

PREPARING FOR GRADE 9

CLASS OF 2015

REQUIREMENTS FOR GRADUATION

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MISSION AND BELIEFS

Engage students to continuously learn, question, define and solve problems through critical and creative thinking.

In pursuit of this, we believe that:

- All students are capable of learning
- All students are supported and challenged to continuously improve
- Academic, intra and interpersonal skills are essential for success
- The learning environment must be safe, ethical and respectful
- Everyone in the community shares responsibility for student development
- We must continue to hire and retain staff of the highest quality
- Collaboration, data and evidence guide decision-making.

DIPLOMA REQUIREMENTS

Units of Credit

**North Salem
Regents Diploma**

English	4
Social Studies	4
Mathematics	3
Science	3
World Language	1
Health	0.5
Art/Music/ Design and Drawing for Production/Creative Crafts	1
Electives	3.5
Physical Education	2

Total:	22

NEW YORK STATE TESTING REQUIREMENTS FOR GRADUATION

REGENTS DIPLOMA

1. Comprehensive English Regents (grade 10)
2. Integrated Algebra Regents
3. Global History and Geography Regents (grade 10)
4. U. S. History and Government Regents (grade 11)
5. Physical Setting / Earth Science Regents or
Living Environment / Biology Regents (grades 9 or 10)

Please note: Students must pass 5 Regents exams to earn a Regents diploma. The local diploma is not available for general education students. For classified students, scores of 55-64 earn a local diploma.

SAMPLE PROGRAMS FOR GRADE 9

A.

1. English 9H
2. Global History and Geography IH (Pre-AP European History)
3. Integrated Geometry or Integrated Geometry H
4. Living Environment / Biology or Biology H
5. Spanish II or French II or Spanish IIH / French IIH
6. Music or Art or Design and Drawing for Production or Creative Crafts
7. Freshman Seminar
8. Physical Education

B.

1. English 9
2. Global History and Geography I
3. Integrated Algebra
4. Physical Setting / Earth Science
5. Spanish or French I / Spanish or French II
6. Music or Art or Design and Drawing for Production or Creative Crafts
7. Freshman Seminar
8. Physical Education

POSSIBLE ELECTIVES FOR NORTH SALEM NINTH GRADERS

*Concert Band
*Chorus
Madrigal Choir
Introduction to Music Theory
*Foundations of Music
Musical Theater Performance I / II
Composition and Improvisation I, II, and III
Basic Wood
Engines/Energy and Power
Principles of Engineering
*Design and Drawing for Production
Computer Art I/II
United States Military History: (Civil War to Today)
Psychology
Human Rights
TV Sitcom
Law Studies
Behind the Screen
*Studio in Art
Forensic Science
Creative Writing
ACT/SAT English/Math Review
*Creative Crafts
Guitar I
Percussion Ensemble

****Can be used to meet the NYS Humanities requirement***

CRITERIA FOR HONORS AND ADVANCED PLACEMENT CLASSES

North Salem Middle/High School in keeping with the Mission of the North Salem District, seeks to engage students to continuously learn, question, define and solve problems through critical and creative thinking. To that end, the criteria for enrollment in Honors and Advanced Placement courses at North Salem High School is designed to encourage the participation of capable learners in the challenges of the Honors or Advanced Placement curriculum while at the same time ensure that the rigor of the course of study can be maintained.

To enroll in Honors or Advanced Placement courses, students must qualify by earning a total of 2 points according to the rubric outlined below:

- A. Earn minimum of 90% on the Regents exam or final exam in the previous course
1 point
 - For Grade 9 Social Studies: earn minimum of 85% in writing assignment in Grade 8

- B. Earn minimum of 90% course average in the previous heterogeneous or Regents level course or earn minimum of 85% course average in the previous Honors level course
1 point

- C. Earn the recommendation of the teacher based on teacher developed criteria
1 point

- D. Demonstrate mastery on a placement test developed by the department
1 point

Total points required to enroll = 2 points

Student placement in Honors and/or Advanced Placement courses will be reviewed at the end of the marking period. Students must maintain a minimum average of 80% to remain in the Honors or Advanced Placement course. Students failing to maintain this minimum average will be rescheduled for a Regents level course, schedule permitting.

It is important to note that Honors courses are challenging experiences requiring study beyond that of the Regents level curriculum.

ENGLISH LANGUAGE ARTS DEPARTMENT

I. Philosophy

- Clear, forceful communication of ideas: Binds a society together.
- Study of literature: Enhances understanding of contemporary world, builds appreciation of heritage.
- Ethical values underlying literature: Serves as basis of discussion/writing

II. Goals

Develop four competencies of new Language Arts Standards.

