

TABLE OF CONTENTS

PURPOSE, CURRICULUM, GROUPING, AND COURSE SELECTION.....	2
CRITERIA FOR HONORS AND ADVANCED PLACEMENT COURSES.....	2
GENERAL INFORMATION.....	3
PLANNING A HIGH SCHOOL PROGRAM.....	3
ACCREDITATION STATEMENT.....	3
GUIDANCE SERVICES.....	4
SCHEDULE CHANGE POLICY AND PROCEDURE.....	4
ADD/DROP COURSE DEADLINES.....	5
SEMESTER ONE COURSES.....	5
SEMESTER TWO COURSES.....	5
FULL-YEAR COURSES.....	5
BOCES/TECH.....	5
COURSE LEVEL CHANGE REQUEST.....	5
COURSE LEVEL CHANGE REQUEST POLICY.....	6
REGENTS EXAMINATIONS.....	6
GRADUATION REQUIREMENTS.....	7
ART.....	8
COMPUTER SCIENCE.....	11
ENGLISH.....	12
FOREIGN LANGUAGE.....	17
HEALTH AND PHYSICAL EDUCATION.....	19
MATHEMATICS.....	20
MUSIC.....	24
SCIENCE.....	26
SOCIAL STUDIES.....	29
BOCES.....	33
SENIOR INTERNSHIP PROGRAM.....	33
PACE/VALHALLA BRIDGE PROGRAM.....	34

PURPOSE

The purpose of this manual is to assist students, parents, and faculty to better understand the academic programs offered at Valhalla High School. In planning a program, students and parents must consider diploma requirements together with academic ability, achievement interests, and career plans. The administration, faculty, and counseling department of Valhalla High School can develop the necessary options for individualizing a student's program. However, this requires students to give thoughtful consideration to each year's program and to long-range goals. A careful review of this manual will help students and parents better understand programming needs, as well as school offerings and facilities.

CURRICULUM, GROUPING, AND COURSE SELECTION

The educational program provided by Valhalla High School meets the requirements and recommendations of the New York State Education Department. Within the framework of diploma requirements, there are many options for students.

In an attempt to provide instruction and levels of expectation, which are commensurate with student talents and abilities, many courses are divided into groups or levels. If such grouping successfully narrows the range of ability, teachers have a better opportunity to individualize the educational program and optimize each student's educational growth.

Differences in instruction at various levels are described in the department sections. Admission to an "Honors" group is determined by several factors and based on a combination of the student's previous work in the subject, motivation, testing record, and teacher recommendation. No student is locked into a group classification because of original placement, and all program levels satisfy requirements for a New York State Diploma.

CRITERIA FOR HONORS AND ADVANCED PLACEMENT COURSES

Advanced Placement Courses

Advanced Placement (AP) – student must maintain an 85 average in an honors course or have a teacher recommendation; students will be expected to maintain a strong academic record and will be evaluated at the end of the first and second marking periods. A student taking a Regents level course must maintain a 90 average or have a teacher recommendation.

Honors Courses

Honors (H) – student must maintain an 85 average in an honors course or have a teacher recommendation; students will be expected to maintain a strong academic record and will be evaluated at the end of the first and second marking periods. A student taking a Regents level course must maintain a 90 average or have a teacher recommendation

GENERAL INFORMATION

The primary goal of Valhalla High School is to provide an educational program designed to meet students' academic needs and future plans. This manual is designed to guide both students and parents through the course offerings and basic information necessary to plan a full high school program and should be used along with the services of the Guidance Department.

Planning a high school program is an important process. Valhalla High School takes pride in offering a wide range of programs, which include AP, Honors, Regents, elective courses, Occupational Education, and many other special services.

Program planning is best accomplished in the current school year. Students must discuss their possible course selections and prerequisites with their academic teachers and parents. Students will meet with their respective counselor to review their academic records and to select their appropriate courses from the available offerings.

