



High School Course Catalogue  
2014 - 2015

## Understanding your HS Graduation Requirements

*In order to receive a Brooklyn Prospect diploma, all students must meet the minimum requirements for the Regents Diploma (as per the chart below), participate in Advisory, participate in the 10th grade Personal Project and complete the IB core program requirements: participation in the Creativity Action Survey, and participation in the Extended Essay.*

### Required Credits for Graduation

Subject	Credits earned per semester	Minimum number of credits needed for Regents Diploma
English/Language A	1	8
Social Studies/Humanities	1	8
Science	1	6
Mathematics	1	6
Language B/Language Other Than English	1	2 (6 for Advanced Regents)
Visual Arts, Music, Dance, Design & Technology, and/or Theater	.5	2
Physical Education	.5	4
Health	.5	1
Elective	1	7 (3 for Advanced Regents)
<b>Total</b>		<b>44</b>

### Regents Exam Requirements for Graduation

**Minimum Regents Exam Scores for *Regents Diploma* \***

- 65+ on *Comprehensive English Regents Exam*
- 65+ on *Mathematics Regents Exam*
- 65+ on *Global History and Government Regents Exam*
- 65+ on *U.S. History and Government Regents Exam*
- 65+ on any *Science Regents Exam*

**Minimum Exam Scores for *Advanced Regents Diploma***

- \*Recommended for college readiness
- 65+ on *Comprehensive English Regents Exam* **or** 3+ on IB English HL Exam
- 65+ on *Integrated Algebra and Geometry and Algebra II/Trigonometry*  
*Integrated Algebra* can be substituted for 4+ on IB *Mathematical Studies SL Exam* **or** 3+ IB *Mathematics HL Exam*
- 65+ on *Global History and Government Regents Exam*
- 65+ on *U.S. History and Government Regents Exam*
- 65+ on any *Living Environment* **and one of the following:** *Chemistry, Earth Science, or Physics*
- 65+ on *World Language*

\* Some students may qualify for a Local Diploma. See a school Guidance Counselor for more details

## **Advice on Selecting Courses** ***From the College Guidance Department***

As you search through this year's course catalog and decide which courses you plan to enroll in next fall, always keep in mind that the courses you take will have a great impact on the strength of your college application.

If you haven't already pushed yourself in advanced courses, now is the time to do so. Colleges would rather see that you put in the effort in an advanced or IB course (even if that might have a small impact on your GPA) than that you chose to take an easy course load and maintain a "pristine" average. When selecting courses, remember that while we encourage you to take the most demanding course of study available, we also want you to take a course of study that you will be able to manage with added effort. Check in with each of your academic teachers ahead of picking your courses to discuss whether they think you would be well served in a more demanding course next year.

In addition to the importance of taking a rigorous course load, it is also worth considering what you plan on studying in college. If you intend to major in a certain field in college, you will need to show that you have the ability to succeed in that field. For example, those looking to major in a STEM field (science, technology, engineering, and math) will need to show success in the most challenging math and science courses offered at the school.

Lastly, schools may have course distribution requirements (a required number of credits in each academic department) for admission that differ from our graduation requirements. Make sure to check in with Mr. Kuusisto ensure that your choice of courses puts you on track for admission to your college(s) of choice.

If you have any questions about which courses will best prepare you and your college application, please see Mr. Kuusisto in the library's guidance office or email him at [ckuusisto@brooklynprospect.org](mailto:ckuusisto@brooklynprospect.org) to set up an appointment.

# 9th Grade

Pending successful promotion from 8th grade, all rising 9th grade students will be enrolled automatically in the following courses:

Course	Credit category towards graduation requirements:	Credits
Language A/English <ul style="list-style-type: none"> <li>• Literature and Composition</li> <li>* Honors option available</li> </ul>	English	2
Language B <ul style="list-style-type: none"> <li>• HS Spanish I, II, III</li> <li>• HS Mandarin I or III</li> <li>• Reading</li> </ul>	World Language	2
Math <ul style="list-style-type: none"> <li>• Introduction to Algebra I/II (both semesters)</li> <li>• Integrated Algebra</li> <li>• Geometry</li> </ul>	Mathematics	2
Science (with lab) <ul style="list-style-type: none"> <li>• Living Environment</li> </ul>	Science (including lab)	2
Humanities <ul style="list-style-type: none"> <li>• Global Studies I</li> </ul>	Humanities/Social Science	2
Advisory	Elective	1
Design Technology	Fine Art	1
PE or Dance	PE	1
<b>Total Credits Available in 9th grade:</b>		<b>13</b>

## Course Descriptions (9th Grade)

### LANGUAGE A / ENGLISH

- *Literature and Composition*

Literature and Composition is a rigorous college preparatory course in which students will read, discuss and respond to increasingly complex literary texts—short stories, novels, dramatic works, and poems—that represent a variety of cultures. Writing instruction will help students make strategic choices about language, structure, and argument in order to produce clear, persuasive and interesting writing. Students will develop the literacy skills that will support their success across all disciplines and allow them to communicate successfully by aligning their purpose, audience and mode of expression.

**NOTE: A student who completes all assigned *Embedded Honors* work in addition to the required *Literature and Composition* coursework will be eligible to earn a distinction of Honors on his or her official transcript. Interested students must sign an *Embedded Honors Contract*, which requires a parent's signature and is due to the course instructor no later than Friday, September 12, 2014.**

### LANGUAGE B / WORLD LANGUAGE

#### Spanish

- *HS Spanish I (Introductory)*

Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Practice and further development of essential listening, speaking, reading, and writing skills will be covered. It is expected that students in this class will develop fluency with essential vocabulary (greetings, numbers, days and months, time, family terms, homes and furniture, description of people, daily routine) and key grammatical structures (present tense verbs, expressing basic opinions, noun-adjective agreement, basic word order for statements and questions). Everyday class work includes practicing new vocabulary and grammar and applying these studies to practical, real-life situations, such as finding your way around a city, explaining your symptoms to a doctor, haggling over prices in a market, inviting a friend to a movie, and telling stories about past experiences.

- *HS Spanish II*

This course continues the development of basic speaking, listening, reading and writing skills in Spanish, along with the study of the cultures of Spanish speaking peoples. The focus of this class will be practical: how to improve your oral competencies in the target language. There will be extensive practice and activities (songs, tongue twisters, poetry, etc.), along with some readings, to help you further develop essential speaking, listening, reading, and writing skills.