Learning Standards for English Language Arts
Reading/Writing/Listening/Speaking for:

- Information/Understanding
- Literary Analysis/Understanding
- Critical Analysis and Evaluation
- Social Interaction

III. Required Courses

Methods of Assessment

English 9/Honors	Final Examination
English 10/Honors	Final Examination/English Language Arts Regents
English 11/AP (Language)	English Language Arts Regents/College Board Exam/Projects
English 12/AP (Literature)	Final Examination/Projects College Board Examination/Projects

ELA Prep / Academic Intervention Services 9, 10, 11, 12

IV. Electives - (offered on a rotating basis):

Creative Dramatics and Speech
Creative Writing I / II
Critical Reading/Writing
Behind the Screen: Film Criticism and Appreciation
Sports Literature
ACT/SAT English Review

V. Activities and Projects

Grade 9

Romeo and Juliet class newspaper
Agatha Christie unit: Critical thinking skills
Character analysis research paper (peer analysis/electronic editing and paperless classroom)

Grade 10

Julius Caesar—literary criticism, poetry unit
Interdisciplinary research paper - English/Global Studies
Interdisciplinary units: For example—World War II /The Chosen,
Russian Revolution/Anthem, Vietnam/The Things They Carried,
Dust Bowl /The Grapes of Wrath

Grade 11

Autobiographical memoirs portfolio / college essay
Multiple intelligences/Cooperative Learning Unit
Literary/contemporary research
Literary Focus: Macbeth, Gatsby, The Crucible

Grade 12

Literary Criticism Research Papers
Oral presentation/PowerPoint Presentations
Final AP Project
Drama Focus: A Streetcar Named Desire, Death of a Salesman, Hamlet








MATHEMATICS DEPARTMENT

I. Philosophy

As we prepare students for the 21st century, our goal is to develop problem solving skills within each of our students. Through critical thinking and logical reasoning, students will question, clarify, evaluate, analyze and interpret multiple solutions to a problem, and be assessed through traditional and alternative assessments. As successful problem-solvers, students will communicate, demonstrate and explore the world around them from a mathematical perspective.

II. Standards

At North Salem, mathematics instruction is guided by the seven key ideas in the Mathematics Standard 3 of New York State. Strategies which enhance an understanding of the following are fostered and developed:

-  Mathematical Reasoning
-  Number and Numeration
-  Operations
-  Modeling and Multiple Representation
-  Measurement
-  Uncertainty
-  Patterns and Functions

The NYS Education Department has changed the mathematics examination requirements. Students must pass the Integrated Algebra Regents in order to receive a high school diploma.

Accelerated Program

For the highly motivated student who wishes to pursue mathematics as a possible major beyond high school.

8th Grade	Integrated Algebra
9th Grade	Integrated Geometry/Integrated Geometry Honors
10th Grade	Integrated Algebra II with Trigonometry Integrated Algebra II with Trigonometry Honors
11th Grade	AP Calculus AB Pre-Calculus
12th Grade	AP Calculus BC AP Calculus AB AP Statistics

Regents Diploma

9th Grade	Integrated Algebra Integrated Algebra Extended
10th Grade	Integrated Geometry Topics in Geometry
11th Grade	Algebra II with Trigonometry Topics in Algebra II with Trigonometry
11-12th Grade	AP Statistics
12th Grade	Math Modeling Pre-Calculus

V. Activities/Projects

---- High School Mathematics Club (New York Math League Competitions)

---- Portfolio Assessments Algebra through Pre-Calculus

---- SAT Preparation

---- Critical Reading in the math content area 9—12

---- Use of graphing calculators grades 9—12

---- Math Honor Society grades 10—12

ELECTIVES

---- ACT/SAT Preparation

---- Math Modeling

---- Accounting

WORLD LANGUAGE DEPARTMENT

I. Philosophy

In an increasingly interdependent world, teachers, school administrators and curriculum supervisors must cooperate in preparing students for world citizenship. The ability to communicate in a world language is crucial to attainments of a global perspective. Fostering that ability is the special responsibility of language teachers. Communication skills in a language other than English provide direct access to the minds and spirits of the peoples of the world. Moreover, research studies indicate that the very process of studying another language gives students a cognitive boost that enables them to perform at higher levels in some other subjects. The Board of Regents believes that second language proficiency is an important component in the education of today's students as they prepare for a productive and rewarding life.

In addition to the practical application of communication skills, the benefits derived from the study of a second language are many and contribute to the fulfillment of the Regents goals for elementary and secondary education. Studying another language and culture increases one's ability to see connections. Since the content of a foreign language course deals with history, geography, social studies, sciences, math and the fine arts, it is easy for students to develop an interdisciplinary perspective at the same time they are gaining inter-cultural understandings.

II. Learning Standards for World Language

Our course offerings are in compliance with the New York State Learning Standards Checkpoint B, which is a 2- 3-year sequence in grades 8, 9, and 10 leading to the Regents exam in grade 9H or 10 preparing our students in the 21st century. There are two components of the learning standards: communication and culture. After successful completion of the Regents exam, our course offerings move to Checkpoint C for course offerings in 10th, 11th and 12th grades. A.P. French and Spanish are well beyond Checkpoint C and are equal to 3rd year college courses.

Communication

Learning Standard 1.1 (interpersonal) - Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Learning Standard 1.2 (interpretive) - Students understand and interpret written and spoken languages on a variety of topics.

Learning Standard 1.3 (presentational) - Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Culture

Learning Standard 2.1 - Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (Focus is on the practices)

Learning Standard 2.2 - Students demonstrate an understanding of the relationship between the products and perspectives of the culture studies. (Focus is on the products both tangible and intangible.)