PLANNING A HIGH SCHOOL PROGRAM

Planning a high school program of study and selecting appropriate courses are important at each grade level. Here are a few factors to consider as you use this manual to help make choices each year:

1. Future plans – further education, employment, military service, other
2. Scholastic abilities, skills, and academic record
3. Career-related interests

Students and parents should read the information in this manual carefully and plan as far ahead as possible. Choose those courses that will best fit future plans, abilities, and interests. Meetings are regularly scheduled with counselors to help make decisions and establish goals for each student.

ACCREDITATION STATEMENT

Valhalla High School is accredited by the Middle States Association of Colleges and Schools, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation by an institution such as Middle States Association indicates that a school meets or exceeds criteria for the assessment of institutional quality. This accreditation is reviewed periodically.

GUIDANCE SERVICES

Guidance services at Valhalla High School are designed to meet the educational, social, and emotional needs of students at each grade level. Upon entering ninth grade, students are assigned a counselor. The counselor is deeply interested in assisting students to achieve their maximum potential academically, while encouraging social and extra-curricular experiences, which provide maximum personal growth.

Guidance involves a commitment on the part of the counselor to treat each student as an individual. Programs are designed to address common concerns – scheduling, orientation, transition, testing, academic issues, and the college selection process – and at the same time provide a highly individualized focus for every student. Counselors are not merely academic advisors; they are trained professionals with interest and experience in assisting students as they face and explore concerns that are important to their lives.

Formal high school guidance sessions are planned for each student during the school year but are supplemented by frequent, informal guidance and counseling sessions on issues of individual concern. Counselors are available for individual meetings at the request of a student, parent, or teacher and are continually involved in resolving academic and personal issues. There is an open-door policy, and, if the counselor is free, the student may see his/her counselor immediately or a student may initiate a meeting by making an appointment through the guidance secretary. It is recommended that students see their counselor during a study hall, lunchtime, or after school, unless it is an emergency.

Counselors receive copies of all progress, academic, and discipline reports and are in constant contact with teachers, administrators, and parents. It is our goal to have a comprehensive understanding of each student and his/her needs. Counselors coordinate high school resources to help students achieve goals and to have a successful and rewarding experience while attending Valhalla High School.

SCHEDULE CHANGE POLICY AND PROCEDURE

Every effort is made to provide each student with an accurate and appropriate schedule. When possible, schedules are changed to reflect courses requested by the students, courses that were failed, and courses that were taken in summer school. Schedules are also changed to reflect teacher recommendations and course prerequisites.

Oversights occur, and the guidance department will make every effort to correct any problems that arise. Additionally, every effort is made to balance class size. The following are valid reasons for schedule adjustments:

- No schedule available for student
- Subject failures affecting graduation and sequence requirements
- Teacher change when repeating a subject previously failed with that teacher – when requested only, and as classroom space permits
- Error or conflict in a schedule
- Summer school adjustments
- Medical exemptions from physical education
- Add-ons when a schedule permits

If such a reason exists, the student should make an appointment with his/her guidance counselor.

ADD/DROP COURSE DEADLINES

SEMESTER ONE COURSES

No courses will be added after the second week of school without permission from the high school principal. Courses can be dropped prior to the second week of school without penalty. A penalty grade of failing will be recorded for any course dropped after the second week of school. Any student dropping a full-year course after the second week in October will drop with a failing grade, unless there is a valid reason or an agreement previously made among the student, parent, counselor, and teacher, and approved by the high school principal.

SEMESTER TWO COURSES

No course will be added after the second week of the semester without permission of the high school principal. Courses can be dropped prior to the second week of the semester without a penalty.

FULL-YEAR COURSES

Under ordinary circumstances, no full-year course will be added after the third week of school. A full-year course can be dropped prior to the second week of October without receiving a penalty grade. After that time, a penalty grade of failing will be recorded for any course dropped.

BOCES/TECH

A BOCES program can be dropped up to the first week of October. First semester courses can be substituted up to the third week of school, but after that, only with approval. A new schedule will be provided for the second semester. For further details, see BOCES in the “Course Selection Section” of this manual.

COURSE LEVEL CHANGE REQUEST

Changes in course levels can be considered throughout the first semester. With a valid reason, the principal, counselor, student, and parent can decide that a course level change is appropriate. Please refer to “Course Level Change Policy” below.

