Algebra Common Core Concepts
- Living Environment & LAB
- Earth Science & LAB

#### Science
- Living Environment & LAB
- Human Anatomy & Physiology
- Earth Science & LAB
- Chemistry & LAB
- Forensics
- Intro to Engineering
- Living Systems of the Hudson
- Earth Science of NY
- Exploration in Real World Science
- Environmental Science
- AP Environmental & LAB
- SUNY Intro to Environmental Science
- SUNY Fund. Sci Research (10)
- SUNY Planet Earth
### Junior Year Course Selections for 2015-16

#### Business Education
- SUNY Entrepreneurship
- Career Financial Management
- Accounting 1
- Sports & Entertainment Marketing

#### English as a New Language
- Entry Level English
- Intermediate English
- Trans. Level English
- Intensive English
- Intensive Emergent Literacy
- ESL Writing
- ESL Conversation
- ESL Grammar
- ESL Economics
- US History & Gov't
- Semesters Global I & II
- ESL Mathematics
- Living Env Spanish Spkr & LAB
- Spanish for Native Spkr 2
- Spanish for Native Spkr 3
- AP Spanish Language
- ESL Success Center

#### Health
- Critical Health Issues

#### Math
- Common Core Int Algebra
- Common Core Geometry
- Common Core Int. Geometry A
- Common Core Int. Geometry B
- Trigonometry
- Common Core Algebra II / Trig
- Pre-Calculus
- Pre-Calculus Advanced
- Game, App Design & Coding
- Math in Art 2D-3D
- Math in Architecture
- Statistics
- AP Statistics
- SUNY College Algebra w/Trig
- SUNY College Alg Funct & Models
- SUNY Pre-Calculus Functions
- SUNY Statistics
- Intro to College Math

#### Performing Arts
- Chorus
- Piano Class I
- Piano Class II
- Guitar Ensemble
- Gimme the Mic
- Theatre Arts/Drama I
- Orchestra
- Chamber Orchestra
- Symphonic Band
- Jazz Ensemble
- Wind Ensemble
- Theatre Arts Lab / Road Show
- SUNY Intro Theatre
- SUNY Intro to the Musical Theatre
- SUNY Piano Class I
- SUNY Applied Music-Piano
- SUNY Piano Class II
- SUNY Instrum Ensemble 1/Chamber
- SUNY Instrum Ensemble 1/Wind
- SUNY Music Theory II
- SUNY Music Theory II/AP Music Theory
- SUNY Vocal Ensemble 1

#### English
- American Literature & English 11 Practicum
- Myth, Magic & Make Believe
- Creative Writing
- Film & Literature
- SAT Review (S2)
- Women in Society
- AP English Lang/Composition
- SUNY Racism, Classism, Sexism (Full yr)
- SUNY Black Experience (Full yr)
- SUNY Topics in Latin/Caribbean
- SUNY Crossing Borders
- SUNY English 11
- SUNY Film Rhetoric
- Topics in English (AIS)

#### Social Studies
- American Studies
- Psychology
- Criminal Law
- Civil Law
- International Law (S1)
- Hudson Pride
- US History/Gov't
- SUNY US History & Gov't
- AP US History
- AP World History
- SUNY Global History from 1648
- SUNY Western Civilization 1648-1914
- SUNY Racism, Classism, Sexism (Full yr)
- SUNY Black Experience (Full yr)
- SUNY Topics in Latin/Caribbean
- SUNY Crossing Borders
- SUPA Intro to Sociology
- Topics in American History (AIS)

#### World Languages
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish for the Native Spkr 2
- Spanish for Native Spkr 3
- AP Spanish Language
- SUNY Spanish I
- French 2
- French 3
- SUNY French
- Italian 1
- Italian 2
- Italian 3
- College Level Italian 4
- American Sign Language I
- American Sign Language II

#### English 11 & Practicum
- US History / Gov't
- Int Algebra Common Core Concepts
- Trigonometry
- Geometry
- Earth Science & LAB
- Exploration in Real World Science
### Senior Year Course Selections for 2015-16

#### Business Education
- SUNY Entrepreneurship
- Career Financial Management
- Accounting 1
- Sports & Entertainment Marketing

#### Cultural Arts
- Ceramics 1
- Ceramics 2
- Drawing 1
- Drawing 2
- Painting 1
- Painting 2
- Public Art
- Jewelry 1
- Jewelry 2
- Photo 1
- Photo 2
- Photo 3
- Photo 4
- Filmmaking
- Graphic Design 1
- Graphic Design 2
- WIZARD Yearbook Production
- SUNY Studio Arts 1
- AP Studio Arts 2
- SUNY Studio Arts 3
- SUNY Beginning Drawing 1
- SUNY Beginning Photo/Digital Imaging

#### Performing Arts
- Piano Class I
- Piano Class II
- Orchestra
- Chamber Orchestra
- Symphonic Band
- Wind Ensemble
- Jazz Ensemble
- Guitar Ensemble
- Chorus
- Gimme the Mic
- Theatre Arts/Drama I
- THEATRE ARTS II/ROAD SHOW
- THEATRE ARTS LAB
- SUNY Intro to Theatre
- SUNY Intro to the Musical Theatre
- SUNY Piano Class I
- SUNY Piano Class II
- SUNY Instrum Ensemble 1/Chamber
- SUNY Instrum Ensemble 1/Wind
- SUNY Music Theory I
- SUNY Music Theory II/AP Music Theory
- SUNY Vocal Ensemble 1

#### English
- Film & Literature
- Creative Writing
- Myth, Magic & Make Believe
- Gender Ideology: Women's Studies (Full year)
- Intro to College Level English
- Women in Society
- SAT Review (S1)
- AP English Literature
- SUNY English 11
- SUNY English 12
- SUNY Racism, Classism, Sexism (Full year)
- SUNY Black Experience (Full year)
- SUNY Topics in Latin/Caribbean

#### English as a New Language
- Entry Level English
- Intermediate English
- Trans. Level English
- Intensive English
- Intensive Emergent Literacy
- ESL Writing
- ESL Conversation
- ESL Grammar
- PIG / Economics
- US History & Gov't
- Semestered Global I & II
- ESL Mathematics
- Living Env Spanish Spkr & LAB
- Living Env Part A Spanish & LAB
- Spanish for Native Spkr 2
- Spanish for Native Spkr 3
- AP Spanish Language
- ESL Success Center

#### Health
- Critical Health Issues

#### Math
- Common Core Int Algebra
- Common Core Geometry
- Common Core Int. Geometry A
- Common Core Int. Geometry B
- Trigonometry
- Common Core Algebra II / Trig
- Pre-Calculus
- Pre-Calculus Advanced
- Game, App Design & Coding
- AP Statistics
- AP Calculus AB
- AP Calculus BC
- Math in Art 2D-3D
- Math in Architecture
- Statistics
- SUNY Statistics
- SUNY College Algebra w/Trig
- SUNY College Alg Funct & Models
- SUNY Pre-Calculus Functions
- SUNY Calculus I
- SUNY Calculus II
- Intro to College Math

#### Physical Education
- Physical Ed (S1)
- Physical Ed (S2)
- Unified Sports
- Intro to Dance
- SUNY Health & Sports for Life

#### Science
- Intro to Engineering
- Engineering Design
- Human Anatomy & Physiology
- Earth Science & LAB
- Chemistry & LAB
- Physics & LAB
- Environmental Science
- Forensics

#### Special Education
- English 12
- Economics
- Participation in Gov't
- Trigonometry
- Geometry
- Earth Science & LAB
- Exploration in Real World Science

#### Special Programs
- S.E.L.F.
Business Education

The Business Education Department course of study reflects the current trends and technological advances currently used in corporations and small business operations. These courses are designed to help prepare students to accept entry-level employment. In addition, college-bound students will find that many of these courses will provide a foundation for anyone considering a college major in business administration, accounting, marketing, communications and computers.

Courses with an asterisk (*) have a weight of 1.10 towards student GPA used for senior year percentile ranking. Courses will only be weighted if the student pays for the AP Exam and/or pays for the college credit.

Career and Financial Management  
Course # 60360  
1 Credit  
Grades 9-12  
The purpose of this course is to provide students with the opportunity to learn about the features of our economy, explore a variety of careers, and learn the skills and competencies needed for success in the workplace and to begin to become financially literate. The course is required as part of every Career and Technical Education Program (CTE) including five-unit CTE programs used as a substitution for the additional two units of foreign language needed for a Regents diploma with advanced designation.

Accounting 1  
Course #60307  
1 Credit  
Grades 10-12  
This is a full-year course designed for any student who is interested in understanding how the business world’s financial events are reflected by a company. It is designed to teach students how to read and understand a company’s financial statements. Students will examine accounting as a career, and accounting for the various types of business ownerships: proprietorships, partnerships and corporations. It will further introduce students to how economic events will influence a company’s business. This course will also focus on the fundamental elements of double-entry accounting. Content encompasses the complete accounting cycle, including journalizing, posting, preparing a trial balance and financial statements.

SUNY Entrepreneurship *  
Course #60365  
1 Credit  
Grades 10-12  
This course can be taken for Ossining High School credit and/or 3 Westchester Community College credit. This is a full-year course designed for any student who is interested in venturing out to open their own business. This course will enable students to identify business opportunities and set goals, examine types of business ownerships and the advantages and disadvantages of each, develop a business plan, do market research, and learn how to obtain financing for a business. In addition, he/she will learn how to choose and set up a location; market the business, financial management and how to use technology. Students will learn about meeting legal, ethical and social obligation in today's global marketplace.

Sports and Entertainment Marketing  
Course # 60344  
1 Credit  
Grades 10-12  
This is a full-year course designed for students who are interested in the marketing field. Students will study marketing basics, (including product, distribution, location, pricing and promotion) sports marketing, and entertainment marketing. Students will investigate the impact that marketing has on the success of the sports and the entertainment industries. In addition students will develop a football team and a movie script and then examine the process it takes to bring these to market. Through these projects students will also investigate the resources necessary to establish and operate a sports/entertainment business.
Prerequisite: Successful completion of junior year and in good academic standing.
S.E.L.F. – Senior Experiential Learning for the Future – This a half credit elective course for seniors in the fourth marking period. With guidance from the SELF coordinator, students will identify and secure a faculty advisor to help them create an internship proposal. With assistance from the faculty advisor and SELF coordinator students will locate an internship site and secure a site supervisor. Throughout the school year students must meet with the SELF coordinator regularly (in person and through the Google Community) to provide updates and complete the requirements of the program. The students will be expected to attend workshops through the third and fourth quarter on journal writing and presentation skills conducted by the SELF coordinator. Students must complete seventy-five hours of intern service at their site, keep a journal their activities and experiences, and meet with their faculty advisor weekly (in person, or via technology). At the completion of the internship, students will create a multimedia presentation with the input of their faculty advisor and site supervisor on their entire senior internship experience. This will be presented by the student to other SELF students, parents, teachers, the faculty advisor, the site supervisor, and the SELF coordinator. Depending on the student’s schedule, they will be released from certain classes during the school day in order to meet the seventy-five hour requirement.
The Cultural Arts Department helps students to actively create and respond to the visual and performing arts. Within these courses, students learn to express artistic ideas, engage in the processes that constitute artistic performance, and develop an understanding of the diverse cultural dimensions of the arts. Students are challenged intellectually, emotionally, and physically to learn through active participation.

**Visual Arts**

Students in the Visual Arts will learn to develop perceptual and analytical skills. They will strengthen their ability to make quality decisions and will learn how to formulate imaginative solutions to problems in design and creation of art works.

Within the framework of art, the following media may be used: ceramics, sculpture, collage, digital technology, photography, printmaking, batik, jewelry and all drawing and painting media.

Courses with an asterisk (*) have a weight of 1.10 towards student GPA used for senior year percentile ranking. Courses will only be weighted if the student pays for the AP Exam and/or pays for the college credit.

**Studio in Art**

1/2 Credit

This is an entry level survey course. Students will be introduced to and solve artistic problems in a variety of media. They will be introduced to, and explore, the elements of art, including space, line, color, form and texture. They will also explore trends in the world of art. Students may be required to maintain a notebook, sketchbook, take tests and complete outside work for this course. 11th and 12th graders may take this course with permission of the Director of Cultural Arts.

**Drawing 1**

1 Credit

Prerequisite: Studio in Art or teacher recommendation

Drawing in all media and styles; realism, abstraction, and current trends are explored. Emphasis is on drawing from life. Students are required to keep a sketchbook. Homework projects required.

**Drawing 2**

1 Credit

Prerequisite: Drawing 1

This course will offer students who have taken Drawing I the opportunity to perfect their drawing skills. Emphasis will be on drawing as a means of communication, personal creativity, and development of style. Drawing will also be studied from a historical perspective.

**SUNY Beginning Drawing 1 NEW**

1 Credit

Prerequisite: Studio Art or SUNY 2D Design

This course can be taken for Ossining High School credit and/or 3 SUNY Albany credits. This course will be taken as part of the Drawing 1 class. Drawing encompasses all the visual disciplines; it will be taught as a way of thinking and planning for other fields of creative endeavor. Drawing is also a way of seeing, thinking, and feeling through making marks. Students will be exposed to objective drawing techniques with an emphasis on two-dimensional design.
<table>
<thead>
<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td><strong>SUNY Two Dimensional Design</strong></td>
<td>NEW</td>
<td>1</td>
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<tr>
<td><strong>Painting 1</strong></td>
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<td><strong>Painting 2</strong></td>
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<td><strong>Public Art</strong></td>
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<td><strong>Jewelry 1</strong></td>
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<tr>
<td><strong>Jewelry 2</strong></td>
<td>60028</td>
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<td>Grades 11-12</td>
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<tr>
<td><strong>Ceramics 1</strong></td>
<td>60017</td>
<td>1</td>
<td>Grades 10-12</td>
</tr>
</tbody>
</table>

This course can be taken for Ossining High School credit and/or 3 SUNY Albany credits. The principles of two-dimensional design and composition are intended primarily as a preparatory course for all other Art courses, such as Drawing, concerned with the two-dimensional approach.

**Painting 1**

- **Prerequisite:** Studio in Art, Drawing I, or teacher recommendation
- The student must have knowledge of basic techniques. This course is for students interested in painting in all media (oils, pastels, temperas, watercolor and acrylics).

**Painting 2**

- **Prerequisite:** Painting 1
- This course is an advanced course in painting. Different styles of painting will be explored, historical contexts studied, and students will develop their own style of expression.

**Public Art**

- **Prerequisite:** Studio in Art or teacher recommendation
- Public Art can be found in the buildings we live in, the clothing we wear, the cars we drive, and can even tell a story or message. Defining these elements helps us talk about what we see, and how an object’s visual design can affect our other senses. This Course will explore public art in its many forms and provide students an opportunity to create large scale artworks - murals, Sculptures, theatrical set design, site specific projects, environmental, temporary, and permanent projects that are publicly displayed in the school building as well as throughout the Ossining community. Working collaboratively, students will gain skills in building partnerships with other artists, community organizations, and school based events. Some installation and creation of artwork may take place outside the normal school day, or on weekends.

**Jewelry 1**

- **Prerequisite:** Studio in Art or teacher recommendation
- This course includes the design and making of jewelry from metal (copper, nugold, silver, nickel) and combined materials (ceramics, beads, macramé, telephone wire, papier-mâché, found objects). Sawing, etching, soldering, forging, polishing, repousse and enameling are covered. Students should have extra time to allow for work during unscheduled school time, or after school.

**Jewelry 2**

- **Prerequisite:** Jewelry 1
- Advanced techniques of forging, repousse, hinging, hollow-ware construction, and enameling (i.e., cloisonné, champleve, and sgraffito) will be covered. Students will research metal work of ancient cultures and then select specific techniques to explore creatively through individualized projects.

**Ceramics 1**

- **Prerequisite:** Studio in Art or teacher recommendation
- This course will offer students the opportunity to produce both functional and sculptural works of art. Students will be introduced to basic design techniques and will explore artistic expression using the potter’s wheel, the clay extruder, ceramic glazes, sculpture tools, and non-traditional surface finishes. Students will create ceramic pieces ranging from simple bowls to complex 3-D works. Students should have extra time to allow for work during unscheduled school time, or after school.
Ceramics 2  
1 Credit  
**Prerequisite:** Ceramics 1  
This course will offer students who have taken Ceramics I the opportunity to continue their study of ceramics as an art form. Projects will emphasize the individual student's personal creativity. Glaze-chemistry and application, as well as the history of ceramics, will also be covered.

Advanced Placement in the Studio Arts 1 *  
1 Credit  
**Prerequisite:** Two credits of art, a second art course in conjunction with A.P. is recommended in the Visual Arts, portfolio review and teacher recommendation.  
This is a college-level course, which is intended for highly motivated students interested in the in-depth study of art. Students in this course will be required to produce a body of work addressing three major artistic themes: quality, concentration on a particular visual interest or problem, and an understanding of the technical range available to the artist. All students must submit a college level portfolio by May of their senior year. Successful completion of the portfolio will give the student the opportunity to gain college credit.

Advanced Placement in the Studio Arts 2 *  
1 Credit  
**Prerequisite:** AP in the Studio Arts I  
This is a college level course, which is intended for highly motivated students interested in continuing their in-depth study of art. All students must submit a college level portfolio that includes a body of work undertaken during their senior year. Successful completion of the portfolio will give the student the opportunity to gain college credit.