- *HS Spanish III*

This course use Intermediate-Advanced level readings to elicit conversation and debate among the class. Writing and presentations are required. This class consists of advanced practice of listening, speaking, reading and writing skills.

#### Mandarin

- *HS Mandarin I (Introductory)*

Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Practice and further development of essential listening, speaking, reading, and writing skills will be covered. It is expected that students in this class will develop fluency with essential vocabulary (greetings, numbers, days and months, time, family terms, homes and furniture, description of people, daily routine) and key grammatical structures (present tense verbs, expressing basic opinions, noun-adjective agreement, basic word order for statements and questions). Everyday class work includes practicing new vocabulary and grammar and applying these studies to practical, real-life situations, such as finding your way around a city, explaining your symptoms to a doctor, haggling over prices in a market, inviting a friend to a movie, and telling stories about past experiences.

- *HS Mandarin III (1 year)*

This course use Intermediate-Advanced level readings to elicit conversation and debate among the class. Writing and presentations are required. This class consists of advanced practice of listening, speaking, reading and writing skills.

- *Reading*

Reading is designed to facilitate students' transition from learning to read, to reading to learn. By immersing them in explicit instruction in four key components of receptive language (construction of language, vocabulary acquisition, fluency rehearsals, and comprehension activities) students will build the knowledge, understanding and capabilities to become proficient readers. Paired alongside Academic Composition, Reading will more than double students' instructional time spent on reading and thereby increase student access to information across all disciplines of study. Students may self select or be identified by the school for this course.

## **HUMANITIES**

- *Global Studies I*

Global Studies I is the first year of a two year curriculum that prepares students for the Global History and Geography Regents exam. Student will focus on developing the skills of a historian in sourcing, contextualizing, analyzing and corroborating evidence-based conclusions. With explicit practice accessing both primary and secondary sources, students will develop the effective inquiry skills necessary to achieve conceptual understanding of the content. The content covered in year one spans 10,000 years of human history, including the Neolithic Revolution, Classical Civilizations, World Religions, the Middle Ages, the Mongols, the Renaissance and Early Exploration. Through this work, students will recognize patterns in the interactions and interdependence of individuals, societies and environments across time and space.

## **MATHEMATICS**

- *Introduction to Algebra I and II:*

This course is a three-semester (1.5 years) Algebra course that prepares students to take the Algebra I Regents exam in January 2016 during their sophomore year. This course is part of the

mathematics sequence where the curriculum is aligned based on the Common Core State Standards and the Aims and Objectives of the IB Middle Years Programme (MYP). Students who pass this exam will have met their math requirement for a Regents diploma. Students will study algebraic techniques and apply those techniques to Relationships between Quantities and Reasoning with Equations; Linear Relationships; and Expressions and Equations. This course will offer students the opportunity to continue developing alternative solution strategies and algorithms while gaining mastery of algebraic concepts and skills. A TI-83 Plus or TI-84 Plus graphing calculator is required for this course. **Prerequisite:** Successful completion of 8th grade mathematics course and diagnostic exam.

- *Integrated Algebra:*

This is a one year Algebra course that prepares students to take the Algebra I Regents exam in June. This course is part of the mathematics sequence where the curriculum is aligned based on the Common Core State Standards and the Aims and Objectives of the IB Middle Years Programme (MYP). Students who pass this exam will have met their math requirement for a Regents diploma. Students will study algebraic techniques and apply those techniques to Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. A TI-83 Plus or TI-84 Plus graphing calculator is required for this course.

**Prerequisite:** Successful completion of 8th grade mathematics course and diagnostic exam.

- *Geometry:*

This is a one year Geometry course that prepares students to take the Geometry Regents exam in June. This course is part of the mathematics sequence where the curriculum is aligned based on the Common Core State Standards and the Aims and Objectives of the IB Middle Years Programme (MYP). Students will study topics in plane and solid geometry and learn to write formal geometric proofs. A TI-83 Plus or TI-84 Plus graphing calculator is required for this course. **Prerequisite:** Successful completion of Integrated Algebra Regents course and exam.

## SCIENCE

- *Earth Science:*

Earth Science prepares students for the Earth Science Regents Exam as well as the International Baccalaureate program through alignment with the New York State Standards for Earth Science and the aims and objectives of the IB Middle Years Programme (MYP). In this course, students will explore the structures and processes of Earth and outer space through a variety of methods including inquiry, experiments, observations and field investigations. Students will also reflect on their strengths as learners and connect them to various careers in earth science. Topics to be studied include the composition of earth, plate tectonics, geologic history, surface processes, atmosphere and oceans, climatology, meteorology, the sun-earth-moon system, the solar system and deep space.

## FINE ARTS

- *Design & Technology 9*

Students in Design & Technology 9 will use the IB design cycle as a process to develop products and solve problems. Projects may include 3D design & printing, computer programming and animation, video game design, LEGO robotics, and more! Students will complete written portfolios documenting the design process.

## PHYSICAL EDUCATION

- *Physical Education:*

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of team activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and cardiorespiratory activities. Students will learn basic fundamentals and advanced techniques of a team activity/activities, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime.

- *Dance:*

Dance is a pre-professional course that fosters critical and process-oriented thinking by developing fundamental skills in movement technique and composition. In pure and fusion forms, Ballet, Modern and Jazz techniques are aligned with historical context and anatomical awareness. It provides a nurturing environment in which students can develop both artistic skills and technical proficiency allowing them to pursue a professional dance career or continue their education at a college/university level.

## ADVISORY

- *Advisory 9:*

This course will frame the next four years of high school and guide 9<sup>th</sup> graders in beginning to identify their sources of strength and passion, in setting their educational and social-emotional goals, in cultivating class-wide and personal identities as members of the BPCS high school community, in finding individual ways to contribute to their communities, and in preparing to be attractive candidates to the workforce and to high-quality higher education programs.