When a course level change is made, the grade earned in the previous level will be transferred as a minimum grade of 65 for the marking period. However, in those circumstances whereby a minimal effort was made by a student to achieve academically, a grade lower than 65 can be transferred. This decision will be made by the teacher, counselor, and curriculum leader. In circumstances when a decision cannot be agreed upon, the appropriate administrator will review the case.

Schedule changes for levels may be made at the five-week interim period. Changes from “Honors” to “Regents” will be made only with teacher recommendation, parent approval, department head permission, and principal approval. Changes from a lower to a higher level should be made as soon as possible when those involved feel this change is appropriate.

COURSE LEVEL CHANGE REQUEST POLICY

A course level change request may be initiated by a parent, student, or teacher:

- When a counselor receives a request from a parent for any course level change, he/she will ask the parent to contact the teacher for an explanation of difficulties.
- After the parent/teacher discussion, a parent wishing to pursue the request will be asked to submit the request in writing.
- Counselors will review the request and any necessary data with the appropriate Lead Teacher.
- Parents can appeal this decision to the principal.

LEVELS OF INSTRUCTION

Educational experiences, which involve varying levels of difficulty, are offered to meet the different needs of students. Quality points assigned to courses are used in the determination of students' ranks. All courses taken, with the exception of physical education, pass/fail courses, work experience, community service, and audited courses including those taken in summer school and other accredited institutions as determined by the principal, are included in the ranking process.

REGENTS EXAMINATIONS

Valhalla High School uses New York State Regents examinations as final exams in all courses culminating in Regents exams. The following Regents examinations are regularly given at Valhalla High School:

Algebra	Physical Setting/Physics
Geometry	U.S. History and Government
Algebra 2 & Trigonometry	Global History and Geography
Physical Setting/Earth Science	Comprehensive English
Living Environment (Biology)	Italian
Physical Setting/Chemistry	Spanish

Regents' examinations are administered in January and June. In August, certain Regents exams are available through state approved summer schools. The exact dates for all Regents examinations are available from the Guidance Office.

GRADUATION REQUIREMENTS

CLASS OF 2007 AND THEREAFTER

(Subject to change based on New York State Board of Regents Approval)

Regents Diploma Required Courses		Advanced Regents Diploma Required Courses	
English	4	English	4
Social Studies	4	Social Studies	4
Math**	3	Math	3
Science	3	Science	3
Foreign Language*	1	Foreign Language (a)	3
Art/Music	1	Art/Music	1
Health	0.5	Health	0.5
Physical Education	2	Physical Education	2
Sequence/Electives		Electives	
	<u>4.5</u>		<u>1.5</u>
	22.0		22.0

Required Exams (5)
(Passing score of 65 or above)

Regents Comprehensive Exam in English
Algebra
Regents Global Studies
Regents U.S. History
Regents Science

Required Exams (9)
(Passing score of 65 or above)

Regents Comprehensive Exam in English
Algebra, Geometry, and Algebra 2 & Trig
Regents Global Studies
Regents U.S. History
Two Regents Science Exams
Regents Foreign Language

Requirements for Students with Disabilities: Score between a 55 to 64 on any or all required Regents exams **or** Pass the corresponding Regents Competency Test (RCT) if failed a required Regents exam.

*Students are required to have completed one unit of credit in foreign language by the end of their freshman year or pass the New York State Proficiency Exam.

**An integrated course in mathematics/science/technology may be used as the third required unit of credit in mathematics or science.

(a) Students acquiring 5 units of credit in Art, Music, Business, Technology, or Vocational Education may be exempt.

ART

The Art Department is directed by Mrs. Holly Flannery, who serves as the Lead Teacher for Fine Arts. In the Art Department it is our intent for students to become increasingly capable of responding to and analyzing visual forms, understanding art in historical and cultural contexts and appreciating the characteristics of works of art. Listed below are the course offerings in Valhalla's Art Department.

Studio Art I Grades 9 -12

0.5 Credit

Prerequisite: None

Studio Art I is a semester course that meets every day. This course introduces the beginning art students to the elements and principles of design through experiences with a variety of materials and both two and three dimensional techniques. Areas of study include drawing, painting, graphic design, printmaking, and ceramics. Realistic, abstract, and non-objective styles will be explored. Projects will incorporate art appreciation which involves students becoming knowledgeable and increasing their understanding of art, artists, and different cultures.