Graphic Design 1  
1 Credit  
**Prerequisite:** Studio in Art or teacher recommendation  
This course is designed to engage students in learning about the fundamental ideas and resources of computer graphics as an art medium. An introduction to software programs used in the graphic design industry today such as Photoshop and Illustrator will be presented in class. Students will learn design skills while applying them to projects such as posters, logos, and CD cover design.

Graphic Design 2  
1 Credit  
**Prerequisite:** Graphic Design 1  
This course is designed to engage students in learning about computer graphics as an art medium. A continuation from Graphic Design I of the study of software programs used in the graphic design industry today such as Photoshop and Illustrator will be presented. Students will learn design skills while applying them to projects such as posters, logos, and CD cover designs. Students will also learn more advanced applications for desktop publishing, animation and web design.

Photography 1  
1/2 Credit  
This course is designed to engage students in learning about the ever changing and growing world of digital photography. Students will learn how to create, edit, and import digital images for email, smart board presentations, slide shows, and online photo galleries using Adobe Bridge, Adobe Photoshop, Blogs, Smart Notebook, Photo Story 3, Power Point, and Publisher. Students will learn basic design skills while applying them to projects such as photomontages, slide shows, and posters.

Photography 2  
½ Credit  
**Prerequisite:** Photography 1  
In Photography II students will learn all the components and functions of a Digital Slr Camera. Students will experiment with shutter speed, depth of field, selective focus, lighting, portraiture and photojournalism. The student will learn advance techniques in Adobe
Bridge and Adobe Photoshop. Students are encouraged to develop a portfolio of Digital prints that are mounted on window mat boards. Students will photograph school events for the school yearbook and the school website.

**Photography 3**
1/2 Credit  
Course #60510  
Grades 10-12  
Prerequisite: Photography 2 or Digital Photo 2  
This is an advanced course intended for students who are highly motivated in the visual arts and photography. In Photography III, students are encouraged to develop their own photographic vision, through group critiques and discussions with the instructor, leading to the development of a portfolio of fine mounted prints. Students will learn film processing and basic darkroom printing. Students will learn to develop black and white negatives and print using darkroom techniques such as burning, dodging and use of filters. Students explore the history of photography, become familiar with the styles of famous photographers and are introduced to professional photographers to provide a context for their own work.

**Photography 4**
½ Credit  
Course #60511  
Grades 10-12  
Prerequisite: Photography 3  
This is an advanced course intended for students who are highly motivated in the visual arts and photography. In Photography IV, students will advance themes introduced in photography III. Coursework will lead to the development of a portfolio of fine prints. Additionally, students will study the history of photography, and become familiar with the styles of various photographers to provide a context for their own work.

**SUNY Beginning Photography and Digital Imaging**  
NEW  
Course #60038  
1 Credit  
Grades 10-12  
Prerequisite: Photo 1 AND Photo 2  
This course can be taken for Ossining High School Credit and/or 3 SUNY Albany credits. This is an introductory course in which you will learn basic darkroom techniques and basic Photoshop tools. Students will apply the skills they learn to their own work, strengthening compositions, ideas, and concepts depicted therein. Students will also explore the historical context of photography in the arts, how photography relates to itself, and how one’s own work fits into the photographic world.

**Filmmaking**  
Course #60031  
1 Credit  
Grades 10-12  
Prerequisite: Photo 1 and/or Theatre Arts 1  
Students will explore fundamental concepts and skills needed for filmmaking. Emphasis will be placed on the creative process, and on film as a means for communication. Students will work individually and collaboratively as they explore various processes including: storyboarding, screenplay writing, cinematography, acting, directing and editing.

**The Wizard Yearbook Production**  
Course #60315  
1 Credit  
Grades 9-12  
In this course the student will understand the function of the school yearbook as a memory book and a historical record of Ossining High School. All students in the course will be involved in the planning of the book, which will include reporting, and writing, photography and illustration, design and graphics, budgeting and finance, and organization and management. Each student will be assigned a specific task in the planning and preparation of the Yearbook. The students will also become computer literate in Desktop Publishing and be expected to layout and design pages on deadline. Students are required to attend class as well as after school work sessions.
Performing Arts

It is the philosophy of the department that performing arts classes are for all students. The sequence of classes offered is designed to satisfy the interests and needs of students seeking both knowledge-based classes as well as skill-based classes. The variety of offerings makes it possible for students to develop a tailored schedule that can be challenging and fulfill a necessary aesthetic and creative need.

Courses with an asterisk (*) have a weight of 1.10 towards student GPA used for senior year percentile ranking. Courses will only be weighted if the student pays for the AP Exam and/or pays for the college credit.

Guitar Ensemble  
Course #60032  
1 credit  
Grades 9-12

Prerequisite: Previous instruction on guitar.

Within this course both solo and guitar ensemble literature will be studied and performed throughout the year. Emphasis will be placed on appropriate playing position, left and right hand technique, music reading and notation skills, ensemble playing and rehearsal skills. Students will receive weekly rotating group instruction with emphasis placed on advancing development of technique and musical expression. Concerts and additional performance opportunities will be given throughout the year.

Piano Class I  
Course #60107  
1 Credit  
Grades 9-12

The Piano Class I course will provide students an opportunity to learn beginning piano skills within a group setting. Students will learn to read music and perform basic keyboard works from all of the major historical time periods. Jazz and pop music will also be explored. Proper keyboard technique will be taught. Regularly scheduled recital performances will be a required component of the course. Additionally, students will learn introductory improvisation techniques; perform collectively in duets and small groups, and compose their own pieces.

SUNY Piano Class I *  
Course #60106  
1 Credit  
Grades 10-12

This course can be taken for Ossining High School credit and/or 2 Westchester Community College credits. Piano I will provide students an opportunity to learn beginning piano skills within a group setting. Students will learn to read music and perform basic keyboard works from all the major historical time periods. Jazz and pop music will also be explored. Also taught will be proper keyboarding technique and piano literature. Regularly scheduled recital performances will be a required component of the course. Additionally, students will learn introductory improvisation techniques, perform collectively in duets and small groups, and compose their own pieces.

Piano Class II  
Course #60108  
1 Credit  
Grades 10-12

Prerequisite: Piano Class I

The Piano Class II course will provide students an opportunity to learn intermediate piano skills within a group setting. Students will learn to read music and perform basic keyboard works from all of the major historical time periods. Jazz and pop music will also be explored. Proper keyboard technique will be taught. Regularly scheduled recital performances will be a required component of the course. Additionally, students will learn introductory improvisation techniques; perform collectively in duets and small groups, and compose their own pieces.

SUNY Piano Class II *  
Course #60109  
1 Credit  
Grades 10-12

Prerequisite: Piano Class I

This course can be taken for Ossining High School credit and/or 2 Westchester Community College credits. This course will provide students an opportunity to learn intermediate piano skills within a group setting. Students will learn to read music and perform basic keyboard works from all the major historical time periods. Jazz and pop music will also be explored. Proper keyboarding technique
will be taught. Regularly scheduled recital performances will be a required component of the course. Additionally, students will learn introductory improvisation techniques, perform collectively in duets and small groups, and compose their own pieces.

**SUNY Applied Music-Piano * **
1 Credit

**Course #60110**
**Grades 11-12**

**Prerequisite:** Piano Class 1, and Piano Class 2

This course can be taken for Ossining High School credit and/or 1 Westchester Community College credits. This course provides individual instruction in the performance techniques and literature of the piano. Emphasis is placed on the development of a sound technical foundation, familiarity with the performance approaches and the study of the instrument’s vast literature. Upon successful completion, students will be able to demonstrate proficiency in technical skills and repertoire through performance.

**Orchestra**
1 Credit

**Course #60200**
**Grades 9-12**

Students who have had previous instruction on a string instrument are eligible for this course. Both string and full symphonic orchestral literature will be studied and performed throughout the year. Wind and percussion students in the Symphonic Orchestra are selected from the Wind Ensemble. Students will receive weekly rotating group instruction with emphasis placed on advancing development of technique and musical expression. Concerts and additional performance opportunities will be given throughout the year.

**Chamber Orchestra**
1 Credit

**Course #60213**
**Grades 9-12**

The number of instruments is limited; therefore membership is by audition only. This is a select group for students who are highly motivated to perform music from the classical chamber orchestra repertoire. Students will continue to develop ensemble playing by developing aural skills, blend and balance, and stylistic expression. Students will receive weekly rotating group instruction with emphasis placed on development of technique and musical expression. Public concerts will be given several times a year to enhance learning and reward accomplishment.

**SUNY Instrumental Ensemble 1/Chamber Orchestra * **
1 Credit

**Course #60207**
**Grades 11-12**

**Prerequisite:** The number of instruments is limited; therefore membership is by audition only.

This course can be taken for Ossining High School credit and/or 2 Westchester Community College credits. This is a select group for students who are highly motivated to perform music from the classical chamber orchestra repertoire. Students will continue to develop ensemble playing by developing aural skills, blend and balance, and stylistic expression. Students will receive weekly rotating group instruction with emphasis placed on development of technique and musical expression. Public concerts will be given several times a year to enhance learning and reward accomplishment.

**Symphonic Band**
1 Credit

**Course #60201**
**Grades 9-12**

This course presents a wide variety of high quality band literature ranging from moderate to difficult levels. Instruction will continue to develop student musicianship providing a greater understanding of notation, scales and keys, melodic and metric organization. Performing skills will demonstrate appropriate responses to the gestures of the conductor. Students will receive weekly rotating group instruction. Emphasis in these lessons is placed on development of expression, rudimental techniques, reading ability, and proper use of terminology. Public concerts will be given several times a year to enhance learning and reward accomplishment.

**Wind Ensemble**
1 Credit

**Course #60205**
**Grades 9-12**

This course is intended for highly motivated band students. Students will rehearse and perform difficult band literature regarded as standard repertoire for serious band musicians. This course seeks to instill more mature decision-making and the mastery of rudimental skills. Instruction will continue developing aural skills enabling students to exhibit control over ensemble balance, blend, and expression. The number of instruments is limited; therefore membership is by audition only. Students will receive weekly rotating group instruction. Emphasis in these lessons is placed on development of technique, reading ability, and proper use of terminology. Public concerts will be given several times a year to enhance learning and reward accomplishment.
SUNY Instrumental Ensemble 1/Wind Ensemble *  
Course #60206  
1 Credit  
Grades 11-12

**Prerequisite:** The number of instruments is limited; therefore membership is by audition only. This course can be taken for Ossining High School credit and/or 2 Westchester Community College credits. Students will rehearse and perform difficult band literature regarded as standard repertoire for serious band musicians. This course seeks to instill more mature decision-making and the mastery of rudimental skills. Instruction will continue developing aural skills enabling students to exhibit control over ensemble balance, blend, and expression. Students will receive weekly rotating group instruction. Emphasis in these lessons is placed on development of technique, reading ability, and proper use of terminology. Public concerts will be given several times a year to enhance learning and reward accomplishment.

**Jazz Ensemble**  
Course #60203  
½ Credit  
Grade 9-12

**Prerequisite:** Audition and membership in Symphonic Band or Wind Ensemble. This is a select group that will perform music in numerous styles from the jazz idiom throughout its history. It challenges highly motivated students who would like to perform difficult and standard ‘Big Band’ literature. This course seeks to instill more mature decision making and the mastery of rudimental skills. Instruction will continue developing aural skills enabling students to exhibit control over ensemble balance, blend, and expression without the necessity of a conductor. Improvisation along with cultural and historical performance practices will continue to be developed. The variety and number of instruments is limited; therefore selection of members is by audition only. Public concerts will be given several times a year to enhance learning and reward accomplishment.

**Chorus**  
Course #60101  
1 Credit  
Grades 9-12

All students, regardless of prior experience are encouraged to apply. Students perform a variety of classical and popular choral literature. They are not required to read music, but must be able to match pitches and perform as required at concerts and other occasions.

**SUNY Chorus 1 ***  
Course #60099  
1 Credit  
Grades 11-12

This course can be taken for Ossining High School credit and/or 2 Westchester Community College credits. Students perform a variety of classical and popular choral literature. Students are not required to read music, but must be able to match pitches and perform as required at concerts and other occasions.

**SUNY Chorus 2  **  
*NEW*  
Course #60098  
1 Credit  
Grades 11-12

**Prerequisite:** SUNY Chorus 1  
This course is an extension of SUNY Chorus 1 and can be taken for Ossining High School credit and/or 2 Westchester Community College credits. Students perform a variety of classical and popular choral literature. Students are not required to read music, but must be able to match pitches and perform as required at concerts and other occasions.

**SUNY Music Theory 1 ***  
Course #60114  
1 Credit  
Grades 11-12

**Prerequisite:** Completion of one year of a music course. This course can be taken for Ossining High School credit and/or 3 Westchester Community College credits. Students will develop an understanding of the structure, terminology and organization of music. Focus will be on rhythmic, melodic and harmonic elements of music including types of triads, intervals, keys, cadences, and scales with an emphasis on their use in Western classical music of the 18th and 19th centuries.
SUNY Music Theory II/AP Music Theory *  
Course #60113  
1 Credit  
Grade 11-12

**Prerequisite:** Completion of SUNY Music Theory I or recommendation of the instructor.  
This course will develop a student’s ability to recognize, understand and describe the basic materials and processes of music. This course will seek to instill the mastery of the rudiments and terminology of music including: notation, intervals, scales and keys, chords, metric organization and rhythmic patterns. Students will study a wide variety of music including Western classical, contemporary, jazz and popular music. The AP exam is given in May. This course can be taken for Ossining High School credit and/or 3 Westchester Community College credits.

**Intro to Musical Theatre Performance**  
**NEW**  
Course #60039  
1 Credit  
Grades 10-12

Explore a wide range of integrated performance skills in order to break the concept of being exclusively an actor, singer, or dancer. We will span the history of musical theatre through performance and engage in contrasting styles and genres. Course units will culminate with student performances of the repertoire studied.

**Gimme the Microphone**  
Course #10200  
1 Credit  
Grades 10-12

This course will be a performance based classroom experience where students will study vocal and performance techniques of various styles of contemporary music including pop, rock, R&B, folk, gospel, and musical theatre. Self-expression will be the focus through solo and small group repertoire. Musical and text analysis will also be an ongoing component of the coursework. Students will participate in a series of in-class and public performances.

**Theatre Arts/Drama I**  
Course #10201  
1 Credit  
Grades 9-12

Students will explore theatre arts and drama through acting, improvisation, dramatic writing, designing, directing, research and analysis. Students will have the opportunity to perform and analyze their own work throughout various genres of performances; from classical to contemporary theatre as well as film and television. Students will also observe professional performances and go on field trips for further study. All Theatre Arts I students will perform in the end of the year “Student Theatre Production” which will be an integral part of course and developed throughout the school year. Theatre students are expected to attend performances of the school plays and complete at least 3 hours of production work per semester.

**Theatre Arts II/Road-Show and Film/Media Production**  
Course #10202  
1 Credit  
Grades 10-12

**Prerequisite:** Successful completion of Theatre Arts /Drama I or Theatre Arts Lab.  
Students will learn the fundamentals of scene work and performance from an actor, director and designer’s perspectives. This course is also a creative service learning opportunity for the high school students to investigate character education and social issues that younger students may struggle with in their daily lives. Each quarter the students will write and perform an original theatre performance exploring various themes and styles. Students will then create an informal cabaret style production which engages them in the creation of their own entertainment featuring comedy, song, dance and sketch vignettes. Then we will take our performances “on the road” to other schools and locations in the district. In addition to playwriting and production, the students will be trained to mentor and facilitate a theatre outreach workshop with the younger students. The high school students will lead the workshops in the schools with a post-performance discussion about their original play and will also work with the students to improvise and write their own one act plays as well as perform with them. Road-show students will leave this course with a portfolio of playwriting and performance works that can be utilized for future community/professional theatre programs as well as college level theatre auditions. Additionally all theatre students are expected to attend performances of school plays and complete at least 3 hours of production work per semester.

**SUNY Introduction to the Theatre**  
Course #10203  
1 Credit  
Grades 10-12

**Prerequisite:** Successful completion of Theatre Arts /Drama I or Theatre Arts Lab.  
This course can be taken for Ossining High School credit and/or 2 Westchester Community College credits. SUNY Introduction to the Theatre provides an overview of theatre and its many facets, including producing, acting, directing, designing and playwriting.
Students are involved in in-class demonstrations and at-home projects, the reading of plays, the writing of papers, and the viewing of live and recorded performances. Students will develop their basic acting instrument through exercises that promote relaxation, sensory awareness, expressiveness, logical stage behavior, and creative interaction with fellow performers. We will explore various intellectual and instinctive approaches to character development and scene work such as improvisation, script analysis as well as several acting methodologies. The class will engage in the investigation of selected dramatic texts to identify elements of structure, character, and language in order to understand their function in creating the dynamics of dramatic action. Students will have the opportunity to cultivate their skills further by engaging in directing, playwriting and production design projects. This course will also help to prepare students to make the transition into the professional/community/college theatre world such as creating a résumé, writing cover letters, and preparing an audition repertoire. Additionally all SUNY Introduction to the Theatre students are expected to attend performances of school plays and complete at least 3 hours of production work per semester.