# 10th Grade

Pending successful completion of 9th grade classes, all rising 10th grade students will be enrolled automatically in the following courses by their subject area teacher:

Course	Credit category towards graduation requirements:	Credits
Language A/English <ul style="list-style-type: none"> <li>Literary Studies</li> <li>Literary Genres</li> </ul>	English	2
Language B <ul style="list-style-type: none"> <li>HS Spanish I, II, III, IV</li> <li>HS Mandarin I, III, IV</li> <li>Reading</li> </ul>	World Language	2
Math <ul style="list-style-type: none"> <li>Introduction to Algebra III (Fall semester)</li> <li>Math Explorations A (Spring semester)</li> <li>Geometry</li> <li>Algebra II &amp; Trigonometry</li> </ul>	Mathematics	2
Science (with lab) <ul style="list-style-type: none"> <li>Chemistry</li> <li>Environmental Science</li> </ul>	Science (including lab)	2
Humanities (Global II)	Humanities/Social Science	2
Advisory	Elective	1
Health	Health	1
<b><i>Students must select courses for the following subject areas:</i></b>		
Fine Arts <ul style="list-style-type: none"> <li>Musical Theater/Drama</li> <li>Concert Choir</li> <li>Foundation Art Studio I &amp; II</li> </ul>	Fine Art	1
Physical Education <ul style="list-style-type: none"> <li>PE</li> <li>Dance</li> <li>Athletics***</li> <li>JV Sports****</li> <li>Off-Site Fitness****</li> </ul>	PE	1
<b>Total Credits Available in 10th grade:</b>		<b>14</b>

\*\*\* Athletics is off-timetable (zero period); \*\*\*\* Approval form is required for JV Sports and Off-Site Fitness

## Course Descriptions (10th Grade)

### LANGUAGE A / ENGLISH

- *Literary Studies:*

Introduction to Literary Studies will prepare students as active readers, critical thinkers and accurate writers through the study of literature—short stories, novels, dramatic works, memoirs and poems—from a variety of time periods and cultural origins. Students will develop their vocabulary of literary terminology and will practice the writing skills necessary to produce clear, well-organized and well-supported literary analysis. Students will have opportunities to write creatively and will routinely present work to their class for both feedback and celebration. Previously studied works include: *Catcher in the Rye*, *Speak*, *Fahrenheit 451*, *Kite Runner*, *Master Harold and the Boys*, *Romeo and Juliet*, *Othello*.

- *Literary Genres:*

Literary Genres give students the opportunity to explore complex literature from a variety of genres through discussion and extensive writing assignments designed to cultivate the ability to interpret literary elements and write substantive literary analysis. Special attention will be paid to developing the skill of close-reading—the focused re-reading of shorter passages to produce a detailed analysis of the effect of the author’s choices about language, structure and meaning. Investigations of literature will center on these essential questions: “What do we have in common, and how do we diverge? Where do we go from here?” Previously studied works include: *Raisin in the Sun*, *Night*, *Their Eyes Were Watching God*, short stories and poems by Junot Diaz, Amy Tan, Ursula LeGuin, Amiri Baraka, Anne Waldman, Sylvia Plath and others.

### LANGUAGE B / WORLD LANGUAGE

#### Spanish

- *HS Spanish I (Introductory)*

Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Practice and further development of essential listening, speaking, reading, and writing skills will be covered. It is expected that students in this class will develop fluency with essential vocabulary (greetings, numbers, days and months, time, family terms, homes and furniture, description of people, daily routine) and key grammatical structures (present tense verbs, expressing basic opinions, noun-adjective agreement, basic word order for statements and questions). Everyday class work includes practicing new vocabulary and grammar and applying these studies to practical, real-life situations, such as finding your way around a city, explaining your symptoms to a doctor, haggling over prices in a market, inviting a friend to a movie, and telling stories about past experiences.

- *HS Spanish II*

This course continues the development of basic speaking, listening, reading and writing skills in Spanish, along with the study of the cultures of Spanish speaking peoples. The focus of this class will be practical: how to improve your oral competencies in the target language. There will be extensive practice and activities (songs, tongue twisters, poetry, etc.), along with some readings, to help you further develop essential speaking, listening, reading, and writing skills.

- *HS Spanish III*

This course use Intermediate-Advanced level readings to elicit conversation and debate among the class. Writing and presentations are required. This class consists of advanced practice of listening, speaking, reading and writing skills.

- *HS Spanish IV*

Building on the foundational work of the previous phases, this course will continue to develop skill across all domains, while refining students' oral proficiency. Additionally, this course is an introduction to literary criticism. It will introduce literary terms and its applications in close readings of selected Spanish Fiction, Poetry, Drama and Essay.

## **Mandarin**

- *HS Mandarin I (1 year)*

Introduction to grammar and practical vocabulary necessary for fundamental communication skills. Practice and further development of essential listening, speaking, reading, and writing skills will be covered. It is expected that students in this class will develop fluency with essential vocabulary (greetings, numbers, days and months, time, family terms, homes and furniture, description of people, daily routine) and key grammatical structures (present tense verbs, expressing basic opinions, noun-adjective agreement, basic word order for statements and questions). Everyday class work includes practicing new vocabulary and grammar and applying these studies to practical, real-life situations, such as finding your way around a city, explaining your symptoms to a doctor, haggling over prices in a market, inviting a friend to a movie, and telling stories about past experiences.

- *HS Mandarin III (1 year)*

This course use Intermediate-Advanced level readings to elicit conversation and debate among the class. Writing and presentations are required. This class consists of advanced practice of listening, speaking, reading and writing skills.

- *HS Mandarin IV (1 year)*

Building on the foundational work of the previous phases, this course will continue to develop skill across all domains, while refining students' oral proficiency. Additionally, this course is an introduction to literary criticism. It will introduce literary terms and its applications in close readings of selected Mandarin Fiction, Poetry, Drama and Essay.

- *Reading*

Reading is designed to facilitate students' transition from learning to read, to reading to learn. By immersing them in explicit instruction in four key components of receptive language (construction of language, vocabulary acquisition, fluency rehearsals, and comprehension activities) students will build the knowledge, understanding and capabilities to become proficient readers. Paired alongside Academic Composition, Reading will more than double students' instructional time spent on reading and thereby increase student access to information across all disciplines of study. Students may self select or be identified by the school for this course.

## **HUMANITIES**

- *Global Studies II*

Global Studies II is the second year in a two year curriculum that will prepare students for the Global History and Geography Regents exam, which students will take at the conclusion of this

course. Students will investigate the theme of revolution in seeking to understand how both environmental and human systems operate and evolve over time. Students will explore the conditions, causes and outcomes of major global revolutions, including but not limited to: the Industrial Revolution, the French Revolution, the Communist Revolution in China, and the Technological Revolution. Students will be prepared to write clear, well-organized and well-supported historical analyses and will conduct focused historical research on course topics.