Studio Art II Grades 9-12

0.5 Credit

Prerequisite: Studio Art I

Studio Art II is a semester course that meets every day. It continues to build on the elements and principles of design through experiences with both two and three dimensional materials and techniques learned in Studio Art I. It is recommended for students interested in completing the Drawing and Painting sequence over their four years of High School. Areas of study include drawing, painting, graphic design, printmaking, and ceramics. Realistic, abstract, and non-objective styles will be explored. Projects will incorporate art appreciation which involves students becoming knowledgeable and increasing their understanding of art, artists, and different cultures.

Drawing & Painting (Grades 10-12)

0.5 Credit

Prerequisite: Studio Art I & II

Drawing and Painting is a semester course that meets every day. It is a second year course that provides advanced drawing and painting projects which incorporate a variety of media. Drawing media includes pencil, ink, charcoal, and pastels. Painting media include watercolor, tempera, and acrylic. Representational, abstract, and non-objective styles will be explored. Students will continue to advance their knowledge and understanding of the elements and principles of art.

Advanced Drawing & Painting (Grades 11-12)

0.5 Credit

Prerequisite: Drawing and Painting

The Advanced Drawing & Painting meets every day for the semester. The course provides self-motivated students with an opportunity to develop their techniques and independent styles in a studio environment. It also allows them to explore artistic movements and expressions at an advanced level. Students will be guided to study the creative process in two-dimensional art projects.

Portfolio Development (Grades 11-12)**1.0 Credit****Prerequisite: Drawing & Painting and the Instructor's recommendation**

This course meets every day over the year. It will engage students in the development of a diversified art portfolio. The works will be created using a variety of mediums (drawing, painting, and printmaking.) Students will gain further understanding of the use of the elements and principles of art (line, color, texture and shape) in order to communicate their ideas.

AP Art (Grades 11-12)**1.0 Credit****Prerequisite: Drawing & Painting and the Instructor's recommendation**

This course meets every day for the year. Students will develop a college level A.P. 2-D Studio Art Portfolio. The works will be created using a variety of mediums (drawing, painting, and printmaking.) This course is not based on a written examination; instead students will be required to submit their completed portfolios for evaluation in May. The College Board provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while in high school.

Computer Graphics (Grades 9-12)**0.5 Credit****Prerequisite: Studio Art I**

Computer Graphics is a semester course that meets every day. This course will engage students in the process of creating Computer Graphics using Adobe PhotoShop software. Students will learn how to create imaginative images by scanning photographs and taking digital photos which will be manipulated using the tools in Adobe PhotoShop. They will develop an understanding of how to create artistic communication through written words, design imagery and photography to communicate their ideas.

Advanced Computer Graphics (Grades 10-12)**0.5 Credit****Prerequisite: Computer Graphics**

Advanced Computer Graphics is a semester course that meets every day. This course will engage students in the process of creating advanced Computer Graphics using Adobe PhotoShop. Students will continue their exploration of creating imaginative images by scanning photographs and taking digital photos which will be manipulated using the tools in Adobe PhotoShop. They will continue to develop an understanding of how to create artistic communication through written words, design imagery and photography to communicate their ideas.

Yearbook (Grades 10-12)**0.5 Credit****Prerequisite: Studio Art I, Yearbook Club and the Instructor's recommendation**

Yearbook is a full year course that meets every other day. This course will engage students in the process of publication design through the creation of the Valhalla Viking Yearbook. They will learn how to layout the book using Adobe InDesign, Adobe Photoshop, and Microsoft Word. In addition, students will write copy, take photographs, and select graphic images to create a dynamic publication. Students will develop an understanding of how to create artistic communication through written words, design imagery, and photography. Students will also learn the skills needed to meet production deadlines, sell ads, and organize fundraising events to support the yearbook publication.