Theatre Arts Lab
Course #10206
1 Credit
Grades 10-12

Prerequisite: Successful completion of Theatre Arts/Drama I or active participation in 2 drama/or musical productions.
Theatre Arts Lab offers advanced theatrical training and credit for active involvement in all of the OHS Theatre Productions during the school year. Students are required to participate in any facet of the production which includes but is not limited to acting, assistant directing, stage-managing, light and set design etc.

SELF
Course #60070
½ Credit
Grade 12

Prerequisite: Successful completion of junior year and in good academic standing.
S.E.L.F. – Senior Experiential Learning for the Future – This a half credit elective course for seniors in the fourth marking period. With guidance from the SELF coordinator, students will identify and secure a faculty advisor to help them create an internship proposal. With assistance from the faculty advisor and SELF coordinator students will locate an internship site and secure a site supervisor. Throughout the school year students must meet with the SELF coordinator regularly (in person and through the Google Community) to provide updates and complete the requirements of the program. The students will be expected to attend workshops through the third and fourth quarter on journal writing and presentation skills conducted by the SELF coordinator. Students must complete seventy-five hours of intern service at their site, keep a journal their activities and experiences, and meet with their faculty advisor weekly (in person, or via technology). At the completion of the internship, students will create a multimedia presentation with the input of their faculty advisor and site supervisor on their entire senior internship experience. This will be presented by the student to other SELF students, parents, teachers, the faculty advisor, the site supervisor, and the SELF coordinator. Depending on the student’s schedule, they will be released from certain classes during the school day in order to meet the seventy-five hour requirement.
The English curriculum at OHS has four points of focus: reading, writing, speaking and listening. We encourage our students to be active, life-long learners by developing their ability to think critically about classical and contemporary literature. Our course offerings are developmentally structured, and students begin preparation for the N.Y.S. Regents Examination in ninth grade.

In response to our diverse and multicultural readings, students write analytical, narrative, descriptive and persuasive essays. The basis of effective communication, grammar, vocabulary and spelling is woven into the fabric of instruction. Elective course offerings revolve around select literary topics as well as creative, journalistic and personal writing. A variety of college level courses are offered to students after their freshmen and sophomore years: including Advanced Placement, and State University of New York English. Upon successful completion of these courses, students are able to receive college credit.

Courses with an asterisk (*) have a weight of 1.10 towards student GPA used for senior year percentile ranking. Courses will only be weighted if the student pays for the AP Exam and/or pays for the college credit.

### Common Core English 9
1 Credit

**Course #10001**
Grade 9

**Prerequisite:** English 8

The ninth grade curriculum, aligned to Common Core State Standards (CCSS), provides intensive preparation of communication skills, literary analysis and interpretation, and provides an appreciation of various literary forms: the short story, novel, poetry, drama, and non-fiction via close reading of increasingly complex texts. Students will enhance their skills in writing from sources through repeated practice with different types of writing: persuasive, argumentative, and narrative. Attention will be given to academic vocabulary, grammar, and usage of skills.

**NCAA approved course.**

### Common Core English 10
1 Credit

**Course #10004**
Grade 10

**Prerequisite:** English 9

The tenth grade curriculum, aligned to Common Core State Standards (CCSS), provides opportunities for increased student involvement and interest in reading increasingly complex texts, writing from sources and different text types: argumentative, informative/explanatory, and narrative. Students will be exposed to a rich variety of close readings of diverse culturally relevant texts (world literature), specifically addressing character, plot, setting, theme, style, and point of view.

**NCAA approved course.**

### SUNY English 11 *
1 Credit

**Course #10009**
Grade 11-12

**Prerequisite:** English 10. Students are required to pass the WCC placement exam.

This course is an introduction to the skills necessary for clear, effective communication of ideas, with an emphasis on rhetorical analysis, argumentation, and research. Students will identify and explain authors’ use of rhetorical strategies and techniques; create and sustain arguments; and, research and synthesize information. The goal is to demonstrate understanding and mastery of standard written English, stylistic maturity in writing, and the ability to move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review. This course fulfills a credit towards the requirement for 11th grade English.

**NCAA approved course.**
AP English Language and Composition (AP English 11) *  
Course #10007  
1 Credit  
Grade 11

**Prerequisite:** English 10  
Advanced Placement English Language and Composition is a college-level course which emphasizes non-fiction as well as fiction. Written assignments encompass a variety of analytical essays and papers to help students develop an appreciation of the many styles and periods of the English language. Argumentation, diction, logic, and purpose in writing are studied. An Advanced Placement exam is given in the spring. All students in the class must take this exam. Students may receive college credit depending on the college and their score. This course fulfills a credit towards the requirement for 11th grade English.  
*NCAA approved course.*

**American Literature**  
Course #10005  
1 Credit  
Grade 11

**English 11 Practicum**  
Course #10006  
1 Credit  
Grade 11

**Prerequisite:** English 10  
This course emphasizes the American Experience and the ways in which American writers have expressed the dreams, hopes, accomplishments, and culture of our country. Students will be exposed to rhetorical modes of writing such as argumentation, exposition, narration, and description. In addition, this course prepares students for the Common Core English Regents. This course fulfills a credit towards the requirement for 11th grade English. The Practicum component provides intensive preparation to develop and enhance writing expertise. Students will learn to construct well-reasoned text-based answers in different types of writing: argumentative, informative/explanatory, and narrative, specifically preparing students to communicate effectively in writing. Conferring with the teacher and peer editing will assist students as they craft essays. In addition, this course will provide intensive test taking skills in preparation for the Common Core English Regent.  
*NCAA approved course.*

**SAT/ACT for Seniors (S1)**  
Course #10066  
½ Credit  
Grades 11-12

**SAT/ACT for Juniors (S2)**  
Course #10067  
½ Credit  
Grades 11-12

The purpose of this course is to familiarize students with the format of the SAT/ACT and to develop vocabulary, reading comprehension, and standardized written English skills. Speed-reading and test-taking techniques also are emphasized. This class is recommended for second semester Juniors and first semester Seniors.

**Creative Writing**  
Course #10019  
1 Credit  
Grade 11-12

**Prerequisite:** 3 Credits of English  
This course is for students who enjoy writing. Students will develop the basic techniques of writing fiction, poetry, drama and essays. Daily journal writing will be an important component of this class. Class work will be submitted to a variety of competitions and publications.  
*NCAA approved course.*

**Women in Society**  
Course #10022  
½ Credit  
Grades 11-12

**Prerequisite:** English 10  
Students will study historical, cultural, and artistic contributions of women. Both, fictional and nonfictional works written by and / or about women will be a focus of study. Through group discussion, research and written assignments, students will critically evaluate traditional and current roles of women in literature and society. In addition, students will analyze the challenges and power of women in literature and in life.
**Film and Literature**  
Course #10034  
1 Credit  
Grades 11-12

**Prerequisite:** English 10  
This course will introduce students to the world of film, concentrating on a new approach to the visual image. Students will read novels, plays and screenplays to compare the text of a film to the final product. The structure of film narratives, the organization of images and sequence, and the development of social, political and ethical messages about our society will be emphasized. Through projects and film analysis, students will demonstrate their ability to integrate writing, interpretation, and reading skills. This course will culminate with students developing their own short film, including character research, writing and screenplay, and production. Seniors may take this course to meet their English 12 requirement.

**Myth, Magic, & Make-Believe:**  
Ancient and Modern Tales  
Course #10011  
½ Credit  
Grade 11-12

**Prerequisite:** 3 Credits of English  
Myth, Magic & Make Believe will study mythology from past through present times with a focus on the hero’s journey. The course content will focus on mythology and legend in a variety of mythological texts, supplemented with research, articles, films, television shows, graphic novels, and more. Additionally, science fiction, legend, art, and poetry will be studied in connection to mythology. Possible units of study include, but are not limited to, Greek Mythology, Norse Mythology, Arthurian Legend, Magical Realism, and Literature of Horror. Students will read, discuss, and write about a wide variety of genres and literary forms. An emphasis will be placed on class discussion, technology, collaboration, and creative forms of assessment and presentation, in addition to various reading and writing activities.  
*NCAA approved course.*

**SUNY Film Rhetoric**  
NEW  
Course #10033  
1 Credit  
Grades 11-12

**Prerequisite:** Review of application by class instructor.  
This course will introduce students to the basics of film history, film styles, and filmmaking techniques. This is a true discussion-based film appreciation class. Focus will be on broad frameworks, including the basics of film technique, narrative, style, editing, performance, sound, theory, and analysis, among other things. We will concentrate on various critical, theoretical, ideological, and historical approaches to film studies and to the practice of writing about film. We will examine particular problems, themes, filmmakers, genres, or movements in cinema.

**SUNY Racism, Classism, Sexism**  
English Course #10070  
1 Credit  
Social Studies Course #20070  
Grades 11-12

**Prerequisite:** English 10, Global History and Geography I and II, and Global Regents.  
This team taught class focuses on understanding issues of race, gender, and class in the United States with an emphasis on the sociological construction of identity. We examine the systematic ways in which certain groups have historically been privileged and the social, cultural, and economic legacy of these advantages. In our ever-changing society, our ‘popular’ influences affect the way we perceive the world around us, and the way we are seen within that world. This course aims to study several aspects of culture using a variety of modes and critical theories as our “lenses.” We explore literature, poetry, music, art, the media, language, television, film, advertisements, fashion and technology to understand the impact of these “staples of society” and how they reflect us, and our way of life. We hope that this course will give you grounding in some of the critical dialogue about culture, and also encourage you to practice critiquing and analyzing the culture around you. The topics studied in this course complement courses such as: SUNY The Black Experience, SUNY Crossing Borders and/or SUNY Topics in Latin American and Caribbean Studies. Students may take this course for Social Studies or English credit. Students may also take this course for SUNY college credit for an additional fee.  
*NCAA approved course.*
SUNY The Black Experience through History *  
and Literature  
1 Credit  

Prerequisite: English 10, Global History and Geography I and II, and Global Regents  
What does it mean to be Black in America today? Why is Barack Obama considered our first Black president when he is half white? Why are Black students who do well in school accused of “acting White?” Who can say the “n-word” these days? These are some of the questions we will explore in The Black Experience through Literature and History. This team taught class will seek to uncover and understand the experience of Blacks in the United States by rooting the present in the past through a study of history, music, art, literature and film. Topics will include historiography of Black heritage, and the institutions of Black community and protest. The literature portion of the class will focus on Black writers of the 19th, 20th and 21st centuries including Gwendolyn Brooks, Toni Morrison, Langston Hughes, Michelle Alexander, Jesmyn Ward and Wes Moore. The topics studied in this course complement courses such as: SUNY Racism, Classism, and Sexism, SUNY Crossing Borders, and/or SUNY Topics in Latin American and Caribbean Studies. Students may take this course for Social Studies or English credit. Students may also take this course for SUNY college credit for an additional fee.
NCAA approved course.

SUNY Topics in Latin American and Caribbean Studies *  
½ Credit  

Prerequisite: English 10, Global History and Geography I and II, and Global Regents  
Students survey the cultural heritage of Latinos and West Indians, as well as contemporary issues such as: immigration, acculturation, music, language, and class. Along with this historical study will be the infusion of literary texts (narratives, historical fiction, non-fiction, poetry, music, film, etc.) to further extend students’ understanding of the Latin American/Caribbean experience. Students may take this course for Social Studies or English credit. The topics studied in this course complement courses such as: SUNY The Black Experience, SUNY Crossing Borders, and/or SUNY Racism, Classism, Sexism. Students may also take this course for SUNY college credit for an additional fee.
NCAA approved course.

SUNY Crossing Borders: A Transnational  
Examination of Race, Ethnicity, and Gender *  
½ Credit  

Prerequisite: English 10, Global History and Geography I and II, and Global Regents  
This team taught course considers topics of race, ethnicity, and gender in other countries and continents. We will attempt to answer questions such as: How does the concept of race function in Europe, Africa, or Asia? Can racism exist within homogeneous societies? What does it mean to be a woman in Middle Eastern society? The course explores the use of race, nationality, ethnicity, culture, and gender as focal concepts in the critical analysis of human behavior and interaction in the modern world. The topics studied in this course complement courses such as: SUNY The Black Experience, SUNY Topics in Latin American and Caribbean Studies and/or SUNY Racism, Classism, Sexism Students may take this course for Social Studies or English credit. Students may also take this course for SUNY college credit for an additional fee.
NCAA approved course.

Introduction to College Level English NEW  
1 Credit  

Prerequisite: 3 Credits of English  
This class will allow students the opportunity to cultivate and improve upon critical reading, analytical, and writing skills. Students will be exposed to rhetorical modes of argumentation, exposition, narration, and description. The goal is for students to have the ability to move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing, and review. An emphasis will be placed on close reading, in-class writing, collaboration, and technology. This course is a prerequisite for SUNY WCC Writing and Research 101. Students who successfully take this class and receive at least a 73 will be exempt from the college placement exam for SUNY WCC Writing and Research 101.
SUNY English 12 *  
1 Credit                             Course #10042  
Grade 12                             

Prerequisite: American Literature  
SUNY English is an English 12 elective that enables the student to earn college credits for a small fee, while completing high school English requirements. Credit is dependent on the student's performance in the class. This course will follow the requirements of a College Freshman English curriculum, as approved by the State University of New York at Albany. This class emphasizes the development of critical skills through the analysis of major literary theories. Some of the texts for this class are Beautiful Boy, Alice in Wonderland, One Flew Over the Cuckoo’s Nest, A Streetcar Named Desire, and Hamlet. The class is mostly discussion based and requires many presentations.

NCAA approved course.

Senior Research Project  
½ Credit                             Course #10069  
Grade 12                             

This half year research course assists high school students to conduct, analyze, and present research about a topic of their choice. The intent is to create student researchers who have the skill, knowledge and desire to engage in advanced investigative techniques and analysis and be able to express their findings clearly, persuasively, and creatively. This course can be taken for a ½ credit of English or Participation in Government credit.

Gender Ideology: Women’s Studies and Queer Theory  
1 Credit                             Course #10021  
Grade 12                             

Prerequisite: 3 Credits of English.  
The course will reveal the world of gender that surrounds us locally, nationally, and internationally. Throughout the course we will emphasize the ways in which people experience gender opportunities and constraints differently according to their gender and sexual orientation.

NCAA approved course.

AP English Literature and Composition *  
1 Credit                             Course #10016  
Grade 12                             

Prerequisite: American Literature  
Advanced Placement English 12 Literature and Composition, is a university-level course designed to instruct advanced seniors in methods of literary analysis and research. AP English focuses on the analysis of literature, techniques of writing analytical essays, and skills of scholarly research. The focus of AP English includes literary analysis, critical essay structure, and research skills.
An AP exam is given in the spring. All students must sit for this exam. Many colleges in the United States accept AP English credit.

NCAA approved course.

Topics in English  
1 Credit                             Course #10104  
Grades 11-12                         

Topics in English will focus on improving the listening, analytical, writing and test-taking skills for students preparing to take the English Regents. The course will provide additional opportunities for developing writing expertise. It will also allow extended time for tutorial instruction. In-class essay writing, peer editing and conferencing, journal writing, portfolio composition, and computer assisted writing instruction will be essential parts of the curriculum. This course will be required for all students who score below a 65 on the New York State English Regents and fulfills the requirement for 11th grade English.

Reading Skills  
0 Credit                             Course #10035  
Grades 9-12                          

This course will focus on basic decoding and encoding skills and strategies to build a foundation for reading comprehension using a multi-sensory approach to the teaching of reading.
Reading Strategies 2
Course #10036
0 Credit               Grades 9-12
This course is designed to strengthen basic decoding skills and to teach strategies that develop reading comprehension, and strengthen reading fluency.

Reading Strategies 3
Course # 10037
0 Credit               Grades 9-12
This course is designed to review decoding skills and to focus on instruction in reading comprehension strategies and vocabulary development.

Academic Intervention Services for English
Course #10055
0 Credit               Grades 9-12
New York State mandates this class for all incoming ninth grade students who have received a score of less than 3 on the 8th grade English assessment. This course will also provide students with the skills necessary to achieve a passing grade on the New York State English Regents examinations.

SELF
Course #60070
½ Credit                    Grade 12
Prerequisite: Successful completion of junior year and in good academic standing.
S.E.L.F. – Senior Experiential Learning for the Future – This a half credit elective course for seniors in the fourth marking period. With guidance from the SELF coordinator, students will identify and secure a faculty advisor to help them create an internship proposal. With assistance from the faculty advisor and SELF coordinator students will locate an internship site and secure a site supervisor. Throughout the school year students must meet with the SELF coordinator regularly (in person and through the Google Community) to provide updates and complete the requirements of the program. The students will be expected to attend workshops through the third and fourth quarter on journal writing and presentation skills conducted by the SELF coordinator. Students must complete seventy-five hours of intern service at their site, keep a journal their activities and experiences, and meet with their faculty advisor weekly (in person, or via technology). At the completion of the internship, students will create a multimedia presentation with the input of their faculty advisor and site supervisor on their entire senior internship experience. This will be presented by the student to other SELF students, parents, teachers, the faculty advisor, the site supervisor, and the SELF coordinator. Depending on the student’s schedule, they will be released from certain classes during the school day in order to meet the seventy-five hour requirement.
English as a New Language

The ENL program offers courses that meet the educational needs of our students whose first language is not English. While recognizing and preserving the richness of the culture students bring to their new country, the ENL staff is committed to helping each student acquire fluency in English and meet the New York State graduation requirements and be an effective participant in a free society.