III. Course Offerings

<u>Courses</u>	<u>Method of Assessment</u>
French I	Local examination
French II	Local examination
French IIH	Teacher Designed Regents Exam
French III	Teacher Designed Regents Exam
French IIIH	Local examination
French IV	Local examination
French IVH	Local examination
French V SUNY Intermediate I	Local examination
French AP	College Board Exam
Spanish I	Local examination
Spanish II	Local examination
Spanish IIH	Teacher Designed Regents Exam
Spanish III	Teacher Designed Regents Exam
Spanish IIIH	Local examination
Spanish IV	Local examination
Spanish IVH	Local examination
Spanish V SUNY Intermediate I	Project / Local examination
Spanish AP	College Board Exam

IV. SUNY UHS: University High School

SUNY UHS Intermediate Spanish I (pending SUNY approval)

After completing Spanish III or III H, students carrying at least a B average have the option of enrolling in SUNY UHS, or University High School, a program developed by and offered through SUNY Albany. By enrolling in and successfully completing SUNY UHS courses, junior and senior year high school students may earn college credits at the economical rate of \$140 per 4 credit course (as of 2010-2011.) Letter grades ranging from A-E are assigned by the instructor, and become part of the student's permanent academic record at SUNY Albany. There is no S/U (pass/fail) option. Credits earned through this program may also be eligible for transfer to colleges and universities around the country. As SUNY requires that the course be conducted at least 90% of the time in the target language, students selecting this course should be capable of and dedicated to using Spanish virtually at all times. Grades will be based on participation, homework and writing assignments, oral projects and presentations, as well as exams and quizzes. The course will cover a wide variety of cultural issues and grammatical topics, as well as selected authentic readings from Hispanic literature.

SUNY UHS Intermediate French I (pending SUNY approval)

After completing French III or III H, students carrying at least a B average have the option of enrolling in SUNY UHS, or University High School, a program developed by and offered through SUNY Albany. By enrolling in and successfully completing SUNY UHS courses, junior and senior year high school students may earn college credits at the economical rate of \$140 per 4 credit course (as of 2010-2011.) Letter grades ranging from A-E are assigned by the instructor, and become part of the student's permanent academic record at SUNY Albany. There is no S/U (pass/fail) option. Credits earned through this program may also be eligible for transfer to colleges and universities around the country. As SUNY requires that the course be conducted at least 90% of the time in the target language, students selecting this course should be capable of and dedicated to using French virtually at all times. Grades will be based on participation, homework and writing assignments, oral projects and presentations, as well as exams and quizzes. The course will cover a wide variety of cultural issues and grammatical topics, as well as selected authentic readings from francophone literature.

V. Activities and Projects

- A. International Studies in France and Spain
- B. French:
 - Dramatizations
 - PowerPoint Presentations
 - Book Projects
 - Outdoor scavenger hunts and games
 - Internet and E-Mail
 - Videos
 - Speakers from the Francophone World
 - Nightly News from Paris on cable T.V. WNYE
 - 24/07 News on internet and radio RFI 91.5 FM
 - Current news from weekly newspapers, analysis for cultural perspective
 - Journal writing
 - French: Document-Based Questions (DBQs)
 - Field trip to French restaurant and/or museum visit and/or
 - French play in Manhattan
 - Cultural celebrations
- C. Spanish:
 - Dramatizations
 - Nightly news: Univision
 - Distance Learning Units: Art and Language
 - Studystack.com/contemporary articles from internet
 - Videos and video streaming
 - Assembly performances
 - Extensive Regents practice
 - Document-Based Questions (DBQs)

Mini-memoirs unit - illustrated using technology
"Todo Sobre Mí"
Study of short story and poems
Newspaper analysis for cultural perspective
Field trip to a Spanish restaurant and/or Spanish Flamenco performance
Magazines: Authentik La Cometa

CHECKPOINT A & B PROFICIENCIES

Standard Two: Students will develop cross cultural skills and understandings

Checkpoint A (Level One Course) French/Spanish

Has knowledge of **some** aspects of the target language culture and is **aware** of the existence of cultures **other than his/her own**. Is able to function in authentic, common, **everyday situations**, but makes frequent cultural errors that impede communication even with native speakers accustomed to dealing with foreigners. Can use some key cultural traits of the societies in which the target language is spoken.

Checkpoint B (Levels Two and Three)

Shows understanding of cultures as systems of values that evolve with time and is able to show how certain values are associated with certain **behavior patterns** in his/her own culture as well as in the target language culture, is able to distinguish some culturally authentic patterns of behavior from **idiosyncratic behaviors**. Exhibits more comprehensive knowledge of culture traits and patterns and is able to draw comparisons between societies. They are able to recognize that there are important linguistic and cultural variations among groups that speak the same target language. They can understand how words, body language, rituals, and social interactions influence communication. Still shows misunderstandings in applying this knowledge and mis-communicates frequently with native speakers not accustomed to foreigners.

CHECKPOINT A & B PROFICIENCIES

Standard Two: Students will develop cross cultural skills and understandings

Listening

Can comprehend **short** conversations on **simple** topics in **everyday** situations, when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the phone. **Limited** vocabulary range necessitates **repetition** and/or **circumlocutions** for understanding. Can understand **frequently** used tense forms and word-order patterns in simple sentences. Has both **general** and **detailed** understanding of short, discrete expressions, but has **only a general** understanding of longer conversations and messages within **familiar** communicative situations. Can sustain comprehension through contextual inferences in short communications on **familiar topics** *with native speakers who are aware of the non-native status of the listener.*

Speaking

Can initiate and sustain a conversation, face-to-face or on the phone with native speaking or more fluent individuals, but **limited** vocabulary range necessitates **hesitation and circumlocution**. Can use the more common verb tense forms, (present, past, and future time frames), but still makes **many errors** in formation and selection. Can express details and nuances by using appropriate modifiers. Can use word order accurately in simple sentences, but **still makes errors** in more complex patterns. Can sustain coherent structures in **short and familiar** communicative situations. Can employ selectively **basic** cohesive features such as pronouns and inflections. Extended communication is largely a series of **short, discrete** utterances. Can articulate **comprehensibly**, but has **difficulty** in producing certain sounds in certain positions or combinations. **Speech is usually labored**. Has to **repeat** to be understood by the public. Exhibits spontaneity in their interactions, particularly when the topic is familiar, but often relies on familiar utterances. Uses repetition as well as gestures and other nonverbal clues to sustain conversation.