Jewelry (Grades 9-12)**0.5 Credit****Prerequisite: Studio Art I**

Jewelry is a semester course that meets every day. This course will introduce students to the basic skills necessary to design, evaluate and produce hand formed jewelry. Students will be encouraged to experiment with original ideas and work with a variety of materials and processes. They will learn create a variety of wire and beaded jewelry. Students will also learn techniques for shaping and designing polymer and precious metal clay. They will gain insight of the historical significance and cultural implications of the art/craft form.

Creative Crafts (Grades 9-12)**0.5 Credit****Prerequisite: Studio Art I**

Creative Crafts is a semester course that meets every day. It introduces students to the basic materials, methods and processes involved in the creation and appreciation of a variety of crafts. Students will study the history of a variety of crafts and learn about possible career opportunities. They will be engaged in the creation of ceramics, jewelry (beading), printmaking, and paper crafts.

Please note that priority will be given to students based on grade level seniority for all Art Elective courses. The Art Classes have the following caps due to their hands-on nature and limited classroom workspace:

- Studio Art I, II, Drawing & Painting, Adv. Drawing & Painting, Jewelry and Creative Crafts classes can have a maximum of 20 students per section.
- Portfolio Development and A.P. Studio Art meet in the same room at the same time, therefore the maximum combined number of students is 20 per section.
- Yearbook, Computer Graphics, and Adv. Computer Graphics are limited to 13 students per section.

COMPUTER SCIENCE

The Computer Science Department is directed by Mrs. Irene Torrieri, who serves as Coordinator. All students are required to take Computer Applications during their freshman year. Students are encouraged to continue with the computer science program electives.

Computer Applications 9

0.5 Credit

This course provides students with the computer skills needed to succeed throughout their high school years. Computer Applications takes place in a dual platform environment where students become adept users of the Windows XP and Mac OS Tiger operating systems. There are three main components to this course. The first component teaches students how to utilize both operating systems. The second component provides students with in-depth lessons on Word, Excel, and PowerPoint on both the “PC” side, and the “Mac” side. Students also become familiar with Mac-specific software such as Pages and Keynote. The third and final component is devoted to Internet research skills and Internet history.

Advanced Computer Applications

0.5 Credit

Prerequisite: successful completion of Computer 9 Applications

This course enables students to enter college or the workforce with intermediate to advanced skills in computer applications. Advanced Computer Applications takes place in a dual platform environment with students continuing their education on the Windows XP and Mac OS Tiger operating systems, and their associated applications. Main topics include operating system review, basic trouble-shooting, software, and Internet applications. The software taught on the “PC” side consists of Word, Excel, PowerPoint, and Access. Students will review the differences on the “Mac” side and become more advanced users of Mac applications and the Internet. In addition to being kept current on Internet developments, students will learn how to use Web 2.0 technology to enhance research and critical thinking.

Introduction to Computer Science

1.0 Credit

Prerequisite: Computer Applications 9

This course is designed to provide students with an introduction and an overview of many aspects of computer science. Topics include computer ethics, careers in computer science, emerging technologies, creative problem solving, design and engineering, programming concepts, and programming. Students will design, build and program robots, use Java to program animation, learn object oriented design and learn basic programming constructs using the standard Java programming language. Students who are successful in this course will be well prepared to take the AP Computer Science A course.

Advanced Placement Computer Science

1.0 Credit

Prerequisite: Introduction to Computer Science

This full year Advanced Placement course covers the same topics that a student would encounter in a one-semester introductory computer science course in college. These topics include the following: algorithmic design, programming methodology, object oriented programming (OOP), decision structures, loops, input/output, data structures, and classes. The programming language used is Java.

All students in the course are required to take the Advanced Placement exam in May.

ENGLISH

The English Department is directed by Ms. Regina Monte, who serves as the Lead Teacher. The main goal of our English program throughout high school is to continue the development of skills in reading, writing and speech. In addition, the appreciation of literature and increased understanding of the world will be emphasized. The writing portion of the program develops the students' critical and analytical skills as well as an awareness of audience and its effect on style, diction and form. The program of instruction in English is a four year program; one unit of credit is awarded for each successful year of participation. Four units of credit are required for graduation. **Students must pass the New York State English Regents exam at the end of their junior year.**

English 9

1.0 Credit

Prerequisite: None

This course includes major units on poetry, short stories, the novel, Greek mythology, and *Romeo and Juliet* by William Shakespeare. The course is also designed to develop writing skills with a focus on evaluation of literature, integration of knowledge from various sources, on grammar, and correct usage.