Courses with an asterisk (*) have a weight of 1.10 towards student GPA used for senior year percentile ranking. Courses will only be weighted if the student pays for the AP Exam and/or pays for the college credit.

ENL/ELA Common Core English 9  
1 Credit  
Course #10509  
Grade 9

The ninth grade curriculum, aligned to Common Core State Standards (CCSS), will be inclusive of ENL instruction, providing intensive preparation of communication skills, literary analysis and interpretation, and provides an appreciation of various literary forms: the short story, novel, poetry, drama, and non-fiction via close reading of increasingly complex texts. Students will enhance their skills in writing from sources through repeated practice with different types of writing: persuasive, argumentative, and narrative. Attention will be given to academic vocabulary, grammar, and usage of skills.

ENL Support 9  
1 Credit  
Course #10510  
Grade 9

The Support component provides intensive preparation in reading, writing, speaking, and listening as students engage in the ninth grade curriculum and acquire English. This course also prepares students for the New York State English as a Second Language Achievement Test (NYSESLAT).

ENL/ELA Common Core English 10  
1 Credit  
Course #10511  
Grade 10

The tenth grade curriculum, aligned to Common Core State Standards (CCSS), will be inclusive of ENL instruction, providing opportunities for increased student involvement and interest in reading increasingly complex texts, writing from sources and different text types: argumentative, informative/explanatory, and narrative. Students will be exposed to a rich variety of close readings of diverse culturally relevant texts (world literature), specifically addressing character, plot, setting, theme, style, and point of view.

ENL Support 10  
1 Credit  
Course #10512  
Grade 10

The Support component provides intensive preparation in reading, writing, speaking, and listening as students engage in the tenth grade curriculum and acquire English. This course also prepares students for the New York State English as a Second Language Achievement Test (NYSESLAT).

ENL/ELA Common Core English 11  
1 Credit  
Course #10516  
Grade 11

This course emphasizes the American Experience and the ways in which American writers have expressed the dreams, hopes, accomplishments, and culture of our country. Students will be exposed to rhetorical modes of writing such as argumentation, exposition, narration, and description. In addition, this course prepares students for the Common Core English Regents. This course fulfills a credit towards the requirement for 11th grade English.

ENL Support 11  
1 Credit  
Course #10518  
Grade 11

The Support component provides intensive preparation in reading, writing, speaking, and listening as students engage in the 11th grade curriculum and acquire English. This course also prepares students for the New York State English as a Second Language Achievement Test (NYSESLAT).
ENL/ELA Common Core English 12
1 Credit

Course #10555
Grade 12

The 12th grade curriculum, aligned to Common Core State Standards (CCSS), will focus on improving the listening, analytical, writing, and test-taking skills for students preparing to take the Common Core English Regents. The course will develop writing expertise.

ENL Support 12
1 Credit

Course #10557
Grade 12

The Support component provides intensive preparation in reading, writing, speaking, and listening as students engage in the 12th grade curriculum and acquire English. This course also prepares students for the New York State English as a Second Language Achievement Test (NYSESLAT).

Heritage Enrichment
1 Credit

Course #10515
Grade 9-12

This course enables students to choose research, prepare and present cultural and traditional art, dance, and music from their home countries. The course emphasizes live performances, portfolios, and use of technology. Guest artists will assist students in developing their work.

Intensive English
1 Credit

Course #10502
Grades 9-12

Prerequisite: Recommendation of administrator and/or E.S.L. teacher in the high school or middle school.

This is a course designed to help the non-native English student who has achieved some verbal skills but needs intensive instruction in reading and writing skills. This course is designed to bridge the language development from basic communicative social skills towards cognitive academic language proficiency. This course meets for a double period every day.

Entry Level English
1 Credit

Course #10516
Grades 9-12

Prerequisite: Based on NYSITELL and/or NYSESLAT Proficiency level, and teacher recommendation.

This beginning course is designed to introduce the non-native English student to the use of the English language in the areas of listening, speaking, reading and writing. It serves as a foundation course for development of cognitive academic language proficiency, with intensive preparation for the New York State English as a Second Language Achievement Test.

Intermediate Level English
1 Credit

Course #10517
Grades 9-12

Prerequisite: Based on NYSITELL and/or NYSESLAT Proficiency level, and teacher recommendation.

An intermediate course in English designed to further the non-native English student's use of the English language in all phases with extensive work in grammar, reading and writing. This course parallels the mainstream language arts curriculum. This course also prepares students for the current ELA requirement of the New York State Regents examination, as well as intensive preparation for the New York State English as a Second Language Achievement Test.

Transitional Level English
1 Credit

Course #10518
Grades 9-12

Prerequisite: Based on NYSESLAT Proficiency Level of Intermediate Level English and teacher recommendation.

This is an advanced course in English that has been designed to further the non-native English student’s use of the English language in all phases with extensive work in reading and writing. It parallels the mainstream language arts curriculum and prepares the non-native English speaker for transition to mainstream classes. This course meets for a one period every day. It also develops their reading and writing skills through literary analysis, and essay writing. Additionally, this course prepares students for the current ELA requirement of the New York State Regents examination as well as intensive preparation for the New York State English as a Second Language Achievement Test.
Intensive Emergent Literacy \textit{NEW} \hspace{1cm} Course #10503 \hspace{1cm} Grades 9-12

1 Credit

Prerequisite: Literacy and Math Assessments, NYSITELL, and Teacher Recommendation.
The purpose of this course is to develop basic language and literacy skills, in English, of students with formal interrupted schooling (SIFE). The emphasis of the class is on accelerating communicative, reading, and writing skills to prepare students to enter ESL classes.

ESL Writing \hspace{1cm} Course #10507 \hspace{1cm} Grades 9-12

1 Credit

ESL Writing 10507 is an inclusive class of students at various levels of English proficiency which will be conducted as a writing workshop with the focus on individual conferences, peer editing and revision. Students will learn how to write in the three New York State Common Core Learning Standards formats: Text Analysis Response, Argument and the Narrative Style. There will be time set aside for creative writing as well as individual publishing of works.

ESL Conversation \hspace{1cm} Course #10522 \hspace{1cm} Grades 9-12

1 Credit

This course will focus on developing the student’s English conversational skills. Students will have the opportunity to practice speaking for social, academic, and professional situations. Students will be expected to use English to express ideas and participate in daily discussions.

ESL Grammar \hspace{1cm} Course #10506 \hspace{1cm} Grades 9-12

1 Credit

This class offers an opportunity for students to develop and hone their grammatical skills through reading, writing, listening and speaking in English. This class meets for one period every day.

Semestered Global I and II \hspace{1cm} Course #20536 \hspace{1cm} Course #20537 \hspace{1cm} Grades 9-12

2 Credits

This course covers both Global I and Global II over the course of 1 year. Semestered Global Studies is designed to focus on the social studies standards, common themes that recur across time, place, and historical eras from ancient time to today. It is a double period every day for a year. The course culminates with a state required Regents examination needed for graduation.

Participation in Government & Economics \hspace{1cm} Course #20509 \hspace{1cm} Grades 9-12

1 Credit

This one year course introduces the student to the basic cultural elements of American society. It emphasizes the role of the citizen in the formulation and implementation of all levels of government through the lens of a nation built by immigrants seeking new lives in a new society. This course also introduces the basic concepts of capitalism. The goal is for students new to our culture and society to understand the elements that make America unique including political systems, the role of citizens, local, regional and national government, personal finance, Gross National Product, financial depression and inflation and difference between wants and needs. This course reinforces key civic values for all English Language Learners.

U.S. History & Government \hspace{1cm} Course #20508 \hspace{1cm} Grades 9-12

1 Credit

Prerequisite: Successful completion of Participation in Government and Economics.
This one year course continues the survey of America’s national heritage. This course emphasizes the following topics: the Constitutional foundations of the United States, the legacy of the Civil War, the new Industrial Age, the Progressive Movement, World War I and II, the Great Depression, and the interdependent world today. Students will take the U.S. History and Government Regents examination as part of the graduation requirement.
**Living Environment Part A – Spanish**  
Course #40500  
Living Environment Part A – Spanish Lab  
Course #40501  
1 Credit  
Grades 9-12

**Prerequisite:** Teacher recommendation and Administrative approval.  
This course is for students who are new to the English Language but have a foundation in the Life Sciences. This is a two year course. The first year, students will learn how to read Living Environment regents type questions and they will acquire science vocabulary words. Students will learn how to apply the Scientific Method and learn how to read and construct a Graph. Students will learn about laboratory instruments and how to use them. Students will learn about Ecology, Human Impact, Biochemistry, Cells and their environment. Lastly, students will learn about organelles and the biological processes they perform in order to maintain homeostasis in the body and the environment.

This course has a lab component. Students at the end of the course must have completed a minimum of 600 lab minutes. The course does not end with a Regents type exam but it will have a simulated regents type exam.

**Living Environment Part B – Spanish**  
Course #40502  
Living Environment Part B – Spanish Lab  
Course #40503  
1 Credit  
Grades 9-12

**Prerequisite:** Completion of Living Environment part A with a minimum of a passing grade of 65.  
This is the continuation of Living Environment part A. Students in this section will continue to develop an understanding of the Regents type questions and the vocabulary used in the regents. Students will learn new topics such as: Asexual and Sexual reproduction, Mutations, Mendelian Genetics, genetic disorders, DNA and RNA synthesis and replication, Modern Genetics (Bio-engineering), Evolution, Classification, and the body systems how they work together to maintain homeostasis. At the end of the course, students will have the opportunity to review all the material that will be tested on the regents.

This course has a lab component. Students at the end of the course must have completed a minimum of 1200 lab minutes (this is a combination of Part A and Part B). The course does end with a Living Environment Regents exam.

**Living Environment for the Spanish Speaker**  
Course #40542  
Living Environment Lab for the Spanish Speaker  
Course #40543  
1 Credit  
Grades 9-12

**Prerequisite:** Teacher recommendation and Administrative approval  
The Living Environment course is designed for the study of basic concepts that apply to all life forms. This course stresses the relationships between living things and their environment. The main topics of discussion include ecology, evolutionary theory, genetics, molecular biology, properties of living things and human physiology. Using the scientific method, students will develop a sense of how science is carried out. In addition, graphing, interpreting data tables and diagrams, and essay writing are emphasized to improve scientific literacy. This course is conducted in both English and Spanish. ELL strategies include use of cognates, ability to use native language with in class discussions, group work, translated labs, etc.  
A 1200-minute laboratory requirement, in addition to class time, is State mandated and is an integral part of this course. Lab reports must be completed before students take the Regents exam. This course is conducted in both English and Spanish.

**ESL Mathematics**  
Course #30500  
1 Credit  
Grades 9-12

**Prerequisite:** Teacher recommendation and Administrative approval  
This course is designed to prepare students for entry level high school mathematics. Students will develop content area skills and vocabulary. Course topics will include fundamentals and foundations of numbers and operations, computation, geometry, measurement, algebra, and problem solving.
Integrated Algebra for the Spanish Speaker                  Course #30561
2 Credits                               Grades 9-10

Prerequisite: Teacher recommendation and Administrative approval
This course is designed to allow study time for students to develop mathematical proficiency as the students explore the topics in a dual language setting. A combination of English and Spanish is used to help native Spanish speakers to achieve a better understanding of New York State Education Department math standards, concepts, and skill sets. The topics include algebra, geometry, probability and statistics. This course ends in a Regents exam.

Spanish for the Native Speaker 2                  Course #50004
1 Credit                               Grade 9-12

Prerequisite: Native Speaker 1 or administrative approval
This course has been created for the native Spanish speaker and has been designed to improve their language. This course is concentrated on improving students writing skills as well as in their reading. The grammar to be studied in this course is appropriate for this level. Once the course has finished students can continue with level III of this program.

Spanish for the Native Speaker 3                  Course #50030
1 Credit                               Grades 9-12

Prerequisite: Spanish for the Native Speaker 2 or a teacher recommendation
This is a level III course for a student who is a Spanish Native Speaker. Students will continue to enhance their knowledge in Spanish. There is a greater emphasis on reading, comprehension, and writing in preparation for the Regents examination. After completing this course students may opt to take AP Spanish.

AP Spanish Language *                  Course #50010
1 Credit                               Grades 11-12

Prerequisite: SUNY Spanish I or Native Speaker 3
This course is designed for those students who intend to continue Spanish in college or wish to acquire additional enrichment. Emphasis is placed on reading and language. Students are prepared to take the AP exam which may allow them to accrue college credits while still in high school.
NCAA approved course.

English as a New Language Success Center                  Course #10506
0 Credit                               Grades 9-12

This course is designed to assist all first year E.N.L. students as well as former E.N.L. students who have been mainstreamed. Intensive small group instruction as well as computer-assisted instruction will be utilized.

SELF                  Course #60070
½ Credit                               Grade 12

Prerequisite: Successful completion of junior year and in good academic standing.
S.E.L.F. – Senior Experiential Learning for the Future – This a half credit elective course for seniors in the fourth marking period. With guidance from the SELF coordinator, students will identify and secure a faculty advisor to help them create an internship proposal. With assistance from the faculty advisor and SELF coordinator students will locate an internship site and secure a site supervisor. Throughout the school year students must meet with the SELF coordinator regularly (in person and through the Google Community) to provide updates and complete the requirements of the program. The students will be expected to attend workshops through the third and fourth quarter on journal writing and presentation skills conducted by the SELF coordinator. Students must complete seventy-five hours of intern service at their site, keep a journal their activities and experiences, and meet with their faculty advisor weekly (in person, or via technology). At the completion of the internship, students will create a multimedia presentation with the input of their faculty advisor and site supervisor on their entire senior internship experience. This will be presented by the student to other SELF students, parents, teachers, the faculty advisor, the site supervisor, and the SELF coordinator. Depending on the student’s schedule, they will be released from certain classes during the school day in order to meet the seventy-five hour requirement.
Health Education Department

The purpose of the Health Education Department is to provide the skills, information and resources that students need to live safe and healthy lives. The curriculum is designed to address the most current issues affecting youth today in order to empower students to make healthy decisions. Focus is placed on developing healthy behaviors now in order to promote a lifetime of wellness.

Health Education  
Course #80000  
½ Credit  
Grades 9-10

Health Education is designed to help students think about changing high-risk behaviors associated with the leading causes of illness and death in society today. Lessons build knowledge and skills in order to prepare students for making important life decisions. Topics focus on issues students may encounter during adolescence. Course content includes Mental Health and Illness, Substance Abuse, Relationships and Communication Skills, and Human Sexuality. **Successful completion of this course is required for graduation.**

Critical Health Issues  
Course #80009  
½ Credit  
Grades 10-12

**Prerequisite:** Health Education

This half-year elective is designed to develop an in-depth understanding of personal health and the various effects of illness and wellness on society. It will address the specific needs and concerns of students at OHS. Students will have an opportunity to select specific health issues for study. Special focus will be given to marijuana abuse, sexual harassment, human sexuality, and dealing with death.

This course may be used as a science credit.
Mathematics Department

The Mathematics Department offers a wide range of mathematical opportunities for all of our students. The curriculum is chronological and emphasizes the development of mathematical skills, concepts, and applications. The course selection ranges from the required math sequence to advanced level courses to math electives. Students who demonstrate an interest or advanced mathematical ability may choose to enroll in college level courses.

Please note: The New York State Education Department requires that all students use a graphing calculator on the Regents exam. Calculator proficiency will be emphasized in all courses. It is recommended that each student have his/her own calculator to be used at home for completion of homework. Calculators that communicate with other calculators or are capable of symbolic manipulation are prohibited. Any questions should be discussed with your child’s teacher.

Courses with an asterisk (*) have a weight of 1.10 towards student GPA used for senior year percentile ranking. Courses will only be weighted if the student pays for the AP Exam and/or pays for the college credit.

### Common Core Algebra

- **Course #30021**
- **1 Credit**
- **Grades 9-10**

**Prerequisite:** Successful completion of Math 8 honors

The focal point of this course is the algebra content strand. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines such as science, business, fine arts and technology. This course will assist the students in developing skills and processes needed to successfully solve problems in a variety of settings. Topics that will be addressed are the real number system, algebraic expressions, equation solving, and operations with polynomials, factoring, quadratics, graphing, and radical expressions, systems of equations and inequalities, the study of right triangles, area and volume, probability and statistics. This course culminates with the New York State Integrated Algebra Common Core Regents Examination.

*NCAA approved course.*

### Common Core Integrated Algebra

- **Course #30061**
- **2 Credits**
- **Grades 9-12**

The focal point of this course is the algebra content strand. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines such as science, business, fine arts, and technology. This course will assist students in developing skills and processes needed to successfully solve problems in a variety of settings. Some topics we will study are; real number systems, algebraic expressions, equation solving, and operations with polynomials, factoring, quadratics, graphing, and radical expressions. This course culminates with the New York State Integrated Algebra Regents Examination taken in June 2015.