## MATHEMATICS

- *Introduction to Algebra III:* (Fall semester only, 1 credit)

This course is a conclusion to a three-semester (1.5 years) Algebra course that prepares students to be successful on the Algebra I Regents exam in January 2015. This course is part of the mathematics sequence where the curriculum is aligned based on the Common Core State Standards and the Aims and Objectives of the IB Middle Years Programme (MYP). Students who pass this exam will have met their math requirement for a Regents diploma. Students will study algebraic techniques and apply those techniques to Linear and Exponential Relationships; Descriptive Statistics; and Quadratic Functions and Modeling. This course will offer students the opportunity to continue developing alternative solution strategies and algorithms while gaining mastery of algebraic concepts and skills. A TI-83 Plus or TI-84 Plus graphing calculator is required for this course. *Course credit will be awarded to students upon successful completion of the Algebra I Regents exam.*

- *Math Explorations A:* (Spring semester only, 1 credit)

This course is a one-semester elective Math course that supports students in developing mathematical principles, conceptual understanding, procedural fluency, and problem solving skills. Students in this course will begin to study the foundations of Geometry by exploring polygons and logical reasoning. Students will begin to use their critical thinking skills to develop basic proofs. Content in this course will be grounded in real-world context to support our explorations and investigations. A TI-83 Plus or TI-84 Plus graphing calculator is required for this course.

- *Geometry:*

This is a one year Geometry course that prepares students to take the Geometry Regents exam in June. This course is part of the mathematics sequence where the curriculum is aligned based on the Common Core State Standards and the Aims and Objectives of the IB Middle Years Programme (MYP). Students will study topics in plane and solid geometry and learn to write formal geometric proofs. A TI-83 Plus or TI-84 Plus graphing calculator is required for this course. **Prerequisite:** Successful completion of Integrated Algebra Regents course and exam.

- *Algebra II & Trigonometry:*

This is a one year course that is a continuation and extension of algebra that prepares students to take the Algebra II and Trigonometry Regents exam. Topics include imaginary and complex numbers, families of functions, systems of equations, data analysis and arithmetic and geometric sequences and series. Right triangle trigonometry will be expanded to include the investigation of circular functions and problem solving situations requiring the use of trigonometric equations and identities will be investigated. Student who pass this Regents exam in June, along with the Integrated Algebra Regents exam and Geometry Regents exam, will have met their NYS math requirement for an Advanced Regents Diploma. A TI-83 Plus or

TI-84 Plus graphing calculator is required for this course. **Prerequisite:** Successful completion of Geometry Regents course and exam.

## SCIENCE

- *Environmental Science:*

Students taking Environmental Science will immerse themselves in the physical and biological systems that shape our world. The course is designed to allow students to analyze environmental issues and engage in an inquiry process that informs the decisions they make as members of a global society. The first semester of this course will focus on preparing students to master topics assessed on the Earth Science Regents exam. The second semester will introduce students to the biological systems that make life on Earth possible. Students will use appropriate processes and principles to intelligently engage in discourse and debate about matters of scientific and technological concern.

- *Chemistry:*

The tenth grade Chemistry course prepares students for the Chemistry Regents Exam as well as the International Baccalaureate program through alignment with the New York State Standards for Chemistry. In this course, students will use scientific processes and principles to make informed personal and public decisions. Topics to be studied include matter and energy, gas laws, atomic concepts, acids/bases, chemical bonding, periodicity, chemical bonding, kinetics, nuclear and organic chemistry. Students will complete weekly labs.

## HEALTH

Health and Wellness is designed to enable our students to be responsible, respectful, informed and capable when making decisions, which would impact, upon the well being of themselves and others. Health and Wellness will investigate a range of human interactions. Areas to be explored include making responsible decisions; communicating effectively; understanding mental & emotional health; building self-esteem; adolescent relationships & responsibilities; building healthy nutrition and fitness habits; the use, misuse & abuse of alcohol, tobacco, and other drugs; human sexuality; families & family relationships; prevention and treatment of certain infections and diseases; preventing abuse & violence; and peer pressure.

## FINE ARTS

- *Musical Theater/Drama:*

In Musical Theatre Studio, students in grades 10 and 11 learn fundamentals of ensemble and solo musical theatre techniques. Students will study fundamental vocal technique and ensemble singing performing repertoire from the musical theatre canon. Acting work will focus on *Viewpoints*, a physical approach to acting, to explore scene-to-song work. No previous experience required, and students may seek one-on-one training during office hours.

- *Concert Choir:*

Concert Choir is open to students in grades 10 and 11. Students will study fundamental vocal

technique and ensemble singing in a variety of musical styles. The Concert Choir will perform for the school community. No previous singing experience required, and students may seek one-on-one vocal training during office hours. Satisfactory participation in grades 10 and 11 will be a prerequisite to participation in grade 12.

- *Foundation Art Studio:*

Foundation Art Studio is a year-long introductory course required for all students who may want to pursue visual arts in the junior and senior years. There is an emphasis on traditional and non-traditional two-dimensional studio techniques, use of materials, tools, and media. Foundation 2D Studio I in the fall semester focuses on black-and-white issues and composition in design, while Foundation 2D Studio II in the spring focuses on color theory and illustration. As an IB World school, emphasis will be placed on global and social awareness, addressing on-going issues by problem solving through studio activity. Students will learn to refine life skills learning to connect theory and criticism to the real world.

## **PHYSICAL EDUCATION**

Starting in 10th grade, students have the ability to fulfill their PE requirements in one of four ways:

1. Participation in PE or Dance Class during the academic day
2. Participation in a BPCS JV or Varsity Team (full season participation is required)
3. Participation in a school-approved off-site fitness activity (ex. gymnastics)
4. Participation in a minimum of one season of Athletics meeting outside of the academic day

- *PE:*

This course is designed to give students the opportunity to learn and develop fundamental and advanced skills and strategies of team activities, as well as fitness concepts and conditioning techniques used for achieving and maintaining optimal physical fitness. Students will benefit from comprehensive team activities and cardiorespiratory activities. Students will learn basic fundamentals and advanced techniques of a team activity/activities, aerobic training, and overall fitness training and conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in team activities, aerobic fitness, wellness, and movement activity for a lifetime.