Reading

Can understand **simple narrative** and **descriptive** *authentic materials* and **edited** texts within a **familiar** context. Can use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures. Has **specific comprehension** of selected passages in familiar sentence patterns. May read simple materials independently, but may have to guess at meanings of longer more complex materials. Can follow **essential** points and **some details** of expository writing when dealing with areas of special interest and is able to **guess meaning** from context.

Writing

Can write **simple** notes, uncomplicated personal and business letters, brief journals and short reports using **elementary** vocabulary and **commonly** encountered structures. Can write brief analyses of more complex content when given the opportunity for organization and advance preparation though **errors may occur frequently**. Can produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language. Can express **present, future, and past ideas** comprehensibly. **Major errors** still occur when expressing more complex thoughts. **Begins to develop** sequential relationships. *Writing is comprehensible to native speakers used to dealing with foreigners.*

SOCIAL STUDIES DEPARTMENT

I. Philosophy

The basic objective of our curriculum is to prepare students to be humane, tolerant, rational, participating citizens in a world that is increasingly becoming interdependent. The Social Studies program provides an academic structure that focuses on this preparation. Our program fulfills these objectives by providing an understanding of the historical past by examining today's crucial issues, and by attempting to analyze humankind's future. By using historical documents and current data, students are prepared for individual and group decision-making.

II. Learning Standards for Social Studies

Our courses are in compliance with the national and New York State's Learning Standards listed below.

Standard 1: History of the United States and New York

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 United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live -- local, national, and global -- including the distribution of people, place and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through the market and non-market mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution, the basic civic values of American constitutional democracy, and the roles, rights and responsibilities of citizenship, including avenues of participation.

III. Courses and Guidelines

After successful completion of Middle School Social Studies courses, four years of Social Studies are required at the High School level for all students. Our curriculum follows the guidelines established by the Regents of the New York State Department of Education.

Required for All Students:

Grade 9	Pre-AP European History (Global History & Geography I Honors) Global History and Geography I (Prehistory – 1700)
Grade 10	Global History and Geography II (1700—Present) AP European History (Global History & Geography II Honors)
Grade 11	United States History and Government Advanced Placement American History (U.S. History & Government (Honors)
Grade 12	Participatory Government (one semester) Economics (one semester)

Electives:

Psychology (one semester)
Law Studies (one semester)
Contemporary Human Rights Issues (one semester)
United States Military History: Civil War to Today
(one semester)
TV Sitcom as Social History (one semester)
Advanced Placement World History (full year)
Academic Intervention Services (AIS) grades 9, 10, 11

Our classes are grouped with the following requirements and guidelines in mind:

Honors: Emphasis in skills involved in research, critical reading, and oral presentation. Primary sources are used for inquiry work. Further emphasis will be placed on successful writing of thematic and document-based essay style questions. A series of major research essays and several oral presentations are required during the year's work. This is for the highly motivated student who is an avid reader.

Heterogeneous: Emphasis on the development of skills in locating, organizing and evaluating information. Regents essay writing of thematic and document-based questions will be a significant component and students will be required to complete

several of these each marking period. Creative projects are required which will usually have an oral presentation component.

IV. Methods of Assessment

- Two state Regents examinations: Global History and Geography at the end of grade 10 for all students (Regents and AP); and U.S. History and Government at the end of grade 11, for all students (Regents and AP). It should be noted that the Global History and Geography exam is a cumulative exam based on work completed in both ninth and tenth grade.
- There will be multiple choice components for each test with no choice of items in this component.
- Multiple-choice questions will be developed for focus upon higher levels of cognition and will include unit content questions, cross-unit questions, thematic questions, and questions based on documents including maps, graphs, tables or charts, political cartoons, and short passages.
- Multiple-choice items will address the breadth of content for each scope and sequence.
- Each test will have one thematic essay based upon concepts and themes for the social studies addressed in Standards 1 – 5.
- The thematic essay requires the student to understand, interpret, and explain a key social studies theme or concept. In the essay, the student should be able to state a main idea in a thesis statement, develop it and add supporting details, and summarize it with an effective conclusion.
- Each test will have a DBQ (Document-Based Essay Question) featuring primary source documents. The documents may be letters, speeches, or other written records; maps; charts; political cartoons; graphs; or tables.
- The DBQ tests a student's ability to analyze information, organize it, and use it to present a point of view. The student will be required to incorporate a majority of the documents provided in a coherent essay, which successfully addresses the task provided in the question.
- Each test will assess skills that students should have to function as productive members of society.
- In each social studies class, students will also be expected to complete alternative forms of assessments. These may include: oral presentations, group decision-making, quarterly projects such as interdisciplinary research papers/presentations. Written essays are an integral part of each course's assessment of students.