*NCAA approved course.*

### Integrated Algebra Common Core Concepts

- **Course #30063**
- **1 Credit**
- **Grades 9-12**

**Prerequisite:** Successful completion of Common Core Integrated Algebra and sat for the Common Core Integrated Algebra exam at least once.

This course provides an overview of major algebra concepts presented in Common Core Integrated Algebra. Student will be prepared to take the Common Core Integrated Algebra exam.

### Common Core Geometry

- **Course #30027**
- **1 Credit**
- **Grades 9-12**

**Prerequisite:** Successful completion of Common Core Algebra; 75 or better on the Common Core Integrated Algebra exam and/or Administrative approval.

The Geometry curriculum is firmly rooted in the Common Core Learning Standards and College/Career readiness. The curriculum focuses on 5 district modules and replaces the Regents Geometry course. Topics that will be addressed include the study of transformations and the role they play in defining congruence, dilations and similarity transformations, similarity within right triangles and trigonometry, extending 2-D formulas to an understanding of 3-D formulas for solids, geometry on the coordinate plane, and an in-depth study of circles and the angles formed by their intersection with segments, rays and lines. This course culminates with a local final exam.

*NCAA approved course.*
Common Core Integrated Geometry A  
1 Credit  
Course #30020  
Grades 9-12  

Prerequisite: Successful completion of Common Core Algebra, passing exam grade of 65-74 or administrative approval. 
The Geometry curriculum is firmly rooted in the Common Core Learning Standards and College/Career readiness. The curriculum focuses on 2 modules and replaces the Regents Geometry course. Topics that will be addressed include the study of tranformations and the role they play in defining congruence, dilations and similarity transformations, similarity within right triangles and right triangle trigonometry. Application and modeling problems connect multiple respresentations and include both real world and purely mathematical situations. The curriculum is designed to allow considerable time for discovery and practice of new skills and knowledge. This course culminates with a local final exam.

Common Core Integrated Geometry B  
1 Credit  
Course #30037  
Grades 10-12

Prerequisite: Successful completion of Common Core Integrated Geometry A or administrative approval. 
The Geometry curriculum is firmly rooted in the Common Core Learning Standards and College/Career readiness. The curriculum focuses on 3 modules, commencing where the Common Core Integrated Geometry A curriculum concluded. Topics that will be addressed include extending 2-D to 3-D formulas for solids, geometry on the coordinate plane, and an in-depth study of circles and the angles formed by their intersection with segments, rays and lines. The curriculum is designed to allow considerable time for discovery and practice of new skills and knowledge. This course culminates with a local final exam.

Trigonometry  
1 Credit  
Course #30124  
Grades 10-12

Prerequisite: Successful completion of the Geometry course 
This course is intended for students who would benefit from the opportunity to have extended time to understand concepts in trigonometry. Topics will include functions, rational expressions, radicals, exponents, logarithms, probability and statistics, and trigonometry. This course is not designed to cover all the concepts required for the Trigonometry Regents exam. A local final exam will be given at the end of the course. 
NCAA approved course.

SUNY College Algebra with Trigonometry *  
1 Credit  
Course #30026  
Grades 10-12

Prerequisite: Algebra and Geometry with a grade of 88 or better in both course and final exam or administrative approval. 
This course is an in-depth examination and study of algebra (imaginary and complex numbers, functions, systems of equations, data analysis, arithmetic and geometric sequences, probability theory) and right triangle trigonometry (circular functions, trigonometric equations and identities). The curriculum is supplemented with investigation and discovery, justification and proof, and extensions of previously learned concepts. This course is the foundation for students who plan to take Pre-Calculus Advanced/SUNY Pre-Calculus and AP Calculus BC/SUNY Calculus I and SUNY Calculus II. This course culminates with a local final exam. 
NCAA approved course.

Common Core Algebra II/Trig  
1 Credit  
Course #30038  
Grades 10-12

Prerequisite: Common Core Algebra and Common Core Geometry with a grade of 75 or better in both courses and on Final exams or administrative approval. 
The Algebra II curriculum is firmly rooted in the Common Core Learning Standards and College/Career readiness. The curriculum focuses on 4 modules and replaces the Regents Algebra 2/Trigonometry course. Topics that will be addressed include an in-depth study of polynomial, rational and radical relationships, connections between trigonometric functions and transformation geometry, families of functions including exponential and logarithmic, geometric series and finance, statistics and probability (drawing conclusions from data with and without the use of technology). This course culminates with a local final exam.

SUNY College Algebra: Functions and Models *  
1 Credit  
Course #30041  
Grades 10-12

Prerequisite: Successful completion of Algebra with an 85 or better on the Algebra Regents or Common Core Algebra Exam. Students who receive less than an 85, must sit for WCC’s placement exam.
This course can be taken for Ossining High School credit and/or 3 Westchester Community College credits. Major topics include: introduction to functions and graphing, linear functions, quadratic and exponential functions. Additional topics include: rates of change, modeling data, systems of linear equations, exponents, radicals, and logarithms. 

**NCAA approved course.**

**Statistics**

1 Credit

**Course #30033**

**Grades 10-12**

**Prerequisite:** Successful completion of Common Core Algebra course and Geometry.

This course offers basic descriptive statistics including frequency distributions, mode, mean and standard deviation. Permutations, combinations, probability rules and Bayes’ Theorem. Binomial and normal distributions. Basic inferential statistics including sampling theory, confidence intervals for means and proportions, test of hypotheses. Chi square distribution. Introduction to correlation and regression.

**NCAA approved course.**

**SUNY Statistics ***

1 Credit

**Course #30032**

**Grades 11-12**

**Prerequisite:** Successful completion of a college-level math course.

This course can be taken for Ossining High School credit and/or 4 Westchester Community College credits. This course is a general introduction to statistical methods. Topics include: descriptive methods and the presentation of data, a thorough treatment of the basic concepts of probability, techniques of statistical inference and decision-making through hypotheses testing, the methods of correlation and regression analysis, and the application of non-parametric methods in various subject areas.

**NCAA approved course.**

**Introduction to College Level Mathematics  NEW**

1 Credit

**Course # 30070**

**Grades 11-12**

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

The purpose of this third or fourth year course is to prepare students for college math. Students will review math appropriate for the SAT, focus on college level statistics and probability, and prepare for college placement exams in mathematics. Some topics we will study are: equations, inequalities and expression, polynomials and factoring, solving quadratic equations, algebraic fractions and rational expressions, statistics and probability, and finance and business math. A local final examination is required. Students who successfully take this class will be exempt from the college placement exam for SUNY WCC freshman level math.

**Game, App Design and Coding  NEW**

½ Credit

**Course #30011**

**Grades 9-12**

Game, App Design and Coding is an introduction to the skills necessary to be successful in the venue of the programming world. This class includes a combination of lessons, discussions, and hands-on experiences. The hands-on sections will include tutorials and lessons hosted by: Code-Avengers, Code HS, Code Academy, Tynker, and Code.org. There will also be labs using coding resources from Game Maker and MIT App Inventor. Other topics include: History of Game Design, App design, Programming Logic, Basic Programming Concepts, and Introduction to Computer Programming.

**Math in Art 2D-3D**

½ Credit

**Course #30035**

**Grades 10-12**

**Prerequisite:** Successful completion of Common Core Algebra.

Students will discover the math behind art, from two-dimensional Tangrams to three-dimensional origami and sculpture. You won’t believe what you can learn by manipulating, folding and unfolding, creating and investigating. Possible field trips will include a visit to an outdoor sculpture park. This course supports the core curriculum of algebra, geometry and trigonometry, as well as the Math, Science, Technology Standards as described by the New York State Education Department, with real world application of concepts, problem solving skills and design. Students can take this course as a third or fourth year math elective.
Math in Architecture
½ Credit
Grades 10-12

Prerequisite: Successful completion of Common Core Algebra. In this course students assume the role of an apprentice architect as they design an innovative yet practical home; create a floor plan and construct a scale model of their home; design and construct a roof for their model, and; finally estimate construction costs and prepare a budget for their project. This course supports the core curriculum of algebra, geometry and trigonometry, as well as the Math, Science, Technology Standards as described by the New York State Education Department, with real world application of concepts, problem solving skills and design. Students can take this course as a third or fourth year math elective.

Pre-Calculus
1 Credit
Grades 11-12

Prerequisite: Successful completion of Regents Trigonometry or Trigonometry Advanced; 75 or better on the Trigonometry Regents, or administrative approval.
This course provides a thorough preparation for calculus. The course content includes mathematical induction, binomial theorem, conic sections, matrices, polynomial functions, polar coordinates, vectors, analytic geometry and limits. This course concludes with a comprehensive local examination.

Pre-Calculus Advanced *
SUNY Pre-Calculus: Functions and Coordinate Geometry*
1 Credit
Grades 11-12

Prerequisite: 85 or better in Trigonometry Advanced and 80 or better on the Trigonometry Regents, or administrative approval.
This course offers a more in-depth treatment of the material than covered in Pre-Calculus. A detailed analysis of topics is essential to the mastery of a follow-up course in calculus. Assisted by applications utilizing a graphical/scientific calculator, topics include: functions and inverse relations, trigonometric functions and identities, the study of polynomial, rational, logarithmic and exponential functions; and selected topics in analytic geometry. The course includes additional topics such as limits, derivatives and applications of derivatives. Every student is required to complete enrichment projects. This course includes college level course work. This course concludes with a comprehensive local examination.

Advanced Placement Statistics *
1 Credit
Grades 11-12

Prerequisite: Successful completion of Regents Trigonometry/Trigonometry Advanced and Trigonometry Regents, or administrative approval.
This Advanced Placement course in statistics is comparable to courses at the university level. The course content includes exploratory analysis of data, planning a study, anticipating patterns, probability and statistical inference. This is a college level course. All students will take the Advanced Placement Examination in May.

Advanced Placement Calculus AB *
SUNY Calculus I *
1 Credit
Grades 12

Prerequisite: Pre-Calculus, Pre-Calculus Advanced, or SUNY Pre-Calculus with a minimum final grade of 80, or administrative approval.
Concept of limit, derivatives of algebraic functions, curve plotting, related rates, maxima and minima, Rolle’s theorem, Mean Value Theorem, introduction to integration, differentiation and integration of sines and cosines, area under a curve, definite integral, and fundamental theorems of calculus will be covered in this course. Students can take the AP Exam in May for college credit or can apply for SUNY college credit.

NCAA approved course.
**Advanced Placement Calculus BC * ** Course #30030
**SUNY Calculus I * and II * ** Course #30014/15
1 Credit

**Prerequisite:** Pre-Calculus Advanced or Administrative approval.
This is equivalent to a 2 semester college-level calculus course that includes the topics: functions, limits, differentiation, integration and applications, additional topics include polar and parametric curves, sequences and series, and convergence test. Students can take the AP Exam in May for college credit or can apply for SUNY college credit.

*NCAA approved course.*

**SELF**
Course #60070
½ Credit

**Course #60070**
Grades 12

**Prerequisite:** Successful completion of junior year and in good academic standing.

S.E.L.F. – Senior Experiential Learning for the Future – This a half credit elective course for seniors in the fourth marking period. With guidance from the SELF coordinator, students will identify and secure a faculty advisor to help them create an internship proposal. With assistance from the faculty advisor and SELF coordinator students will locate an internship site and secure a site supervisor. Throughout the school year students must meet with the SELF coordinator regularly (in person and through the Google Community) to provide updates and complete the requirements of the program. The students will be expected to attend workshops through the third and fourth quarter on journal writing and presentation skills conducted by the SELF coordinator. Students must complete seventy-five hours of intern service at their site, keep a journal their activities and experiences, and meet with their faculty advisor weekly (in person, or via technology). At the completion of the internship, students will create a multimedia presentation with the input of their faculty advisor and site supervisor on their entire senior internship experience. This will be presented by the student to other SELF students, parents, teachers, the faculty advisor, the site supervisor, and the SELF coordinator. Depending on the student’s schedule, they will be released from certain classes during the school day in order to meet the seventy-five hour requirement.
Physical Education Department

The primary purpose of the Physical Education Program is to develop physically educated students who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

Physical Education classes meet for a full year every other day and students receive ½ a credit. All students must take Physical Education for all four years and earn a total of 2 credits to graduate.

**Adaptive Physical Education**

1/2 Credit

Adaptive Physical Education is provided for those students who have an IEP requiring a modified physical education program. The program follows the same instructional objectives as other physical education offerings with many activities being modified to meet the special needs of the class members.

**9th Grade Physical Education**

**Personal Challenge**

1/2 Credit

This course exposes students to the latest research and applications pertaining to the components of health and skill-related fitness and the benefits of exercise. Students will learn the principles and guidelines associated with training and exercising. Students will be exposed to a wide range of physical activities related to sports, personal challenge and leisure.

**10th, 11th, & 12th Grade Physical Education**

**Physical Education**

1/2 Credit

Students will have the opportunity to choose from a range of activities presented in a sport education or personal challenge model. These activities will reinforce the concepts and guidelines related to fitness and exercise.

Activities include:

**STEP AEROBICS:**
Instruction and participation in low/high impact and step aerobics. Students will begin with the simplest steps and easy patterns. By the end students will have naturally progressed into Step-Aerobics combinations.

**CARDIO-KICKBOXING:**
Cardio-Kickboxing is a series of movements that consists of kicks, punches, and blocks done to music. It is similar to typical aerobics class except the moves consist of martial arts techniques. Cardio-Kickboxing is a total body workout in its most complete form.

**DANCE:**
This course is designed to provide a foundation of movement for students who have had little or no dance experience. In this course, students will learn the basics in a variety of multicultural dances. Emphasis will be on the development of partnering skills, lead and follow, the basic principles of timing, as well as basic foot work and variations of simple turn patterns.

**INTERNATIONAL SPORTS:**
This is a basic introduction to the rules, concepts and strategies of different sports played around the world. Students will be introduced to cricket, handball, Taka and other various sports and games.
ULTIMATE FRISBEE:
Students will undergo a unit learning the fundamental skills of ultimate Frisbee. Students will learn the strategy, necessary skills and fundamentals of throwing and catching a Frisbee. This will be introduced using a sport education model, allowing students to create a team and utilizing responsibilities within the team.

LEISURE SPORTS:
Students will be introduced to certain games and sports considered “Leisure Activities.” This class will be an introduction to the rules, skills and strategies to games such as golf, bocce, horseshoes and croquet.

OUTDOOR ACTIVITIES:
Students will have the opportunity to learn and have hands-on experience with reels, rods, and more—knots—casting—what fish like to eat—lure, bait, and fly-fishing—basic safety—catch and release vs. cut, clean, and eat! The class will include field trips to streams and rivers. Course will also cover orienteering, hiking, hunting and basic survival.

ADVANCED SOCCER SKILLS:
This class that will include advanced soccer strategies, techniques and game related situation in small side games. Students will receive instruction on the rules of the game.

SOCCER OFFICIATING:
This class will cover the fundamental skills of soccer: passing, trapping, heading, dribbling and shooting. Team tactics are covered specific to the outdoor game. This class will also cover the rules and regulations of the sport. Students will have the opportunity of becoming a NYS certified referee. This will allow students to become employed as a soccer official.

PRINCIPLES OF WEIGHT TRAINING:
A comprehensive understanding of weight training and its place in the world of fitness. Topics to be covered include: equipment, free weight exercises, isometrics, circuit training, toning, stretching, strength development, program design based on personal goal setting and muscle toning vs. building.

BODY CONDITIONING:
Informed by the latest findings in exercise science, the focus of this class is on strengthening and toning the entire body with an emphasis on functional exercises. This cutting-edge workout may include use of The Step, dumb-bells, Body Bars, medicine and exercise balls, body resistance, and exercise bands. A cardiovascular warm-up to music continues to make this class fun and effective for all fitness levels. This class will enhance muscular endurance and strength.

YOGA/PILATES:
An introduction to traditional yoga focusing on the development of the physical body to increase flexibility and strength. Breathing practices and meditation techniques that relax and revitalize the mind and body are included. A unique twist will be added to incorporate a Pilates-based mat class to strengthen and lengthen the “core” (abs, back, hips). An emphasis will be placed on proper breathing and alignment.

ADVANCED BASKETBALL & FOOTBALL:
This course will include advanced basketball & football strategies, techniques and game simulations. Students will receive instruction and related reading and writing assignments.

BADMINTON:
This is an introductory class in competitive badminton which develops basic skills, strategy and knowledge of the rules of the game.

PICKLEBALL:
An introduction to the basic strokes, rules, etiquette, and strategies of singles and doubles play. Advanced skills and strategies introduced as appropriate.

VOLLEYBALL:
This class introduces the student to the fundamental skills of volleyball. Course emphasis is on proper serving, setting, forearm passing, spiking, positioning, rules, and game strategy.

TEAM HANDBALL:
A physical and dynamic sport which combines the skills of running, jumping and throwing into a fast moving and exciting game. Team Handball incorporates facets of various team sports, most closely resembling basketball; dribbling and passing, picks and rolls, and fast breaks. The basic objective of the game is to out maneuver the opponent by passing the ball quickly and then throw the ball past the defense and goalie to score. Rules, regulations, safety, and principles for strategy will be covered.
**SNOW SHOEING:**
Students will have the opportunity to try this great winter activity. This is a personal fitness challenge that is set in winter teaching them hiking, training, survivor skills: including fire building, orienteering, ice fishing, and gear needed for the outdoors. This increased knowledge and cardiovascular fitness for lifetime personal fitness. Students also learn the history and design rationale of snowshoeing and its purpose.