- *Dance:*

10th grade students will continue to foster critical and process-oriented thinking by developing fundamental skills in movement technique and composition. In pure and fusion forms, Ballet, Modern and Jazz techniques are aligned with historical context and anatomical awareness. It provides a nurturing environment in which students can develop both artistic skills and technical proficiency allowing them to pursue a professional dance career or continue their education at a college/university level.

*\* Non-dance students interested in enrolling in dance for the first time in 10th grade may only do so with departmental permission. 10th grade Dance is a prerequisite for IB Dance HL*

- *Athletics:*

Athletics classes will meet 4x per week for approximately 1 hour and 15 minutes per session for one season. Students participating in Athletics Class will have a Study Hall or elective class

during 10th grade PE/Dance periods. These classes may occur in the morning (7.15-8.30 am) or afternoon (4.00-5.15 pm). Athletics activities will change each season. Tentative classes for 2014-15 are:

- Fall: Cross Country (Running)
- Winter: Yoga/Pilates
- Spring: Strength Training

- *JV/Varsity Sports or Off-Site Fitness:*

Students who elect to receive PE credit through participation in a HS JV or Varsity Team OR an off-site approved athletic program must complete and submit the PE/ Off-site/Team Credit Enrollment Form at the end of this guide and submit to the Registrar. Students electing to receive PE credit via Fitness, JV or Varsity Team or Off-Site athletics will be automatically enrolled in a study hall. Should a student not make a JV/Varsity team, s/he will be required to enroll in an off-timetable athletics course to fulfill annual PE requirements.

## **ADVISORY**

- *Advisory 10:*

This course will frame the next three years of high school and guide 10<sup>th</sup> graders in the successful completion of their MYP Personal Project. Students will utilize advisory time to celebrate academic accomplishments and develop a sense of pride as academic leaders in the BPCS community as well as explore options for post-secondary education.

# 11th Grade

Pending successful completion of 10th grade classes, all rising 11th grade students can enroll in the following courses:

Course	Credit category towards graduation requirements:	Credits
Language A/English <ul style="list-style-type: none"> <li>● IB Language and Literature HL*</li> <li>● English 11</li> </ul>	English	2
Language B <ul style="list-style-type: none"> <li>● HS Spanish III, IV</li> <li>● IB Spanish SL*</li> <li>● HS Mandarin III, IV</li> <li>● IB Ab Initio Mandarin*</li> </ul>	World Language	2
Math <ul style="list-style-type: none"> <li>● IB Math Studies SL *</li> <li>● IB Mathematics SL *</li> <li>● Geometry</li> <li>● Algebra II &amp; Trigonometry</li> <li>● Introduction to Algebra III (credit recovery/fall semester)</li> <li>● Math Explorations B (spring semester)</li> </ul>	Mathematics	2
Science (with lab) <ul style="list-style-type: none"> <li>● Living Environment</li> <li>● IB Ecosystems and Societies SL *</li> <li>● IB Biology HL *</li> </ul>	Science (including lab)	2
Humanities <ul style="list-style-type: none"> <li>● IB History of the Americas HL *</li> <li>● US History</li> </ul>	Humanities/Social Science	2
Fine Arts <ul style="list-style-type: none"> <li>● Advanced Art Studio (Honors)*</li> <li>● Figure Drawing I &amp; II</li> <li>● Musical Theater/Drama</li> <li>● Concert Choir</li> </ul>	Fine Art	1
Physical Education: <i>(required for all students)</i> <ul style="list-style-type: none"> <li>● IB Dance HL *</li> <li>● PE (11)</li> </ul>	PE	1



<ul style="list-style-type: none"> <li>• Athletics (Track/Yoga/Strength Training)</li> <li>• JV/Varsity Team</li> <li>• Off-Site Athletics</li> </ul>		
Advisory ( <i>required for all students</i> )	Elective	1
Introductory Research Methods ( <i>required for all students</i> )	Elective	.5
<b><i>Additional Elective Courses</i></b>		
<ul style="list-style-type: none"> <li>• IB Psychology HL</li> <li>• Theory of Knowledge (TOK)</li> </ul>	Elective/Social Science	1
<b>Total Credits Available in 11th grade:</b>		<b>13.5 +</b>

\* Students must meet the required prerequisites for this course. See page course descriptions, below, for more information.

## Course Descriptions (11th Grade)

### LANGUAGE A/ ENGLISH

- *IB Language and Literature HL\**

Students will examine the role that media plays in their own lives and will look closely for examples of both bias and rhetorical strategy in mass media. Students will explore the literary archetypes of comedy and tragedy, and will investigate the presence of the author in a variety of texts. Students will determine and assess the ethical stances presented in selected literary texts and will examine the intersection between visual and literary art. At the conclusion of the course, students will be required to plan, present and discuss an analysis of the relationship between formal elements and meaning in a teacher selected excerpt of one of the literary works studied in the course. Possible text selections include: *Midsummer Night's Dream*, *The Great Gatsby*, *As I Lay Dying*, *The God of Small Things*, *Sula*, *Love in the Time of Cholera*, *The Heart is a Lonely Hunter*, *Dispatches*, *The Grass is Singing*. This is year one of a two year course.

**Prerequisite:** Achievement grade of 5 or higher in 10th grade English courses.

- *English 11*

Students will explore the role that media plays in their own lives and will examine aspects of interest concerning mass communication. Students will read short stories, novels and dramatic works of both comedy and tragedy. Investigations of literature will focus on developing the skill of close-reading—the focused re-reading of shorter passages to produce a detailed analysis of the effect of the author's choices about language, structure and meaning. Possible text selections include: *The Bean Trees*, *A Separate Peace*, *Chronicle of a Death Foretold*, *The Great Gatsby*, *The Awakening*, *The Color Purple*, *The Things They Carried*, *Blindness*, *Macbeth*, *Midsummer Night's Dream*, *Death of a Salesman*, *The Piano Lesson*.

### LANGUAGE B / WORLD LANGUAGE

#### Spanish

- *HS Spanish III (1 year)*

This course use Intermediate-Advanced level readings to elicit conversation and debate among the class. Writing and presentations are required. This class consists of advanced practice of listening, speaking, reading and writing skills.