English 9 Honors

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

This is a course designed to provide the verbally gifted student with an enriched ninth grade curriculum. It includes major units on poetry, short stories, Greek mythology, the novel, and *Romeo and Juliet* by William Shakespeare. The content is more demanding than that of regular classes as the student is expected to explore more literary selections in greater depth. This higher level of critical analysis extends to written assignments in which the student is expected to demonstrate the ability to evaluate both expository and creative literature in well-organized, grammatically correct essays.

Freshman Seminar

0.5 Credit

Prerequisite: None

This year long course meets every other day and is designed to prepare 9th grade students to navigate the challenges they face in high school. Students will explore units including but not limited to Howard Gardner's Multiple Intelligences, goal setting, dealing with test anxiety, preparing for the college process and current events. Assessment is based on class participation, independent and group projects, reflective writing and oral presentations.

English 10

1.0 Credit

Prerequisite: Successful completion of English 9

The English 10 course addresses all areas of literature. Units include short stories, novels, poetry, and drama with emphasis on *Julius Caesar* by William Shakespeare and *A Raisin in the Sun* by Lorraine Hansberry. Other important components of the course include grammar, vocabulary, and written and oral expression. As part of developing their analytical and evaluative writing skills, students will write a research paper.

English 10 Honors

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

This course addresses all areas of literature included in the English 10 course, but students are expected to cover more selections and to discuss and write about them with greater analytical expertise. Students engage in various modes of writing with a focus on research. English 10H is also concerned with helping students develop a concise and varied style of writing.

English 11

1.0 Credit

Prerequisite: Successful completion of English 10

The English 11 course is designed to help students become more thoughtful, discerning readers by making them aware of their cultural heritage as Americans. Students are exposed to the progression of American literature as they read, discuss, and write about selected fiction and nonfiction works by America's outstanding authors, including Nathaniel Hawthorne and Arthur Miller. One work of British literature, *Macbeth* by William Shakespeare, is included. Students are also given the opportunity to sharpen their vocabulary and writing skills in preparation for the Comprehensive Regents Exam.

English 11 Honors

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

Geared for students with advanced reading and writing skills, this course covers more selections from American literature than those addressed in English 11. *Macbeth* by William Shakespeare is also included. English 11 Honors demands a higher level of critical analysis from the student and focuses on developing a mature style of writing through attention to diction, sentence structure, and syntax. The final exam is the New York State Comprehensive English Regents.

SAT Prep

0.5 Credit

Elective

Does not fulfill English requirement

This course is designed for students to prepare for the math and verbal sections of the SAT. It is considered to be an extra prep course and does not count towards fulfilling an English requirement. In the class the students learn the format of the test, become familiar with the style of the questions in each section, and learn test taking techniques. After focusing on these strategies, the students then sharpen their skills through practice and drill.

Advanced Placement English: Language & Composition

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

Open to both 11th and 12th grade students who meet the criteria, the focus of this full-year, college level course is on developing students' skills in understanding how authors create meaning. Concentrating on non-fiction readings, students will become dissectors of passages: they will extract the full meaning of prose passages by analyzing and defining the composing techniques employed by the author. This awareness will, in turn, assist students in sharpening their own style, which they will develop through extensive expository writing, analyzing both non-fiction and fiction. **All students in the course are required to take the Advanced Placement exam in May.**

Advanced Placement English: Literature & Composition

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

In this 12th grade course, students will be engaged on a college level of instruction in the intensive reading of literary works and in writing a variety of essays in response to their reading. The course will be oriented toward sharpening students' awareness of language, their understanding of the writer's craft, the development of critical standards for the independent appreciation of literary works, and the fostering of increased sensitivity to literature as a shared experience. Writing assignments will focus on the critical analysis of literature and will include essays in both exposition and analysis. Students will be expected to read a novel independently and research secondary critical sources on the novel. Their understanding of this work of literary merit will be evidenced by a longer thesis paper. **All students in the course are required to take the Advanced Placement exam in May.**

Drama Workshop

0.5 Credit

Elective

This half-year senior elective course integrates discussion, reading, presentation, viewings, and exercises to teach classical theatre. Students examine in-depth character studies and underlying structural components of drama such as unity, tension, obstacles, exposition, and foreshadowing. The course culminates with a performance of either an original student scene or a selected scene from a published playwright.