**Unified Sports**
½ Credit

Unified Sports bring together athletes with and without varying disabilities to train and compete on the same team. Throughout the year, in a variety of sports ranging from basketball to volleyball, Unified Sports athletes will improve their physical fitness, sharpen their skills and have the unique opportunity to participate in sports with students from our outstanding Life Skills program. Students will also have the chance to volunteer at Special Olympic events such as our Pioneer League.

**Introduction to Dance**
½ Credit

Students will explore how dance communicates meaning and connects to health and well-being. Students will study basic elements of dance in various styles and will have the opportunity to choreograph their own pieces. Students will also have an opportunity to study important historical figures and trends in dance. Students will explore sound body mechanics and personal fitness and how these apply to basic dance elements and principles. Students may take this course for Physical Education or Art credit.

**SUNY Health and Sports for Life** *
½ Credit

This course offers 2 credits from Westchester Community College. The course is designed to challenge students to be actively involved in the learning process of how to become a healthy person. The emphasis is on building self-responsibility for developing and reinforcing healthy, physical and mental, behaviors that contribute to optimum health and wellness. Students will analyze their personal lifestyle behaviors through a nutrition and physical activity log, and journal to develop prescriptions for lifestyle changes that will have a positive impact on their lives. Students will explore and develop an understanding of the nature of a variety physical activities e.g. aerobic training, weight training, mental training, recovery strategies, etc. In addition, they will be able to identify the wellness benefits derived from sports. CPR certification will be available for an additional fee.
Science Department

The Science Department is housed in the amazing, technologically sophisticated Hiemcke STEM Wing. As a department, we embrace and advocate the science standard that students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. The department goal is to prepare our students for success in the academic and working worlds by offering a rich selection of courses including electives and college level courses.

Courses with an asterisk (*) have a weight of 1.10 towards student GPA used for senior year percentile ranking. Courses will only be weighted if the student pays for the AP Exam and/or pays for the college credit.

Living Environment: Biology                Course #40042
Living Environment Lab                    Course #40043
1 Credit                                    Grades 9-10

The Living Environment course is designed for the study of basic concepts that apply to all life forms. This course stresses the relationships between living things and their environment. The main topics of discussion include ecology, evolutionary theory, genetics, molecular biology, properties of living things and human physiology. Using the scientific method, students will develop a sense of how science is carried out. In addition, graphing, interpreting data tables and diagrams and essay writing are emphasized to improve scientific literacy. A 1200-minute laboratory requirement, in addition to class time, is State mandated and is an integral part of this course. Lab reports must be completed and submitted before students take the Regents exam.

NCAA approved course.

Earth Science                                Course #40014
Earth Science Lab                            Course #40015
1 Credit                                    Grades 9-12

Earth Science is an interdisciplinary course that focuses on geology, meteorology, and astronomy and touches on other areas including geophysics and environmental science. Through the study of rocks, weather, the cosmos, and the processes that form them, students will develop an understanding and appreciation of the earth, its place in the universe and how features such as earthquakes, volcanoes, winds and the atmosphere work. In addition they will see how fundamental physical principles such as density and energy transfer control of all these processes. A 1200-minute laboratory requirement, in addition to class time, is State mandated and is an integral part of this course. Lab reports must be completed before students take the Regents exam.

NCAA approved course.

Chemistry                                   Course #40008
Chemistry Lab                               Course #40009
1 Credit                                    Grades 10-12

Prerequisite: Successful completion of Algebra course and Regents exam, or Administrative approval.
This course includes the study of matter, energy, and change at the atomic and molecular level. Principles of chemistry and their inter-relationships are emphasized. There is a 1200-minute laboratory requirement, in addition to class time.

NCAA approved course.
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<thead>
<tr>
<th>Subject</th>
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<th>Grade Levels</th>
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<tbody>
<tr>
<td>Physics</td>
<td>40012</td>
<td>11-12</td>
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<tr>
<td>Physics Lab</td>
<td>40013</td>
<td>Grades 11-12</td>
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<td>1 Credit</td>
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**Prerequisite:** Must be enrolled in, or completed, Trigonometry or Trigonometry Advanced.

Physics is a course designed to give the student some acquaintance with a physicist's contemporary view of the world, provide an introduction to the methods and techniques used by the physicist and develop an appreciation for an understanding of Physics as a human activity with historical roots.

A 1200-minute laboratory requirement, in addition to class time, is State mandated and is an integral part of this course. Lab reports must be completed before students take the Regents exam.  

*NCAA approved course.*

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<tr>
<td>Introduction to Engineering</td>
<td>40002</td>
<td>9-12</td>
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<td>1 Credit</td>
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**Prerequisite:** Successful completion of Algebra or Common Core Integrated Algebra.

This course is intended to provide High School students with an introduction to the field of Engineering. The goal of this course is to provide a realistic exposure to the wide variety of disciplines of engineering. The class will cover multiple disciplines of Engineering, including civil, mechanical, structural, environmental, electrical and energy generation, water supply, computer design. Each discipline will be its own discreet unit with projects, guest lectures, case studies, and field trips. This course features a strong math component. Students must be able and willing to apply formulas to solve real world technical problems.

This course will serve as either a science or math elective.

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<tr>
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<tr>
<td>Forensics</td>
<td>40023</td>
<td>9-12</td>
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<td>½ Credit</td>
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Throughout the semester, students will learn about crime scene analysis and the science behind a criminal investigation. Topics include evidence gathering, analysis and presentation. The course is designed to raise the student's awareness of the forensics field through lab work and guest speakers.

*NCAA approved course.*

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<tr>
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<tr>
<td>Earth Science of New York</td>
<td>40060</td>
<td>9-12</td>
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<td>½ Credit or 1 Credit</td>
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**Prerequisite:** This course is required to retake the Earth Science Regents exam. Student must have completed 1200 minutes of lab assignments in the Earth Science Regents course.

This course will provide a comprehensive study of the Hudson River's geology, geography, meteorology, climatology, and hydrology. This science elective includes segments of plate tectonics, glaciations, oceanography and continental drift. Present day problems such as beach erosion and groundwater supply will be discussed. This course concludes with the Earth Science Regents and retake of Earth Science Performance test.

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<tr>
<td>AP Environmental Science</td>
<td>40017</td>
<td>10-12</td>
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<tr>
<td>AP Environmental Science Lab</td>
<td>40018</td>
<td>Grades 10-12</td>
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<td>1 Credit</td>
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**Prerequisite:** Successful completion of Living Environment and Earth Science or Chemistry.

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study with several major unifying constructs, or themes that cut across the many topics included in the study of environmental science.

*NCAA approved course.*
Human Anatomy and Physiology                      Course #40004
1 Credit                                          Grades 10-12

Prerequisite: Successful completion of Living Environment course and Regents exam
This course provides students with the opportunity to experience a second year of Biology. The curriculum stresses human anatomy (structure and arrangement of the body and its parts), human physiology (biological functions) & pathology (diseases related to malfunctions within humans). This course is designed for motivated biology students who want an in-depth study of these areas. Topics include cells, tissue, and then branch off into the major organ systems such as the nervous system, circulatory system, muscular/skeletal system and the endocrine system. There will be laboratory experiences designed to make the transition from the concrete to abstract reasoning. This course will provide students interested in the medical and health professions an opportunity to take a more in depth look at the body systems than what is covered in the Living Environment course.
NCAA approved course.

Living Systems of the Hudson River                   Course #40006
½ Credit                                            Grades 10-12

Prerequisite: This course is required to retake the Living Environment Regents exam. Student must have completed 1200 minutes of lab assignments in Living Environment.
This course will focus on understanding important relationships, process, mechanisms and application of concepts. The core curriculum presents major understanding involving unity and diversity, transmission of traits from generation to generation, evolution theory, reproductions and development, dynamic equilibrium that sustains life, ecology, and the impact human decisions and activities have had on the physical and living environment. This course concludes with the Living Environment Regents Exam.

SUNY Fundamentals of Science Research *             Course #40024
1 Credit                                          Grade 10
                                                  Course #40052
                                                  Grade 11
                                                  Course #40053
                                                  Grade 12

Prerequisite: Successful completion of the Living Environment regents course and approved application.
The Fundamentals of Science Research course enables students to practice authentic and original scientific research using current scientific protocols in an independent manner. This three-year program affords students the opportunity to participate in the community of scientific research and scholarship as part of their high school experience. It encourages students to work in conjunction with research scientists and professionals within the field. Students are required to use technology to obtain the services of research databases, e-mail and maintain a portfolio of their research. Assessment is accomplished by alternative means. All students are required to enter local, regional and national competitions. The final grades for the junior and senior year are weighted based upon successful completion of the course requirements. This program allows students to obtain as many as 12 college credits, through SUNY Albany, and three Regents credits. Only 9th grade students may apply for this course.
NCAA approved course.

Exploration in Real World Science                   Course #40000
1 Credit                                          Grades 10-12

Prerequisite: Student must successfully complete two years of Regents science or Administrative approval.
Through inquiry-based science, students learn how science is conducted, its limitations and its strengths. This is important because it allows students to understand and demystify what scientists do. It also allows students to think for themselves, become critical of information that they are given, and develop their problem solving skills.

Environmental Science                             Course #40016
1 Credit                                          Grades 10-12

Prerequisite: Successful completion of two years of Regents science or Administrative approval.
This is a college preparatory course that will provide the student with knowledge to promote an understanding, awareness and a greater sensitivity toward the importance of the environment to the survival of living things. It will also provide knowledge concerning the interrelationships among plants, animals and their environment, and discuss the role of human inhabitants in the conservation of natural resources and natural habitats. This course is designed to meet the 3rd year of science to fulfill the graduation requirement. Success in this course will be assessed through student generated projects, assignments and exams.
NCAA approved course.
SUNY Introduction to Environmental Science *  
1 Credit  
Grades 10-12

**Prerequisite:** Successful completion of Living Environment and Earth Science  
This course can be taken for Ossining High School credit and/or 3 SUNY Purchase credits. Introduction to Environmental Science surveys the physical, biological, and cultural dimensions of environmental problems. The course examines the historical roots of a wide range of problems including population growth, air and water pollution, energy and other earth resources, and public health. The science behind the environmental problems focuses mostly on underlying ecological principles. Also covered are the scientific method, the nature of scientific inquiry, and scientific principles. Throughout the course, emphasis is placed on developing facility in interpreting scientific data.  
*NCAA approved course.*

**Engineering Design**  
1 Credit  
Grades 11-12

**Prerequisite:** Introduction to Engineering.  
The full year, one period class, will cover topics in more depth than previously studied. The material will be presented at a college level, with the intention of preparing students for collegiate studies. The topics to be covered will include wood and steel beam analysis, advanced circuits and electrical engineering, thermodynamics and fluid mechanics. This course will continue the work started in the Intro to Engineering course. It will go into greater depth and provide more technical challenges. It will also dovetail with existing college level Physics and Calculus classes. A large unit will be the utilization of spreadsheet software to collect and manage data, and perform repetitive calculations.  
*NCAA approved course.*

AP Biology *  
AP Biology Lab  
1 Credit  
Grades 11-12

**Prerequisite:** Successful completion of both the Living Environment and Chemistry.  
Advanced Placement Biology is a college-level course designed to challenge juniors and seniors who are interested in the biological sciences. Topics covered include: animal and plant physiology, biochemistry, genetics, and cellular biology. This demanding course requires extensive reading and essay writing. The College Board provides a set of 12 laboratories for AP Biology. Equipment and time allotted for these laboratories will be similar to that of a college course. One or more of the four mandatory essay questions on the AP exam will reflect topics covered in the lab. Lab work is an integral part of this rigorous course. Students will take the Advanced Placement exam in May.  
*NCAA approved course.*

SUNY Physics *  
SUNY Physics Lab  
1 Credit  
Grades 11-12

**Prerequisite:** Successful completion of Physics; completion of, or concurrent enrollment in, Pre-Calculus and teacher recommendation.  
WCC/SUNY Physics is designed to instruct students in kinematics, Newton’s Law of Motion, work and energy, momentum, rational dynamics, simple harmonic motion and gravity. This course includes college level laboratory activities, extensive readings and rigorous calculations. This course will end with a final exam in June. It is aligned with the WCC/SUNY Advanced College Experience program so that college credit may be received through WCC/SUNY.  
*NCAA approved course.*
SUNY Biology *                              Course #40038
SUNY Biology Lab                              Course #40039
1 Credit                              Grades 11-12

**Prerequisite:** Successful completion of both the Regents Living Environment and Chemistry courses. SUNY Biology is a college-level course designed to challenge juniors and seniors who are interested in the biological sciences. Topics include: animal and plant physiology, biochemistry, genetics and cellular biology. This course includes college level laboratory activities, extensive readings and essay writing. This course will end with a final exam in June. SUNY Biology covers approximately the same material at about the same difficulty level as AP Biology. The main difference is that college credit is based on class work and is not determined by an AP test score. The course is aligned with the SUNY Advance College Experience program so that college credit may be received through SUNY Albany. These credits may be transferred into many four-year colleges.

NCAA approved course.

SUNY Chemistry *                              Course #40032
SUNY Chemistry Lab                              Course #40033
1 Credit                              Grades 11-12

**Prerequisite:** Successful completion of Chemistry or permission of the instructor.

This is a first year college course in General Chemistry and is offered in conjunction with SUNY Albany. Students in SUNY Albany courses are encouraged to enroll in SUNY Albany for the 2 semester/8-credit program. Student is responsible to pay the college tuition for this course. Details will be provided at the beginning of the course. These credits may be transferred into many four-year colleges. The content of the course is designed to satisfy the General Chemistry requirement in many pre-professional programs, e.g., pre-medical, pre-dental, pre-veterinary, biology, chemistry, engineering, and physics. This course is comprised of both lecture and laboratory work including a minimum of 12 labs. This course must be taken with SUNY Chemistry Lab for the full 8 credits. Students enrolled in this course may elect to take the Advanced Placement Chemistry exam in May.

NCAA approved course.

SUNY Planet Earth *                              Course #40034
1 Credit                              Grades 10-12

**Prerequisite:** Successful completion of Regents Earth Science or Chemistry or Administrative approval.

SUNY Planet Earth is a college level survey course covering a broad range of topics from environmental issues including population changes, water, resource, and energy issues we have faced in the past, present and future to topics dealing with the ever changing earth including earthquakes, volcanoes, geology and natural disasters. This course is a hands-on exploration of the Earth, inside and out. It is designed to enhance your appreciation of the physical world; using state of the art tools you will gain a deeper understanding of the dynamic nature of the planet and its importance to humans. The course provides opportunities to work on individual and group projects, interpreting and preparing laboratory reports using real scientific data. There will be one mandatory field trip thru the Catskill Mountains where we will be hiking, caving, geocaching, fossil collecting and, visiting the SUNY Oneonta campus. On campus we will take a tour and meet with some of the professors that will highlight some of the programs and facilities. You will have the opportunity to earn 3 undergraduate college credits from SUNY Oneonta with successful completion of the class. Student is responsible to pay the college administrative fee for this course if college credit is desired; however college credit is not required to take the course.

NCAA approved course.

Syracuse University Project Advance Forensics Science *                              Course #40027
1 Credit                              Grades 11-12

**Prerequisite:** Successful completion of Regents Living Environment and Regents Chemistry courses.

Syracuse University credit: 4 credits

This course is intended to provide an introduction to understanding the science behind crime detection. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system, and this course will present a number of those methods that are relevant to crime detection and analysis. The course will emphasize the techniques used in evaluating physical evidence; laboratory exercises will include techniques commonly employed in forensic investigations. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass composition and fragmentation, fingerprints, soil comparisons, and arson investigations, among others. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.

NCAA approved course.
Prerequisite: Successful completion of junior year and in good academic standing.

S.E.L.F. – Senior Experiential Learning for the Future – This a half credit elective course for seniors in the fourth marking period. With guidance from the SELF coordinator, students will identify and secure a faculty advisor to help them create an internship proposal. With assistance from the faculty advisor and SELF coordinator students will locate an internship site and secure a site supervisor. Throughout the school year students must meet with the SELF coordinator regularly (in person and through the Google Community) to provide updates and complete the requirements of the program. The students will be expected to attend workshops through the third and fourth quarter on journal writing and presentation skills conducted by the SELF coordinator. Students must complete seventy-five hours of intern service at their site, keep a journal their activities and experiences, and meet with their faculty advisor weekly (in person, or via technology). At the completion of the internship, students will create a multimedia presentation with the input of their faculty advisor and site supervisor on their entire senior internship experience. This will be presented by the student to other SELF students, parents, teachers, the faculty advisor, the site supervisor, and the SELF coordinator. Depending on the student’s schedule, they will be released from certain classes during the school day in order to meet the seventy-five hour requirement.
The goal of the Social Studies Department is to help young people learn to function in and contribute to the free society they have inherited. We believe that the Social Studies teacher today faces a growing responsibility to prepare students for life in a world of accelerated change, where values and institutions are constantly being re-appraised and refined. We support the National Council for the Social Studies’ (NCSS) statement that the primary purpose of the 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 interdependent world."