- *HS Spanish IV (1 year)*

Building on the foundational work of the previous phases, this course will continue to develop skill across all domains, while refining students' oral proficiency. Additionally, this course is an introduction to literary criticism. It will introduce literary terms and its applications in close readings of selected Spanish Fiction, Poetry, Drama and Essay.

- *IB Standard Level Spanish (2 year)*

A two-year capstone experience, this course will tie together students' previous work, while pushing the frontiers of students' oral, written, listening, and writing skills. In addition to refining students' abilities, the focus of this course will be to help students weave their in-class learning into the patchwork of the larger world around them.

## Mandarin

- *HS Mandarin III (1 year)*

This course use Intermediate-Advanced level readings to elicit conversation and debate among the class. Writing and presentations are required. This class consists of advanced practice of listening, speaking, reading and writing skills.

- *HS Mandarin IV (1 year)*

Building on the foundational work of the previous phases, this course will continue to develop skill across all domains, while refining students' oral proficiency. Additionally, this course is an introduction to literary criticism. It will introduce literary terms and its applications in close readings of selected Mandarin Fiction, Poetry, Drama and Essay.

- *IB Ab Initio Mandarin (2 year)\**

A two-year capstone experience, this course will tie together students' previous work, while pushing the frontiers of students' oral, written, listening, and writing skills. In addition to refining students' abilities, the focus of this course will be to help students weave their in-class learning into the patchwork of the larger world around them.

## **HUMANITIES**

- *IB History (Year 1) History of the Americas HL \**

History of the Americas will begin by investigating the establishment of the United States of America as an independent nation and the national process of building the Constitution, whose allowances led to the disunion in law, economics, society and politics that resulted in the Civil War. Students will then examine the destruction, reconstruction and continuous turbulence of American society through the end of the 19th century and into the Great War. Students will explore the development of the modern world in society and geo-politics through the Roaring Twenties, the Harlem Renaissance and the Great Depression. Students will investigate the roles played by the important leaders of the world through the central event of the 20th century, World War II, and the ensuing impact of the military-industrial legacy on United States' domestic rule and foreign policy, which led to involvement in global conflicts in Korea and Vietnam. This is year one of a two year course. **Prerequisite:** Students must pass the Global Studies Regents exams and achievement grade of 5 or higher in 10th grade Global Studies to enter this course.

- *US History*

The United States History course begins with the colonial and constitutional foundations of the United States and explores the government structure and functions provided in the Constitution. Students examine the development of the nation and the political, social, and economic factors that led to the challenges our nation faced in the Civil War. Students explore industrialization, urbanization, and their accompanying problems, along with America's emergence as a world power, the two world wars of the 20th century, and the Cold War. Students explore the expansion of the federal government, evolving social beliefs and behaviors, and the nation's place in an increasingly globalized and interconnected world.\*

*\*from Engage NY, "New York State Common Core Social Studies Framework"*

- *Regents History Elective*

This course will prepare students for success on the Global History and Geography Regents exam and the United States History Regents exam. Semester credit will be awarded to students who successfully pass the January Global Regents and/or the June US History Regents.

- *IB Psychology HL*

IB Psychology HL is the systematic study of behaviour and mental processes that examines the interaction of biological, cognitive and sociocultural influences on human behaviour. Students can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behaviour.

The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what all humans share, as well as the immense diversity of influences on human behaviour and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.

## MATHEMATICS

- *IB Math Studies SL \**

IB Math Studies SL is a **two-year** program of advanced mathematical studies. This course builds on the concepts of Algebra 2 and Geometry in preparation for the standard-level IB Mathematical Studies SL examination in May 2016. This course will prepare students for further math courses and college success with a good foundation in algebra. Students examine topics in algebra; sets, logic, and probability; functions; geometry and trigonometry; statistics; introductory differential calculus; and financial mathematics. Emphasis will be placed on applying mathematics to other subjects being studied, common real-world occurrences, and to topics that relate to home, work, and leisure situations. Students carry out an individual mathematical investigation using skills learned before and during the course. **Prerequisite:** Successful completion of Algebra Regents exam and Geometry course.

- *IB Mathematics SL \**

IB Mathematics SL is a **two-year** program of advanced mathematical studies designed for students with a strong mathematical background. This course builds on the concepts of Algebra 2/Trig and Geometry in preparation for the standard-level IB Mathematics SL examination in May 2016. Students examine algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability, and calculus. These topics will be covered in significantly greater depth than in the IB Math Studies Course. Students produce two portfolio pieces - a mathematical investigation and a mathematical modeling project. **Prerequisite:** Successful completion of Geometry Regents exam and course. Teacher recommendation is required.

- *Geometry*

This is a one year Geometry course that prepares students to take the Geometry Regents exam in June. This course is part of the mathematics sequence where the curriculum is aligned based on the Common Core State Standards and the Aims and Objectives of the IB Middle Years Programme (MYP). Students will study topics in plane and solid geometry and learn to write

formal geometric proofs. A TI-83 Plus or TI-84 Plus graphing calculator is required for this course. **Prerequisite:** Successful completion of Integrated Algebra Regents course and exam.

- *Algebra II & Trigonometry*

This is a one year Advanced Algebra and Trigonometry course that prepares students to take the Algebra 2/Trigonometry Regents exam. Students who pass this exam, along with the Integrated Algebra regents exam and Geometry regents exam, will have met their NYS math requirement for an Advanced Regents. Topics include the Real Number System, solutions of equations and inequalities, study of functions, conic sections, trigonometry, identities, probability and statistical regression. A TI-83 Plus or TI-84 Plus graphing calculator is required for this course. **Prerequisite:** Successful completion of Geometry Regents course and exam.