V. **Activities and Projects**

Grade 9 – Global History and Geography I

Eight Features of Civilization Project
Historical Ancient Leader Biographical Profile
Travel Brochure—The Ancient World
Roman Newspaper
Web Quest – *Ancient Egypt*
Final Exam Review of Belief Systems
Do-it-yourself DBQ-World Travelers
Thematic Unit on Change – *Age of Exploration*
Knighting Ceremony and Medieval Banquet
Interdisciplinary Research Paper (Global/English/Freshman Seminar)
Global Current Event Project
Student Presentations Using PowerPoint

Grade 10 – Global History and Geography II

Age of Enlightenment Press Conference
French Society Before the Revolution – Role play/Simulation
Biographical Profile – Power Point Presentation
Internet Research Activity – Primary Source Document Analysis - WWI
Interdisciplinary Unit (Global/English)
Country Profile – Power Point Presentation
20th Century Nationalist Profile – Viewing of *Gandhi*
Interdisciplinary Research Project (Global/English) – research paper and oral presentation
Interdisciplinary Unit (Global/English) – *War and Prejudice* (WWII and the Holocaust) – includes presentation by a Holocaust survivor
Contemporary Global Issues Project
Student Presentations Using PowerPoint

Grade 10 – AP European History

Two Interdisciplinary Research Papers
Biographical Profile – PowerPoint Presentation
Modern European Country PowerPoint Presentation
Four Debates on Historical Topics throughout the course
Age of Absolutism Round-Table Discussion
Age of Enlightenment Press Conference
Revolutions of the early 1800's Group PowerPoint Presentations
Age of Imperialism Land Grab
Interdisciplinary Unit (AP Euro / English) – *War and Prejudice*

Grade 11 – United States History and Government

Interdisciplinary (U.S. History/English) Progressive Era Project
Colonial Travel Guide
U. S. Amendments – Power Point Presentation
Historical Person—Historical Profile
Civil War Unit – Visual/Factual Profile
House of Representatives Simulation

1920s Magazine
1920s Radio Broadcast
Oral History Interviews
Newsweek Program – Weekly Current Events
Letters of Recommendation for Industrialist
Progressive Era Hall of Fame Project
Industrial Revolution Inventors Project
Regents Thematic Review Project

Grade 11H AP American History

Colonial America Travel Brochure
American Revolution Project—Meet and Greet Breakfast
Age of Jackson Project
Civil War “Chip and Dip”
The Gilded Age Project—Resume/Admissions Game
The 1950s Decade of the “C’s” Project
Cold War Simulation Game

Grade 12 – Participatory Government

Exploration of a Theme for the Entire Semester – students will utilize this theme to complete weekly critiques, quarterly projects, and the final project
Internet-based Mini-Projects – *Campaign Finance Reform, Assessing Local Officials, Political Spectrum, 3rd parties*
Thematic Research Paper
Quarterly Projects – *Public Opinion Poll, Evaluating a Documentary Film, Special Interest Groups*
Final Presentation

Grade 12 – Economics

Small Business Interviews
Interdisciplinary Unit – *Personal Finance*
Oral Critiques – Economic Journals
Globalization Research Paper
Following/Assessing Current Economic Crisis
Economic Literacy Portfolio – Weekly Current Event Project
Economic Indicators PowerPoint Presentation
Research Paper/PowerPoint—Globalization

SCIENCE DEPARTMENT

SCIENCE DEPARTMENT

I. Philosophy:

Science is a creative activity of the human mind. It offers a unique perspective of our natural world in terms of understanding its many complex interactions. The aim of science education is to develop in learners a rich and full understanding of the inquiry process in problem solving; the key concepts and principles of our Physical Setting and our Living Environment; and issues of science, technology, and society in historical and contemporary contexts.

The Science Department recommends a minimum of one credit in each of the four sciences: Earth Science, Biology, Chemistry and Physics.

All students are encouraged to participate in additional science courses at an appropriately challenging level. Such courses may include Advanced Placement courses, 3-Year Science Research, and/or ½-year electives.

II. The New York State Learning Standards for Science and Technology

Learning Standard 1 - Students will use mathematical analysis, scientific inquiry, and engineering design to seek answers to questions or problems.

Learning Standard 2 - Students will access, generate, process, and transfer information using appropriate technologies.

Learning Standard 4 - Students will apply concepts, principles, and theories of physical and life sciences.

Learning Standard 5 - Students will apply knowledge and skills to design, construct, use and evaluate products and systems to satisfy human and environmental needs.

Learning Standard 6 - Students understand relationships and common themes in Math, Science and Technology.

Learning Standard 7 - Students will apply knowledge and thinking skills of Math, Science and Technology to address real-life problems and make informed decisions.

III. Science Department – Course Offerings

Accelerated Program – for the highly motivated science student

- 8th Regents Earth Science Accelerated
- 9th Honors Regents Biology
- 10th Honors Chemistry
3-year Science Research (1st year) / AP Environmental Science
- 11th Physics
AP Biology / AP Chemistry / AP Environmental Science
3-year Science Research (2nd year)
- 12th AP Physics B / AP Biology / AP Chemistry / AP Environmental Science
3-year Science Research (3rd year)
Other 1/2 –year electives

Regents Program

- 9th Regents Earth Science
- 10th Regents Biology
3-year Science Research (1st year)
- 11th Chemistry
3-year Science Research (2nd year)
AP Environmental Science / ½-year electives
- 12th Physics
3-year Science Research (3rd year)
AP Biology / AP Chemistry / AP Environmental Science / ½-year electives
Applied Physical Science