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the World, the United States and New York. They will examine the broad sweep of history from a variety of perspectives. Students will demonstrate their understanding of the geography of the interdependent world in which we live, including the distribution of people, places, and environments over the Earth’s surface. Students will be able to demonstrate their understanding of how the United States and other societies develop systems and institutions to allocate scarce resources, and how major decision-making occurs. Finally the students will understand the structure and function of government in various societies. They will study the basic civic values of American constitutional democracy and the roles, rights and responsibilities of citizenship.

Courses with an asterisk (*) have a weight of 1.10 towards student GPA used for senior year percentile ranking. Courses will only be weighted if the student pays for the AP Exam and/or pays for the college credit.

**Semestered Global I and II**

**Course #20036**
**Course #20037**
**2 Credits**
**Grades 9-12**

This course covers both Global I and Global II over the course of 1 year. Semestered Global Studies is designed to focus on the social studies standards, common themes that recur across time, place, and historical eras from ancient time to today. It is a double period every day for a year. The course culminates with a state required Regents examination needed for graduation.

*NCAA approved course.*

**Global History & Geography I**

**Course #20030**
**1 Credit**
**Grades 9-11**

This course is designed to focus on the social studies standards, common themes that recur across time and place, and historical eras beginning with the ancient world and continuing to the time of the French Revolution. Emphasis will be placed on the concepts of world history, geography, economic, and political systems.

*NCAA approved course.*

**Global History and Geography II**

**Course #20032**
**1 Credit**
**Grade 10-12**

**Prerequisite:** Successful completion of Global History I.

This course is designed to continue the focus on the Social Studies standards, common themes that recur across time and place, and historical eras beginning with a review of the Enlightenment and the French Revolution, the Age of Revolutions and Imperialism through the modern era. Emphasis will be placed on the concepts of world history, geography, economics and political systems. This course culminates with a state required Regents examination needed for graduation.

*NCAA approved course.*
U.S. History & Government                 Course #20004
1 Credit         Grades 10-12

Prerequisite: Successful completion of Global History and Geography I and II.
This course is designed to provide students with a survey of their national heritage and understanding of their nation today. This will be a course emphasizing the following topics: the Constitutional Foundations of the United States, Legacy of the Civil War and the New Industrial Age, Progressive Movement, Prosperity and Depression, World War II and its aftermath, the United States in an age of global crisis, and new directions in an interdependent world. Students should be prepared to do a minimum of one hour of homework per night for this course. Students will take the U.S. History and Government Regents examination which is part of their graduation requirements.
NCAA approved course.

American Studies      NEW                  Course #20009
1 Credit             Grades 10-12

Prerequisite: Successful completion of the Global History and Geography, Earth Science, and Living Environment Regents Examinations.
This course satisfies the graduation requirement for United States History. This course broadens the knowledge and understanding of the principles and themes of American History. The topical approach of this course to American History will allow students to make connections to events over time and provide students with the opportunity to investigate topics of interest. A focus is on historical research, writing, and reading. This course culminates with a local examination.

Hudson PRIDE                    Course #20025
1 Credit             Grades 10-12

Prerequisite: Mandatory attendance at a pre-meeting and final approval from Principal and Teacher.
The goal of Hudson PRIDE is to teach Ossining High School students to respect the history, eco-system and importance of the Hudson River in their lives, and, for the students to grow personally through learning expeditions.
Hudson PRIDE is an expeditionary learning based course that will combine classroom experiences with fieldwork involving the entire length of the Hudson River. “Learning expeditions are long-term, in-depth investigations of a topic that engage students in the world through authentic projects, fieldwork, and service.”
In the classroom, students will learn about the history and cultural significance of the Hudson River. A special emphasis will be placed on Ossining and the surrounding communities. Examples of the fieldwork include: overnight camping, hiking, and cultural exploration along the Hudson River. Some trips might be on weekends.

SUNY U.S. History & Government *                  Course #20001
1 Credit              Grades 11-12

Prerequisite: Successful completion of Global I and Global II.
This course can be taken for Ossining High School credit and/or 6 Westchester Community College credits.
This course will offer an opportunity to students who wish a college level course experience through the SUNY system. This is a rigorous course that will use a college level text book and cover the traditional U.S History and Government curriculum in depth and with an emphasis on critical reading and writing skills. Students will take the required U.S. History Regents. Students should be prepared to do a minimum of one hour of homework per night for this course.
NCAA approved course.

AP United States History *                 Course #20008
1 Credit         Grades 11-12

Prerequisite: Successful completion of Global History and Geography I and II.
The aim of this course is to broaden students' knowledge of the principles and themes in American History. Extensive reading of primary and secondary sources is an integral part of this course. In addition, students will take the New York State U.S. History and Government Regents examination. Students should be prepared to do a minimum of one hour of homework per night for this course. This course provides social studies students with an opportunity to gain college credit. Students will take the Advanced Placement exam in May.
NCAA approved course.
Economics: Personal Finance  
Course #20021  
½ Credit  
Grade 12

Prerequisite: Global History and Geography I and II, and US History.
This one semester course is a study of economic concepts such as GNP, business cycles, government and fiscal policy, monetary policy, international trade, national problems and goals, labor and management, Wall Street and the Stock Market. Students will develop their analytical skills and apply economic principles in developing corporation portfolios, simulations, graphs and charts. The aim of this redesigned course will focus on the everyday needs for knowledge of personal finance. Topics discussed throughout the semester will include the following: budgeting, credit cards, debt, interest rates, prime rate, investing in stocks and bonds and mutual funds. The state curriculum covers money management, credit and debt; however in this course there will be more in depth discussions on how these concepts directly affect a person’s life and future. There will be lessons on Individual Retirement Accounts, credit reports and scores, and the advantages of home buying. It will be one of the most important classes a student will ever take in high school! This course fulfills the state requirement for Economics.

NCAA approved course.

Participation in Government  
Course #20006  
½ Credit  
Grades 12

Prerequisite: Global History and Geography I and II, and US History.
This required course emphasizes the analysis of public policy and the role of the citizen in its formulation and implementation at all levels of government: local, state and federal. Each student is required to actively participate in the process of governance by completing a portfolio and developing a paper on a public policy issue. This will reinforce key civic values so that all students are prepared for effective participation in the democratic process.

NCAA approved course.

Senior Research Project  
Course #20069  
½ Credit  
Grade 12

This half year research course assists high school students to conduct, analyze, and present research about a topic of their choice. The intent is to create student researchers who have the skill, knowledge and desire to engage in advanced investigative techniques and analysis and to be able to express their findings clearly, persuasively, and creatively. This course may be taken for a ½ credit of English or Participation in Government credit with administrators’ approval.

Criminal Law  
Course #20050  
½ Credit  
Grades 9-12

This 1/2 credit course focuses on various aspects of the criminal justice system in the United States, tracing the process from arrest through corrections. The course covers the following topics: Nature and Function of the Law, the Courts, the Crime/Victim, and the Crime. Emphasis is on in-class simulation, role-playing, and case analysis. This course fulfills the prerequisite for membership on the Mock Trial Team. Public speaking is a course requirement for this class.

NCAA approved course.

Civil Law  
Course #20051  
½ Credit  
Grades 9-12

This 1/2 credit course will introduce students to the development and purpose of the law. Students will examine the nature of civil law, criminal law, family law, the law of contracts, torts, and juvenile law. Trial work and community involvement activities will be stressed. This course fulfills the prerequisite for membership on the Mock Trial Team. Public speaking is a course requirement for this class.

NCAA approved course.
Prerequisite: Successful completion of Global History I and II and the Global Regents exam, or U.S. History and Government or Advanced Placement U.S. History.

The AP World History Course is organized into four themes, which encourage students to make comparisons and contrasts between and among various cultures during particular periods of the world’s history when they have had contact. This course offers motivated students the opportunity to study world history in a truly balanced course focusing on Asia, Africa, the Americas and Europe. According to the College Board it is a chance for students to take part in a course whose aim is “to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies.” Students should be prepared to do a minimum of one hour of homework per night for this course. Additionally, AP World gives student the opportunity to focus on developing stronger writing, note-taking, and discussion skills. All students must take the Advance Placement examination in May. NCAA approved course.

SUNY Global History from 1648 *
1 Credit
Grades 10-12

Prerequisite: Students must have taken and passed Global History and Geography I and II, and successfully passed the Global History and Geography Regents.

This course can be taken for Ossining High School credit and/or 3 Westchester Community College credits. This course is a survey of global history from the 16th century to the present. It explores the origins of the modern era and the forces, which have shaped the 20th century global relations. Attention is given to the development of Western democratic institutions through the English, French, and American revolutions and the European expansion into all corners of the world in the form of colonialism. The response of nonwestern societies to that expansion dominates much of the course and special emphasis is placed on the resultant changes in Africa, Asia, and the Americas. This is a rigorous course that will use a college level text book and will have an emphasis on critical reading and writing skills Students should be prepared to do a minimum of one hour of homework per night for this course. NCAA approved course.

SUNY Western Civilization 1648-1914 *
1 credit
Grades 11-12

Prerequisite: Successful completion of the Global History and United States History Regents exams and classes.

This course can be taken for Ossining High School credit and/or 3 Westchester Community College credits. This course covers events in Europe from the 18th century Age of Enlightenment until the First World War. The students study the ideas surrounding the French Revolution and the victory of democracy over the feudal aristocracy, the reform socialist movements of the industrial 19th century and the clash of empires leading to the global warfare in the 20th century. NCAA approved course.

International Law Fall Semester Only
½ Credit
Grades 10-12

Prerequisite: Successful completion of Global History I.

This 1/2 credit course will focus on International Law including such topics as comparative legal systems, global links, the United Nations, and the International Court of Justice. A global telecommunications simulation will be included. This course fulfills the prerequisite for membership on the Mock Trial Team and Model United Nations Delegation. Public speaking is a course requirement for this class. NCAA approved course.

SUNY Racism, Classism, Sexism *
1 Credit
Grades 11-12

Prerequisite: Successful completion of English 10, Global History and Geography I and II, and Global Regents.

This team taught class focuses on understanding issues of race, gender, and class in the United States with an emphasis on the sociological construction of identity. We examine the systematic ways in which certain groups have historically been privileged and the social, cultural, and economic legacy of these advantages. In our ever-changing society, our ‘popular’ influences affect the way we perceive the world around us, and the way we are seen within that world. This course aims to study several aspects of culture using a variety of modes and critical theories as our “lenses.” We explore literature, poetry, music, art, the media, language, television, film,
advertisements, fashion and technology to understand the impact of these “staples of society” and how they reflect us, and our way of life. We hope that this course will give you grounding in some of the critical dialogue about culture, and also encourage you to practice critiquing and analyzing the culture around you. The topics studied in this course complement courses such as: with SUNY The Black Experience, SUNY Crossing Borders and/or SUNY Topics in Latin American and Caribbean Studies. Students may take this course for Social Studies or English credit. Students may also take this course for SUNY college credit for an additional fee.

NCAA approved course.

SUNY Crossing Borders: A Transnational Examination of Race, Ethnicity, and Gender *
½ Credit

Prerequisite: English 10, Global History and Geography I and II, and Global Regents

This team taught course considers topics of race, ethnicity, and gender in other countries and continents. We will attempt to answer questions such as: How does the concept of race function in Europe, Africa, or Asia? Can racism exist within homogeneous societies? What does it mean to be a woman in Middle Eastern society? The course explores the use of race, nationality, ethnicity, culture, and gender as focal concepts in the critical analysis of human behavior and interaction in the modern world. The topics studied in this course complement courses such as: SUNY The Black Experience, SUNY Topics in Latin American and Caribbean Studies and/or SUNY Racism, Classism, Sexism Students may take this course for Social Studies or English credit. Students may also take this course for SUNY college credit for an additional fee.

NCAA approved course.

SUNY The Black Experience through History & Literature *
1 Credit

Prerequisite: Successful completion of English 10, Global History and Geography I and II, and Global Regents.

What does it mean to be Black in America today? Why is Barack Obama considered our first Black president when he is half white? Why are Black students who do well in school accused of “acting White?” Who can say the “n-word” these days? These are some of the questions we will explore in The Black Experience through Literature and History. This team taught class will seek to uncover and understand the experience of Blacks in the United States by rooting the present in the past through a study of history, music, art, literature and film. Topics will include historiography of Black heritage, and the institutions of Black community and protest. The literature portion of the class will focus on Black writers of the 19th, 20th and 21st centuries including Gwendolyn Brooks, Toni Morrison, Langston Hughes, Michelle Alexander, Jesmyn Ward and Wes Moore. The topics studied in this course complement courses such as: SUNY Racism, Classism, and Sexism, SUNY Crossing Borders, and/or SUNY Topics in Latin American and Caribbean Studies. Students may take this course for Social Studies or English credit. Students may also take this course for SUNY college credit for an additional fee.

NCAA approved course.

SUNY Topics in Latin American and Caribbean Studies *
½ Credit

Prerequisite: Successful completion of English 10, Global History and Geography I and II, and Global Regents. Students survey the cultural heritage of Latinos and West Indians, as well as contemporary issues such as: immigration, acculturation, music, language, and class. Along with this historical study will be the infusion of literary texts (narratives, historical fiction, non-fiction, poetry, music, film, etc.) to further extend students’ understanding of the Latin American/Caribbean experience. Students may take this course for Social Studies or English credit. The topics studied in this course complement courses such as: SUNY The Black Experience, SUNY Crossing Borders, and/or SUNY Racism, Classism, Sexism. Students may also take this course for SUNY college credit for an additional fee.

NCAA approved course.

Psychology
½ Credit

Prerequisite: Successful completion of Global History and Geography I and II.

This one semester course introduces students to the study of human behavior and needs. Areas of study include personality development, the learning process, mental health, sleep and dreams and psychological theorists. Emphasis is on classroom discussion, analysis of psychological topics, readings and films, class projects and guest speakers.

NCAA approved course.
SUPA Introduction to Sociology * Course #20010
1 Credit Grades 11-12

Prerequisite:
This course can be taken for Ossining High School credit and/or 3 Syracuse University credits. This is an analytic, skills-based introduction to sociology class that encourages students to think about the social world, themselves, and the relations between themselves and the social world in new ways. As this writing-intensive course progresses, students should develop increasing skill in analytic reading and writing, sociological reasoning, empirical research, and investigation. Major topics include: culture, groups, and social structure; the power and influence of the media; self and identity; social inequalities based on race, class, and gender; and social change. This is a college course offered through Syracuse University, and students paying the (discounted) fee for SU credit will receive a Syracuse University transcript.
NCAA approved course.

World Issues Course #20074
½ Credit Grades 10-12

Prerequisite: Completion of Global History and Geography I and II and sitting for the Global History and Geography Regents at least once.
This course provides an overview of major historical themes, concepts and events in world history. Students will have the opportunity to make comparisons between cultures, regions, and historical periods, while also working on their academic reading and writing skills.
NCAA approved course.

Topics in American History Course #20073
½ Credit Grades 11-12

Prerequisite: Completion of US History and Government course and sitting for the US History and Government Regents exam at least once.
This course explores critical themes and concepts in U.S. history and provides students with the opportunity to make connections between current and historical events and cultural values. The fundamentals of essay writing and reading skills will also be addressed and utilized regularly.
NCAA approved course.

SELF Course #60070
½ Credit Grade 12

Prerequisite: Successful completion of junior year and in good academic standing.
S.E.L.F. – Senior Experiential Learning for the Future – This a half credit elective course for seniors in the fourth marking period. With guidance from the SELF coordinator, students will identify and secure a faculty advisor to help them create an internship proposal. With assistance from the faculty advisor and SELF coordinator students will locate an internship site and secure a site supervisor. Throughout the school year students must meet with the SELF coordinator regularly (in person and through the Google Community) to provide updates and complete the requirements of the program. The students will be expected to attend workshops through the third and fourth quarter on journal writing and presentation skills conducted by the SELF coordinator. Students must complete seventy-five hours of intern service at their site, keep a journal their activities and experiences, and meet with their faculty advisor weekly (in person, or via technology). At the completion of the internship, students will create a multimedia presentation with the input of their faculty advisor and site supervisor on their entire senior internship experience. This will be presented by the student to other SELF students, parents, teachers, the faculty advisor, the site supervisor, and the SELF coordinator. Depending on the student’s schedule, they will be released from certain classes during the school day in order to meet the seventy-five hour requirement.
The ability to communicate in a second or third language enables us to better understand other people and cultures. Language learning prepares students to assume leadership roles in a global society in which nations and peoples are increasingly interdependent. In addition, our appreciation of multiculturalism and ethnic heritage is strengthened by a proficiency in the language of that culture.

The World Language Program at Ossining High School offers ascending levels of French, Italian, Sign Language, and Spanish, including Advanced Placement and college-level courses. Although students may take more than one language, it is strongly recommended that a minimum of a three-year sequence in one language be completed before the study in another is begun.

Courses with an asterisk (*) have a weight of 1.10 towards student GPA used for senior year percentile ranking. Courses will only be weighted if the student pays for the AP Exam and/or pays for the college credit.