- *Introduction to Algebra III:* (Fall semester only, 1 credit)

This course is a conclusion to a three-semester (1.5 years) Algebra course that prepares students to be successful on the Algebra I Regents exam in January 2015. This course is part of the mathematics sequence where the curriculum is aligned based on the Common Core State Standards and the Aims and Objectives of the IB Middle Years Programme (MYP). Students who pass this exam will have met their math requirement for a Regents diploma. Students will study algebraic techniques and apply those techniques to Linear and Exponential Relationships; Descriptive Statistics; and Quadratic Functions and Modeling. This course will offer students the opportunity to continue developing alternative solution strategies and algorithms while gaining mastery of algebraic concepts and skills. A TI-83 Plus or TI-84 Plus graphing calculator is required for this course. *Course credit will be awarded to students upon successful completion of the Algebra I Regents exam.*

- *Math Explorations B* (Spring semester only, 1 credit)

This course is a one-semester elective Math course that supports students in developing mathematical principles, conceptual understanding, procedural fluency, and problem solving skills. This course will be developed for high school students to alert, inform, and educate students in the concepts of personal finance and money management. Our explorations will focus around personal financial literacy and promote individual awareness of responsibility that includes college and career planning, savings and investing, income and spending, and money management. Content in this course will be grounded in real-world context to support our explorations and investigations. A TI-83 Plus or TI-84 Plus graphing calculator is required for this course.

## SCIENCE

- *Living Environment*

Living Environment is an introductory biology course that includes a 1200 minute laboratory component. The course provides students with a strong foundation in understanding the structure and function of living organisms, as well as their interactions within environmental systems. This course aligns with the New York State Core Curriculum and is specifically designed to prepare students for the Living Environment Regents Exam. All students taking Living Environment are required to take the Regents Exam in June. In this course, students will practice scientific inquiry and study topics including cell structure/function, basic biochemistry, nutrition, photosynthesis, respiration, mitosis, meiosis, genetics, protein synthesis, evolution, classification, plants, animals, body systems, ecology, and human impacts on the environment.

- *IB Environmental Systems & Societies SL \**

IB Environmental Systems & Societies is a one-year, standard-level IB course focusing on

environmental systems from a multidisciplinary perspective. Grounded in scientific content and methods, this course challenges students to understand environmental issues from socio-political and ethical standpoints, as well. Topics include systems thinking; ecosystem dynamics; population, carrying capacity, and resource use; conservation and biodiversity; global warming; pollution management; and environmental value systems. **Prerequisite:** Successful completion of at least ONE Regents Science Exam.

- *IB Biology HL \**

IB Biology is a challenging, two-year, higher-level IB course in which students develop a deep understanding of biological concepts including cell structure and function, genetics, evolution, ecology, human health and physiology, nucleic acids and proteins, cell respiration and photosynthesis, and plant science. Students enrolling in IB Biology HL should have a strong background in math and chemistry, as the course will also include statistical analysis and biochemistry. Biology HL will also cover two additional topics from the following: evolution, neurobiology and behavior, microbes and biotechnology, ecology and conservation, and further human physiology. Students in this course complete 60 hours of lab work, the majority of which is student-directed inquiry. This is the most rigorous science course offered at BPCHS, and any student with an interest in majoring in science in college is encouraged to enroll. **Prerequisite:** Achievement grade of 5 or higher in Chemistry is required to enter this course.

#### **FINE ARTS:**

- *Musical Theater/Drama:*

In Musical Theatre Studio, students in grades 10 and 11 learn fundamentals of ensemble and solo musical theatre techniques. Students will study fundamental vocal technique and ensemble singing performing repertoire from the musical theatre canon. Acting work will focus on *Viewpoints*, a physical approach to acting, to explore scene-to-song work. No previous experience required, and students may seek one-on-one training during office hours.

- *Concert Choir:*

Concert Choir is open to students in grades 10 and 11. Students will study fundamental vocal technique and ensemble singing in a variety of musical styles. The Concert Choir will perform for the school community. No previous singing experience required, and students may seek one-on-one vocal training during office hours. Satisfactory participation in grades 10 and 11 will be a prerequisite to participation in grade 12.

- *Advanced Art Studio (Honors) (1 credit)*

This is a two year advanced level studio which requires students to pursue deeper concepts, develop the appropriate technical and critical skills necessary for creating a portfolio of a cohesive body of artwork including a wide range of all mediums such as charcoal, painting, figure drawing, still life, and more. Students will learn to critically analyze their work developing sensitivity and perception in their response to other students' efforts as well as their own, and building a culture of rich discussion, professionalism, and constructive criticism in the studio. An art portfolio case is required for this course. This course is part independent study and require students to complete 60 hours of studio time. Students interested in pursuing an art or design major for college is encouraged to enroll.

**Prerequisite:** Foundational 2D I & II passed with an achievement grade of 5 or above. Teacher recommendation is required.

- *Figure Drawing I & II (1 credit)*

This one year two semester course introduces the analytical study of the human form and the

figure's potential for compositional and expressive use in drawing through various mediums such as pencil, charcoal, conté, and ink. For students particularly interested in fashion design, this is an opportunity to learn the basic tools to create body frames and structures.

## **PE/DANCE/FITNESS:**

- *IB Dance HL\**

This is a 2-year dance course that aims for a holistic approach to dance, and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The DP Dance curriculum provides students with a liberal arts orientation that facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance. In the 11<sup>th</sup> grade, students will focus on developing and articulating a process for creating dance and analyzing how dance is viewed in other cultures so that students can begin to shape and articulate their opinions about dance that is familiar and unfamiliar. Successful completion of the course includes course work in grades 11 and 12, ALL required internal and external DP Dance assessment components.

*\* ALL students interested in enrolling in DP Dance may only do so with admission into the IB DP program as well as departmental permission. 10th grade Dance is a prerequisite for IB Dance HL*

- *PE (11)*

This course is designed for students to gain knowledge, understanding and enjoyment of a healthy lifestyle. In Fitness Training students will participate in mostly a group fitness activities with limited sports and games. Emphasis is on information and skills necessary to develop: cardiovascular endurance, muscular strength, muscular endurance and flexibility. This is done through activities that may include: Endurance weight training, Step Aerobics, Yoga, Pilates, jogging/walking, basic calisthenics and interval training.

- *Athletics:*

Athletics classes will meet 4x per week for approximately 1 hour and 15 minutes per session for one season. Students participating in Athletics Class will have a Study Hall or elective class during 10th grade PE/Dance periods. These classes may occur in the morning (7.15-8.30 am) or afternoon (4.00-5.15 pm). Athletics activities will change each season. Tentative classes for 2014-15 are:

- Fall: Cross Country (Running)
- Winter: Yoga/Pilates
- Spring: Strength Training

- *JV/Varsity Sports or Off-Site Fitness:*

Students who elect to receive PE credit through participation in a HS JV or Varsity Team OR an off-site approved athletic program must complete and submit the PE/ Off-site/Team Credit Enrollment Form at the end of this guide and submit to the Registrar. Students electing to receive PE credit via Fitness, JV or Varsity Team or Off-Site athletics will be automatically enrolled in a study hall. Should a student not make a JV/Varsity team, s/he will be required to enroll in an off-timetable athletics course to fulfill annual PE requirements.