Electives Offered

Methods of Forensic Science
Applications of Forensic Science
Scientific Instructional Media: *How Things Work*
Field Ornithology (.5 credit)

IV. Assessments

Physical Setting / Earth Science Regents Examination Format

PART	ITEM TYPE (S)	DESCRIPTION OF THE ITEMS	APPROXIMATE PERCENT OF TOTAL TEST RAW SCORE
A	Multiple-choice questions	Content-based questions assessing the student's knowledge and understanding of core material (primarily from Standard 4)	30 - 40
B	Multiple-choice and constructed-response questions	Content- and skills-based questions assessing the student's ability to apply, analyze, and evaluate material (primarily from Standards 1, 2, 4, and 6)	25 - 35
C	Constructed-response and/or extended constructed-response questions	Content-based and application questions assessing the student's ability to apply knowledge of science concepts and skills (primarily from Standards 1, 2, 4, 6, and 7)	15 - 25
D	Performance tasks*	Laboratory performance test	10

* Each examination will be scaled, and all examination forms equated, based on standard-setting process. A chart for converting the student's total examination raw score to a scaled score will be provided in the rating guide for each administration.

Living Environment / Biology Regents Examination Format

PART	ITEM TYPE (S)	DESCRIPTION OF THE ITEMS	APPROXIMATE PERCENT OF TOTAL TEST RAW SCORE
A	Multiple-choice questions	Content-based questions assessing the student's knowledge and understanding of the core material	30 - 35
B	Multiple-choice and constructed-response questions	Content- and skills-based questions assessing the student's ability to apply, analyze, and evaluate material (Standards 1 and 4)	25 - 35
C	Constructed-response and/or extended constructed – response questions	Content and application questions assessing the student's ability to apply knowledge of science concepts and skills to address real-world situations (Standards 1, 4, and Appendix A)	15 - 25

Each examination will be scaled, and all examination forms equated, based on a standard-setting process. A chart for converting the student's total examination raw score to a scaled score will be provided in the rating guide for each administration. Teachers will score the examination in their district, following guidelines provided by the New York State Education Department.

THE FINE AND PRACTICAL ARTS

I. Art Philosophy

We believe every student can learn. The art curriculum is designed to enable students to become observers of their world while exploring various means of visual expression. Our courses are sequential and build upon skills and knowledge from a foundation level to more advanced elective courses. Our goal is to encourage creative thinking skills—skills that can be applied to *any* situation or problem requiring a novel solution.

II. New York State Standards in the Visual Arts

Standard 1 - Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theater and visual arts) and participate in various roles in the arts.

Standard 2 - Students will be knowledgeable about and make use of the materials and resources available for participation in the arts and various roles.

Standard 3 - Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4 - Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

III. Methods of Assessment

The art department encourages all students to be active participants in the assessment process. This is achieved through the use of: rubrics, oral critiques, and portfolios. The goal is to have students refine and revise their work, as well as reflect on their creative process.

IV. Extensions of the Art Program

- Student exhibitions in galleries, art centers, local venues including the North Salem Library and competitions.
- Trips to cultural institutions both locally and in NYC.
- Interdisciplinary projects
- Visits from artists and college representatives.

ART COURSE OFFERINGS

Studio in Art (fulfills humanities requirement for graduation)

Studio in Creative Crafts (fulfills humanities requirement for graduation)

Design and Drawing for Production (fulfills humanities requirement for graduation)

Drawing and Painting I

Drawing and Painting II

Design and Drawing for Production II

Digital Photo I

Darkroom Photo I

Photography II

Computer Art I

Computer Art II

Computer Art III

Advanced Placement Studio in Art

3 and 5-year sequences are offered.

MUSIC

I. Philosophy

Music is an art and cultural force that is capable of elevating the quality of living in the home, the school, and the community. As our daily life becomes more mechanized, more routine, the music program desires to relieve the monotony and to add to the enjoyment of living and to contribute to the general education of the student. At the high school level, a three- or five-year sequence in music may be taken.

II. Learning Standards

Standard 1 - Creating, Performing, and Participating in the Arts

Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Standard 2 - Knowing and Using Arts Materials and Resources

Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.) Students will know the vocations and avocations available to them in music.

Standard 3 - Responding to and Analyzing Works of Art

Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Standard 4 - Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

III. Course Offerings

Course	Method of Assessment
Band, Chorus, Madrigals	Performance of parts individually and with a group Written Evaluations
Foundations of Music	Projects, Performance, Written Evaluations
Music Composition	Projects, written evaluations
Improvisation	Projects, written evaluations
Intro to Music Theory	Projects, written evaluations
Guitar	Projects, written evaluations
Percussion	Projects, written evaluations

IV. Sequence Requirements

Students may earn a 3-year or 5-year sequence in music. Sequence requirements are outlined below. Students must take *Comprehensive Foundations of Music* to earn a sequence:

3- and 5-Year Sequences are offered

TECHNOLOGY EDUCATION

Knowledge You Can Use

I. Philosophy

The progress of the human race has been directly linked to the development and management of technology since prehistoric times. It follows, therefore, that the study of technology is an integral part of the total school curriculum. People must learn to develop and control technology responsibly and apply it to their benefit. The control of technology requires knowledge, awareness, decision-making, leadership, and responsibility.

The North Salem Technology Department fosters student understanding of technological issues, the development of thinking skills, and the integration of technology, math, and science. We believe that students learn best through hands-on, activity-based projects. To this end, students should be engaged in activities and projects that develop the skills of designing, problem solving, experimenting, and applying concepts of technology.