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Spanish I</td>
<td></td>
<td>The focus of this course is to develop a sound structure and provide extensive conversational practice to enhance speaking skills. It also aims to provide the basics of linguistic structure, to introduce reading and writing skills, and to give an overview of Spanish speaking countries and their culture. NCAA approved course.</td>
</tr>
<tr>
<td>Spanish II</td>
<td>Successful completion of and 8th grade final exam.</td>
<td>This course continues to provide audio-lingual experiences, conversational sequences, basic structure, verbal studies, vocabulary development, reading selections, writing and culture related to Spanish-speaking countries. NCAA approved course.</td>
</tr>
<tr>
<td>Spanish III</td>
<td>Spanish II.</td>
<td>The focus of Spanish III is on conversational sequences, oral and written experiences, word study through literature, and comprehension skills. NCAA approved course.</td>
</tr>
<tr>
<td>Accelerated Spanish III</td>
<td>Participation in the Ossining School District Dual-Language Program Grades 3-8.</td>
<td>Accelerated Spanish III is a course designed for those students who have been enrolled in the Dual-Language Program. This course is focused on improving the students’ ability to write and read in Spanish. The students will acquire vocabulary through literature, grammar components will be presented as level appropriate. This course will provide students the opportunity to take the district approved Regents Alternative exam. NCAA approved course.</td>
</tr>
<tr>
<td>SUNY Spanish I *</td>
<td>Successful completion of Spanish III.</td>
<td>SUNY Spanish is a language elective that allows the student to earn through SUNY Albany, 4 college credits. Transferability of credit is dependent on many factors including the student’s performance in this class. SUNY Spanish course topics focus on the relationship between language and culture and the way one reflects the other. Emphasis is on expressive and receptive language. NCAA approved course.</td>
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<tr>
<td>Course Name</td>
<td>Course #</td>
<td>Grade</td>
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<tr>
<td>SUNY Spanish II *</td>
<td>50013</td>
<td>Grade 12</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> A grade of 80 or higher in SUNY Spanish I. This course will be a continuation of SUNY Spanish I, committed to the extended study of Spanish language and literature from Latin America and Europe. Students will have the opportunity to earn 4 college credits through SUNY Albany.</td>
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<tr>
<td>AP Spanish Language *</td>
<td>50010</td>
<td>Grades 11-12</td>
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<tr>
<td><strong>Prerequisite:</strong> SUNY Spanish I or Native Speaker 3. This course is designed for those students who intend to continue Spanish in college or wish to acquire additional enrichment. Emphasis is placed on reading and language. Students are prepared to take the AP exam which may allow them to accrue college credits while still in high school.</td>
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<tr>
<td>Spanish for the Native Speaker 2</td>
<td>50004</td>
<td>Grade 9-12</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Native Speaker 1 or administrative approval. This course has been created for the native Spanish speaker and has been designed to improve their language. This course is concentrated on improving students writing skills as well as in their reading abilities. The grammar to be studied in this course is appropriate for this level. Once the course has successfully been completed students can continue with Spanish for the Native Speaker 3.</td>
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<tr>
<td>Spanish for the Native Speaker 3</td>
<td>50030</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Spanish for the Native Speaker 2 or a teacher recommendation. This is a Spanish level III course. There is a greater emphasis on reading comprehension and development of writing skills.</td>
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<tr>
<td>French II</td>
<td>50103</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> Successful completion of Middle School French (grades 7 and 8), and 8th grade final or French I. This course is a continuation of Level I with a development and extension of previously acquired language skills. There is a greater emphasis on reading comprehension and the development of writing skills. The culture of French speaking countries is part of the French II curriculum.</td>
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<tr>
<td>French III</td>
<td>50104</td>
<td>Grades 10-12</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> French II. This course continues to develop comprehension skills, while it expands on reading and writing activities. There is emphasis on oral experiences, conversational sequences, and the study of the French speaking societies. Review and extended practice in the speaking, reading and writing of the French language are the basis of this course.</td>
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</tbody>
</table>
**SUNY French**  
1 Credit  
Course #50108  
Grades 11-12  

**Prerequisite:** Successful completion of French III.  
SUNY French is a French elective that enables the students to earn SUNY Albany college credits. Transferability of credit is dependent on many factors including the student’s performance in class. SUNY French will allow the students to develop their ability to learn literature and culture by studying writers such as Maupassant, St. Exupery, and Camus.  

*NCAA approved course.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
<th>Grade Levels</th>
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<tbody>
<tr>
<td><strong>Italian I</strong></td>
<td>1</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td><strong>Italian II</strong></td>
<td>1</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td><strong>Italian III</strong></td>
<td>1</td>
<td>Grades 10-12</td>
</tr>
<tr>
<td><strong>College Level Italian IV</strong></td>
<td>1</td>
<td>Grades 11-12</td>
</tr>
<tr>
<td><strong>College Level Italian V</strong></td>
<td>1</td>
<td>Grade 12</td>
</tr>
<tr>
<td><strong>American Sign Language I</strong></td>
<td>1</td>
<td>Grades 9-12</td>
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</tbody>
</table>

**Italian I**  
1 Credit  
Course #50202  
Grades 9-12  

This introduction to the study of Italian revolves around conversational practice and grammatical constructs. This class will focus on the basics of the structure of the language, reading and writing skills and an overview of the cultural highlights.  

*NCAA approved course.*

**Italian II**  
1 Credit  
Course #50203  
Grades 9-12  

**Prerequisite:** Successful completion of Middle School Italian (grades 7 and 8) and final exam  
This course further develops language skills and oral proficiency through reading selections, vocabulary and the study of culture and literature.  

*NCAA approved course.*

**Italian III**  
1 Credit  
Course #50204  
Grades 10-12  

**Prerequisite:** Italian II.  
This course continues to provide oral experiences through conversational situations, vocabulary development, reading selections, and writing related to specific topics.  

*NCAA approved course.*

**College Level Italian IV**  
1 Credit  
Course #50205  
Grades 11-12  

**Prerequisite:** Italian III.  
This course is designed to develop oral proficiency in all aspects of language while enabling the student to acquire knowledge of Italian culture through literary and visual art. The emphasis is on classical literature. The student may choose to receive three Iona college credits.  

*NCAA approved course.*

**College Level Italian V**  
1 Credit  
Course #50206  
Grade 12  

**Prerequisite:** College Level Italian IV.  
This course is designed to follow College Level Italian IV. Its emphasis is on modern literature, film, and culture. The focus is on proficiency in written expression. The student may choose to receive three Iona college credits.  

*NCAA approved course.*

**American Sign Language I**  
1 Credit  
Course #50301  
Grades 9-12  

This is a visual gestured language devoid of voice. It does not have a written form. Students in this class will learn sign production and nonmanual grammar using facial and body signals. Successful completion of this course will meet the minimum state requirement in language for graduation.  

*NCAA approved course.*
American Sign Language II
1 Credit
Prerequisite: American Sign Language I.
This course continues to develop sign language using facial and body signals. This course ends with a regents exam. Students who earn an 85 or better on the local assessment will earn a 3rd credit in language.
NCAA approved course.

SELF
½ Credit
Prerequisite: Successful completion of junior year and in good academic standing.
S.E.L.F. – Senior Experiential Learning for the Future – This a half credit elective course for seniors in the fourth marking period. With guidance from the SELF coordinator, students will identify and secure a faculty advisor to help them create an internship proposal. With assistance from the faculty advisor and SELF coordinator students will locate an internship site and secure a site supervisor. Throughout the school year students must meet with the SELF coordinator regularly (in person and through the Google Community) to provide updates and complete the requirements of the program. The students will be expected to attend workshops through the third and fourth quarter on journal writing and presentation skills conducted by the SELF coordinator. Students must complete seventy-five hours of intern service at their site, keep a journal their activities and experiences, and meet with their faculty advisor weekly (in person, or via technology). At the completion of the internship, students will create a multimedia presentation with the input of their faculty advisor and site supervisor on their entire senior internship experience. This will be presented by the student to other SELF students, parents, teachers, the faculty advisor, the site supervisor, and the SELF coordinator. Depending on the student’s schedule, they will be released from certain classes during the school day in order to meet the seventy-five hour requirement.
Students who wish to specialize in a specific trade or skill may participate in trade education at the B.O.C.E.S. Technical Center. These courses are generally available to juniors and seniors and require attendance for a two-hour class period for one or two years. The Tech Center offers a four-hour program option that will enable selected students to gain academic credit for English and either Mathematics, Social Studies or Science. The academic portion of the program will be given during Session II. In addition to the Tech Center program, students attend Ossining High School for their other required courses. Upon successful completion of both phases, the student will graduate from both Ossining High School and the Technical Center.

The high school offers personal and career counseling to all of its students. Tech Center participants are assigned to a counselor at Ossining High School, and are also counseled by the guidance staff at the Tech Center. They are offered an apprenticeship program during the latter part of the senior year when the student receives actual work experience in lieu of Tech Center classes. Placement in the trades is accomplished by the Tech Center placement counselor.

Many students who are enrolled in trade programs have expressed a desire for further education in their field. These students are counseled by their counselor at Ossining High School, who assists them in college and special school selection and application.

The Tech Center offers a unique opportunity to gain employable skills and, in many cases, college credits while students are in high school. Training and skill development are accomplished on the latest equipment, including computer literacy for each occupational area. This opportunity is available in thirty-one different occupational areas for any high school student. Students are also able to participate in extracurricular activities, including the sports program at the high school.

Tech Center courses are for eleventh and twelfth graders who desire to be occupationally prepared while in high school. The Occupational Readiness Center courses are designed for tenth graders. Arrangements must be made by counselors.
# 2015-2016 Tech Center Course Schedule

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<tr>
<th>SESSION I</th>
<th>SESSION II</th>
<th>SESSION III</th>
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<tbody>
<tr>
<td>Periods 1–4</td>
<td>Periods 3–7</td>
<td>Periods 6–9</td>
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## ARTS/HUMANITIES CAREER MAJORS

### The Communications Academy
- Advertising Art and Digital Design
- TV Production and Digital Film
- Computer Graphics
- Fashion Design and Merchandising
- Animation and Motion Graphics

### Business/Information Systems Career Majors

#### Information Systems
- Microcomputer Technology
- Retail Services
- Office Skills & Business Practices
- Microcomputer Technology

### Engineering/Technologies Career Majors

#### Construction
- Computer Assisted Drafting and Design
- Carpentry
- Masonry
- Construction Electricity
- Heating/Ventilating/Air Conditioning
- Plumbing
- Construction and Building Maintenance
- Heating/Ventilating/Air Conditioning
- Construction Electricity
- Welding
- Telecommunications Technology

### Transportation

- Auto Body
- Auto Mechanics I
- Auto Mechanics II
- Small Engine/Motorcycle Technology
- Small Engine Technology
- Auto Body
- Auto Mechanics I
- Auto Mechanics II
- Small Engine/Motorcycle Technology
- Small Engine Technology
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**HEALTH SERVICES CAREER MAJORS**

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<thead>
<tr>
<th>Nursing</th>
<th>Certified Nurse Aide/Home Health Aide</th>
<th>Certified Nurse Aide/Home Health Aide</th>
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<tbody>
<tr>
<td>Medical Assistant</td>
<td>New Visions Health</td>
<td>Medical Assistant</td>
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<table>
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<tr>
<th>New Visions Health</th>
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**HUMAN AND PUBLIC SERVICES CAREER MAJORS**

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<thead>
<tr>
<th>Child Care Services</th>
<th>New Visions Educator</th>
<th>Child Development and Education I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childcare Aide</td>
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<tr>
<th>Cosmetology Careers</th>
<th>Cosmetology I</th>
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<tr>
<td>Cosmetology I</td>
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<thead>
<tr>
<th>Nutrition and Food Service</th>
<th>Culinary Arts</th>
<th>Food Prep Assistant</th>
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<tbody>
<tr>
<td>Foods/Life Exploratory</td>
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<tr>
<td>Culinary Arts</td>
<td>Food Prep Assistant</td>
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<tr>
<td>Food Prep Assistant</td>
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<tr>
<th>Public and Private Security</th>
<th>Law Enforcement</th>
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<tr>
<td>Law Enforcement</td>
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</tbody>
</table>

**NATURAL AND AGRICULTURAL SCIENCES CAREER MAJORS**

<table>
<thead>
<tr>
<th>Environmental Science/Natural Resources</th>
<th>Urban Forestry</th>
<th>New Visions Environmental Science and Sustainability</th>
<th>New Visions Environmental Science and Sustainability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New Visions Environmental Science and Sustainability</td>
<td>Urban Forestry/Arboriculture</td>
<td></td>
</tr>
</tbody>
</table>

**SESSION I**

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<tr>
<th>Periods 1–4</th>
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**SESSION II**

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<tr>
<th>Periods 3–7</th>
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</table>

**SESSION III**

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<tr>
<th>Periods 6–9</th>
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</thead>
</table>

**ADDITIONAL COURSE OFFERINGS**

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<tr>
<th>Co-Op Work Study</th>
<th>Alternative Options</th>
<th>Co-Op Work Study</th>
</tr>
</thead>
</table>

**English Language Learner (ELL) Programs**

<table>
<thead>
<tr>
<th>ELL Immersion</th>
<th>ELL Immersion</th>
<th>ELL Immersion</th>
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<tbody>
<tr>
<td>Spanish Cosmetology II</td>
<td>Spanish Cosmetology II</td>
<td>Spanish Cosmetology II</td>
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<thead>
<tr>
<th>Spanish GED</th>
<th>Spanish GED</th>
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<thead>
<tr>
<th>ELL Support</th>
<th>Culinary Arts</th>
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<tbody>
<tr>
<td>Home Health Aide</td>
<td>ELL Support</td>
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</table>

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<thead>
<tr>
<th>Landscaping</th>
<th>Spanish Cosmetology I</th>
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<tr>
<th>Masonry</th>
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</table>
OSSINING UNION FREE SCHOOL DISTRICT
Office of the Superintendent

Important Policies

PUBLIC NOTICE

The Ossining Union Free School District hereby advises students, parents, employees, and the general public that it offers employment and educational opportunities, including vocational education opportunities, without regard to sex, race, color, national origin, or handicap. Grievance procedures are available to interested persons by contacting either of the compliance officers listed below. Inquiries regarding this non-discriminating policy may be directed to:

1) Ms. Joan Garone
Title IX Compliance Officer
Ossining Union Free School District
400 Executive Boulevard
Ossining, NY 10562

or

2) Mrs. Maureen Boozang-Hill
Section 504 Compliance Officer
Ossining Union Free School District
400 Executive Boulevard
Ossining, NY 10562

A copy of the secondary vocational education courses offered is available to district residents and may be obtained on our web site, www.ossiningufsd.org or by calling Ossining High School, 914-762-5760 to request a mailing.
GRIEVANCE PROCEDURES:
POLICY ON NON-DISCRIMINATION

Title IX
Prohibits Sex Discrimination

Section 504
Prohibits Discrimination on the Basis of Handicapping Condition

Level One Procedure:

1. Any student or employee in the school district who wishes to file a grievance (complaint) regarding discrimination shall make such a request in writing.

2. The written request should then be forwarded to the District Title IX Compliance Coordinator and/or Section 504 Compliance Coordinator.

3. The Compliance Coordinator or his/her designee will then:
   a. Render a decision within three weeks after receipt of complaint and notify the Complainant.
   b. Provide the Complainant one week to react to the decision before it becomes final.

4. The Complainant’s responsibilities will be to:
   c. Accept the decision by notifying the Compliance Coordinator in writing; or
   d. Disagree with the decision by notifying the Compliance Coordinator in writing.

Level Two Procedure:

1. The Compliance Coordinator will request the Superintendent of Schools to review the complaint.

2. The Superintendent will schedule a meeting within two weeks of receipt of the Request for Review.

3. The participants shall be the Complainant, the Compliance Coordinator, and the Superintendent.

4. The Superintendent will present his/her decision which shall be final within two weeks of the meeting. The Complainant and the Compliance Coordinator will receive copies of the decision.

In the event that the Complainant is dissatisfied with the decision of the Superintendent, s/he will be advised that:

1. The Complainant may appeal the decision rendered by filing an appeal with:
   The New York State Commissioner of Education
   New York State Education Department
   Washington Avenue
   Albany, New York 12234

2. The Complainant may also file a complaint with either or both of the agencies listed below. The complaint may be filed simultaneously through the agency’s channels and the channels listed below.
   Federal Office of Civil Rights
   26 Federal Plaza
   New York, New York 10278

   New York State Division of Human Rights
   99 Washington Avenue
   Albany, New York 12210
DEFINITIONS:

1. *Grievance:* An issue that reaches Level I procedure. This issue involves the violation, interpretation, or application of any article of Part 86, Rules and Regulations, Title IX, Federal Education Amendments of 1972 and/or Section 504 of the Rehabilitation Act of 1973.
2. *Student:* Any person enrolled as a student in any school and/or educational or recreational program authorized by the school district.
3. *Employee:* Any full-time or part-time teacher, secretary, clerk, teaching assistant, custodian, administrator, or any person receiving compensation for services rendered to the school district.
4. *Compliance Coordinators:* The persons designated by the school district Board of Education to coordinate efforts to comply with Title IX Rules and Regulations and/or Section 504 of the Rehabilitation Act of 1973.
5. *Superintendent:* The Superintendent of Schools or his/her designated representative.