## **INTRODUCTION TO RESEARCH METHODS:**

Introduction to Research Methods will teach students the research process and how to create

efficient strategies and identify relevant, timely, and authoritative materials for their information needs. The class will teach students how to use electronic resources effectively, the online library catalog, indexes, databases, and the Internet. Students will learn about the many types of plagiarism and how to avoid them, presentation skills, citation, Fair Use, copyright, and how to critically evaluate information and the sources used to find it.

**ADVISORY:**

11th grade advisory is designed to support students as they begin their journey of developing their own post-secondary plan. Advisory focuses on all aspects of the College Admissions Process which includes, but is not limited to: developing the “college essay”; generating college lists, preparation for college admission tests (SAT/ACT), etc. The advisory curriculum aims to support students as they encounter the increased academic demands of the Junior Year and helps students to develop strategies to manage increased workloads, and navigate the many challenges of older adolescence.

**THEORY OF KNOWLEDGE (TOK):**

Theory of Knowledge is a two-year course that is part of the core of the Diploma Programme, along with CAS and the Extended Essay. TOK is a discussion-based course in which students explore the nature of knowledge in a wide variety of fields, including the natural sciences, the human sciences, history, the arts, ethics, and religious knowledge systems. Students learn to identify knowledge questions underlying real-world situations and controversies, and delve into them through discussion with classmates. The role of personal knowledge as well as shared knowledge are considered, and students investigate different ways of knowing, including reason, intuition, imagination, and sense perception. Key assessments include a presentation on a topic of the student’s choice and an essay on one of several IB prescribed titles. **Special note:** This course will be offered in a “zero period” off-timetable block (am or pm)



## Offsite/Competitive Athletics Agreement Form

Student Name: \_\_\_\_\_  
Student Emergency Contact: \_\_\_\_\_  
Emergency Contact Telephone: \_\_\_\_\_

### Offsite Course Provider Information:

- Coursework Provider's Name/Team : \_\_\_\_\_
- Primary Contact: \_\_\_\_\_
- Address: \_\_\_\_\_
- Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

### Program Schedule:

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Days/Hours: \_\_\_\_\_

### Parent Consent:

I understand that my child's participation in the off-site/competitive athletics is voluntary. I hereby give my permission for my child to attend, and travel to and from, the off-site athletics site set forth above. I understand that there will be no BPCS supervision of my child at the off-site provider's site. I understand that the coursework provider's staff are not subject to the BPCS's security policies and that BPCS has no control over the staff or anyone else that may be present at the site.

I understand that my child is responsible for traveling to and from the off-site athletics program by him or herself, and that no one from BPCS will chaperone my child to and from the site.

### Parent Signature:

\_\_\_\_\_ Date \_\_\_\_\_

### Student Agreement

I, \_\_\_\_\_, agree to:

1. Arrive at the off-site/competitive athletics site on or before the start time every day I am scheduled to attend.
2. If I must be absent, contact the off-site instructor prior to my scheduled start time.
3. Demonstrate honesty, punctuality, positive attitude, proper dress and a willingness to learn.
4. Participate in the program and complete all assignments.
5. Ask my instructor/coach if I am unclear about any of my assignments.
6. Talk to my [guidance counselor] and my coursework instructor about any problems.
7. Follow all of the coursework provider's rules and regulations.

8. To behave responsibly and follow my school's disciplinary code at all times while at the site.

Student \_\_\_\_\_ Date \_\_\_\_\_

**High School Course Registration Form**

Full Name: \_\_\_\_\_ Grade: 9 10

Advisor: \_\_\_\_\_

**English**

2013-2014 Course Enrolled In: \_\_\_\_\_

2013-2014 Semester 1 Grade: 1 2 3 4 5 6 7

2014-2015 Course Choice: \_\_\_\_\_

**Social Studies**

2013-2014 Course Enrolled In: \_\_\_\_\_

2013-2014 Semester 1 Grade: 1 2 3 4 5 6 7

2014-2015 Course Choice: \_\_\_\_\_

**Science**

2013-2014 Course Enrolled In: \_\_\_\_\_

2013-2014 Semester 1 Grade: 1 2 3 4 5 6 7

2014-2015 Course Choice: \_\_\_\_\_

**Math**

2013-2014 Course Enrolled In: \_\_\_\_\_

2013-2014 Semester 1 Grade: 1 2 3 4 5 6 7

2014-2015 Course Choice: \_\_\_\_\_

*IB Mathematics SL* requires departmental approval

Teacher Signature: \_\_\_\_\_

Recommending Teacher: \_\_\_\_\_

**World Language**

2013-2014 Course Enrolled In: \_\_\_\_\_

2013-2014 Semester 1 Grade: 1 2 3 4 5 6 7

2014-2015 Course Choice: \_\_\_\_\_

*IB Spanish AB Initio* and *IB Mandarin AB Initio* requires departmental approval

Teacher Signature: \_\_\_\_\_

Recommending Teacher: \_\_\_\_\_

**Fine Arts**

2013-2014 Course Enrolled In: \_\_\_\_\_

2013-2014 Semester 1 Grade:      1      2      3      4      5      6      7

2014-2015 Course Choice: \_\_\_\_\_

\*Requires departmental approval (see below)

*Advanced Studio Art* requires departmental approval

Teacher Signature: \_\_\_\_\_

Recommending Teacher: \_\_\_\_\_

**Physical Education**

\*Specify activity if you are exempt by JV Athletics or an Off-Site Activity

2013-2014 Course Enrolled In: \_\_\_\_\_

2013-2014 Semester 1 Grade:      1      2      3      4      5      6      7

2014-2015 Course Choice: \_\_\_\_\_

*IB Dance HL* requires departmental approval

Teacher Signature: \_\_\_\_\_

Recommending Teacher: \_\_\_\_\_

\*Also requires enrollment in IB DP Program

Advisor Approval: \_\_\_\_\_

College Counseling Approval: \_\_\_\_\_