II. Learning Standards

- **Standard #5—Math/Science/Technology**

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

- **Standard #6—Interconnectedness/Common Themes**

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

- **Standard #7—Interdisciplinary Problem Solving**

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

III. Methods of Assessment

- Participation
- Quizzes/Tests
- Authentic assessment of hands-on project activities

IV. Courses Offered

The following courses may be used as a sequence or applied to a sequence in art:

- Design and Drawing for Production 1
- Design and Drawing for Production 2
- Architectural Drafting

The following six courses are elective courses, but may be used as a sequence if the student takes “Intro to Occupations” through BOCES:

- Energy & Power (can be used as a 3rd Science credit)
- Engineering Technology (can be used as a 3rd Science credit)
- Basic Woodworking
- Intermediate Woodworking
- Advanced Woodworking/Residential Structures
- Furniture Construction

Course Offerings in the Fine & Practical Arts Department 2011-2012

Courses that meet the Humanities Graduation Requirement (typically fulfilled in 9th Grade)

- Design & Drawing for Production I
- Studio in Art
- Studio in Creative Crafts
- Foundations of Music
- Concert Choir/Madrigal Choir
- Concert Band

Additional Courses in the Fine & Practical Arts Department Offered to Students in Grades 9-12

Family & Consumer Sciences

- Dollars & Sense
- Fundamentals of Our Diet (F.O.O.D.)
- Psychology of Child Development

Technology

- Basic Woodworking I/II.III/IV
- Drafting
- Energy & Power
- Architecture
- Principles of Engineering

Music

- Guitar I
- Intro to Music Theory
- Percussion
- Composition & Improvisation I/II
- Music Theater Performance I/II

Visual Arts

- Design & Drawing for Production II
- Computer Art I/II/III
- Digital Photo I
- Darkroom Photo I
- Photo II
- Drawing & Painting I/II
- AP Studio Art

SPECIAL EDUCATION DEPARTMENT

I. Philosophy

The primary goal of the Special Education Department is to continue encouraging students with disabilities to achieve their full potential and to learn to the best of their ability.

II. Standards

We encourage and prepare our students to meet the standards and pass the Regents examinations. We also keep our focus on each individual student's ability and develop an educational plan that permits each one of our students to become a successful and productive adult.

III. Assessments

To earn a high school **Regents** diploma, students with disabilities need to take and pass the required Regents-level courses and the Regents exams for each course with a passing score of 65.

A score of 55 on a Regents exam gives students RCT credit in that subject area, and satisfies requirements for a **local** diploma.

The safety net, approved by the Board of Regents and enacted in November 2003, gives students with disabilities entering 9th grade in September 2008, the opportunity to earn a **local** diploma by passing the following **RCT** tests: Math, Science, Reading, Writing, Global History and Geography, and American History. The passing score is 65.

IV. Course Offerings

The Committee on Special Education recommends students for academic support, co-teaching in English, Math, Science, and Social Studies, or special education classes in English, Math, Social Studies, and Science. All students are integrated into the general education classes for specials.

GUIDANCE DEPARTMENT

The High School Guidance Counselors help by:

ADVISING: When students are selecting courses, choosing a career, looking for training after high school, looking for a college, trying to find tips for improving their school work.

INFORMING: When students need facts about graduation requirements, future careers, college admissions, students' rights and responsibilities, or other information.

INTERPRETING: When students receive scores from tests like the PSAT, SAT I, SAT II or when they want to review their cumulative school transcript.

LISTENING: When students lose someone close, make a big mistake, are faced with an important decision, feel confused, are not getting along with someone special, feel down without knowing why or just want to talk.

MEDIATING: When students need a third person with an objective view to help them resolve a problem with a friend, teacher, brother or sister, parent, or employer.

REFERRING: When students need assistance from any agency in the community.

HIGHLIGHTS OF HIGH SCHOOL GUIDANCE ACTIVITIES

Grade 9

Freshman Orientation
Freshman Parent Night
Freshman Four-Year Planning Groups
Individual Scheduling Meetings with Counselor
Individual Meetings with Parents
Career Exploration Groups
Learning Style Inventory
Lessons in Safe Dates
Bereavement Groups
Test Anxiety Groups
Learning Tcci: Naviance System (Family Connection)
Newcomers Group

Grade 10

Sophomore Groups to discuss PSAT
Administer and Interpret "Do What You Are" interest and career inventory
Sophomore Career Planning Groups
College Planning Night
Individual Scheduling Meeting with Counselor
Career Fair
Bereavement Groups
Test Anxiety Groups
Newcomers Group

Grade 11

Junior Groups to discuss PSAT and College Admission Tests
Junior Groups to discuss testing results and college planning
Using Family Connections to aid in college search
College Planning Night
Individual Student College Planning Conferences (develop list of 6 - 10 colleges)
Individual Scheduling Conferences with Counselor
Use the Guidance Center for catalogs and other information
Attend May College Fair with counselors
Meet with college representatives
Bereavement Groups
Test Anxiety Groups
Newcomers Group

Grade 12

Senior Post High School Planning Interview with Counselor
Take any additional College Admission Tests as needed
Counselor and students review Student Activity Profile and Essays
Weekly College Application and Essay Workshops
Classroom Presentations on college process
Senior Parent Night
Financial Aid Night
College Survival Groups
Meet with college representatives
Bereavement Groups
Test Anxiety Groups
Newcomers Group

PHYSICAL EDUCATION DEPARTMENT

I Philosophy

Physical Education is a purposeful and vital part of a student's education. It aids in the realization of those objectives concerned with the development of a favorable self-image, creative expression, motor skills, physical fitness and knowledge and understanding of human movement. The student, in order to become a fully functioning individual, needs many opportunities to participate in multifaceted learning experiences in physical education.

Our physical education curriculum provides the student the opportunity to engage in team games, individual sports, fitness activities, lifetime activities and leisure activities. Whenever possible, a selective program is offered.

II. Learning Standards for Physical Education

Our curriculum will provide the opportunity for our students to meet the prescribed standards. These standards share a common focus of giving students knowledge to make wise choices about their own well being, the skills to follow through on those choices, and the civil values to accept and carry out their responsibilities as members of society.

Standard 1 - Personal Health and Fitness

Students will acquire the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity and maintain personal health.

Standard 2 - A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3 - Resource Management

Students will understand and be able to manage their personal and community resources.

III. Course Offerings

First Semester

Field Hockey / Touch Football

Soccer

Weight Training / Ultimate Frisbee

European Handball

Volleyball / Whoopee / Ultimate Whoopee

Scoliosis Testing

Physical Fitness Evaluations and Reviews

New Games / Ping Pong

Ropes / Cargo Net

Fitness Games:

Star Wars

Fitness Football

Fitness Soccer

Second Semester

Basketball/Dodge Ball (a "kinder, gentler" form)

Weight Training / Yoga

Indoor Soccer

Off the Floor (Ropes, Rings, Trapeze, Vaulting)

Physical Fitness Evaluations

Badminton

Softball / Badminton / Pickle Ball

Lacrosse

Four Square

Wiffle Ball

Soccer

ATHLETICS

ATHLETIC GOALS AND OBJECTIVES

OUR GOAL

The experience of participation in athletic games and activities should reflect the total educational goals of our district.

OUR SPECIFIC OBJECTIVES

1. To develop an understanding and appreciation of the place which interscholastic sports and activities occupy in the American culture and to develop sound educational attitudes toward them.
2. To educate the student body in the appreciation of sports and activities and to enjoy them from the point of view of good sportsmanship.
3. To serve as a focal point for the morale, spirit and loyalty of students by providing a common meeting ground and enthusiasm which is shared by all.
4. To allow for the development of physical growth, mental alertness and emotional stability for all those who participate in athletics.
5. To provide the opportunity for a student to learn to handle winning and losing and to make decisions that affect themselves and members of their team.
6. To learn to develop through hard work and dedication a feeling of self-confidence and self-esteem in all participants.

RESPONSIBILITIES OF A NORTH SALEM ATHLETE

The honor and privilege of participating in athletics at North Salem is often the fulfillment of many years of hard work and ambition. The attainment of this goal carries with it certain traditions and responsibilities that must be maintained. As a member of an interscholastic team at North Salem Middle/High School, you have entered in to a great athletic tradition. Each student athlete must respect this tradition and represent North Salem as a “good will ambassador”. Your actions will be a reflection of those with whom you currently associate, and the student athletes who have contributed so much to our school in the past. Because of this fine tradition, the challenge is for you to work hard to assure your actions reflect the standards set forth by the Athletic Department.

1. Accept the responsibility and privilege of representing the school and community.
2. Treat opponents with the respect that is due them as guests and fellow human beings.
3. Exercise self control at all times, accepting decisions and abiding by them.
4. Respect the official’s judgment and interpretation of the rules. Never argue or make gestures indicating a dislike for a decision.
5. Accept both victory and defeat with pride and compassion, never being bitter or boastful.
6. Cooperate with the coaches and fellow players in promoting good sportsmanship.
7. Cheer positively for your teammates rather than against your opponents.

ATHLETICS

FALL

J. V. Soccer (boys)
J. V. Soccer (girls)
Varsity Soccer (girls)
Varsity Soccer (boys)
Girls Varsity Tennis
Girls Swimming/John Jay
J. V. Volleyball
Varsity Volleyball
Varsity Cross Country (boys & girls)
J. V. Field Hockey
Varsity Field Hockey

WINTER

J. V. Basketball (boys and girls)
Varsity Basketball (boys and girls)
Varsity Track (boys and girls)
Varsity Skiing (boys and girls)
Varsity Swimming/John Jay (boys)
Varsity Ice Hockey/Somers
Varsity Bowling (boys)
Varsity Bowling (girls)
Varsity Wrestling Independent

SPRING

J.V. Baseball
Varsity Baseball
Varsity Golf
Varsity Tennis (boys)
Varsity Track (boys and girls)
J.V. Softball

Varsity Softball
Varsity Lacrosse (boys)
Varsity Lacrosse (girls)
J.V. Lacrosse (boys)
J.V. Lacrosse (girls)

CO-CURRICULAR ACTIVITIES

Amnesty International
Art Club
Book Club
Chess Club
Class Organizations
Computer Club
Drama Club
English Honor Society
Environmental Club
International Club
Impressions Literary Magazine
Math Club
Model United Nations
Gay / Straight Alliance
Lighting and Sound Club

Mock Trial
Musical
National Honor Society
Ornithology Club
Salemite Yearbook
Technology Club
Student Council
"Tiger Times" Newspaper
Stage Craft
Math Honor Society
Peer Leadership
Video Broadcasting Club