Film Studies

0.5 Credit

Elective

In this half-year introduction to film study, students will learn to develop a critical eye in the appreciation of film. In order to accomplish this goal, they must first learn the various elements of cinematography through which a director tells his story. In viewing films from various genres, students will focus on the composition of sequences, including types of shots, camera angles, point of view, lighting, and sound, and discuss possible reasons for the director's choices. In addition, they will analyze such traditional aspects of storytelling as characterization, theme, atmosphere, and symbolism. Students will be expected to communicate their knowledge through a variety of activities: oral presentations, tests, written assignments, and/or the filming of a sequence(s).

Literature Exploration

0.5 Credit

Elective

This half-year course continues the development of the student's appreciation of short story, drama, poetry, and the novel. Students will read major works from these genres with the goal of broadening their understanding of human nature and of the writer's craft. They will present their insights through class discussion, written assignments, tests, and oral presentations. Thus the course also aims to enhance the student's analytical and writing skills.

Mass Communication**0.5 Credit****Elective**

This half-year elective introduces students to a variety of mass media vehicles, including their origins and history, their roles in modern society, and most recent advances in technology. This course allows students to understand how culture has been shaped by mass communication and to appreciate how culture, in turn, has affected the development of mass communication. In addition, this elective encourages students to appreciate the role of the media in their lives. Some or all of the following units will be explored: mass media and culture, the Internet, the recording industry and popular music, the broadcasting industry and radio, television and cable, motion pictures, newspapers and journalism, magazines, book publishing, advertising and marketing, public relations, media economics and the global marketplace, law and regulation of mass communication, and ethics and social issues. Assessments will be based upon individual and group projects, tests, homework assignments, and research based essays.

Myth and Legend**0.5 Credit****Elective**

This course expands upon the Greek mythology presented in 9th grade. The goal of the course is two-fold: to help students understand the common humanity underlying disparate cultures through the study of comparative mythologies; to then recognize the archetypal views of man that underlie much of American/British literature and films. Sample topics include Germanic, Celtic, Egyptian myths, heroic epics including *The Iliad*, *Beowulf*, *Gilgamesh*, and the Arthurian legends. Students will be required to read extensively on a daily basis and take notes on their reading. Assessments will be based upon open-notebook quizzes, tests, essays, and oral presentations.

Creative Writing**0.5 Credit****Elective**

In this one semester course, students will be immersed in a college-style creative writing workshop with the objective of crafting their own creative pieces. Genres to be explored include memoir, fiction, poetry, play-writing, children's literature, the college essay, and descriptive writing. Students will be required to read, write, listen, and share on a daily basis in order to explore all aspects of the writing process including brainstorming, drafting, revising, editing and publishing. Daily classes will consist of quick writes, mini-lessons on writing instruction, in class writing time, and modeling professional and student writing.

British Literature**0.5 Credit****Elective**

In this one semester course, students will study the origins of Western Literature, focusing on the evolution of the English language and the contribution British writers have given to literature. Students will be exposed to and analyze writings from the 5th through 19th centuries. Heavy emphasis will be placed on students' written responses to the works read as a class.

British Literature Honors**0.5 Credit**

In this one semester, intensive introduction to British Literature, students will be exposed to different genres of literature covering the following periods: Anglo-Saxon, Medieval, English Renaissance (including drama), Early 17th Century, the Restoration and 18th Century, the Romantic Era and the Victorian Age. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

World Drama**0.5 Credit**

Students in this one semester course will read and, whenever possible, view plays written by renowned playwrights from several different cultures, including Greek, English, Irish, Norwegian, Italian, and Spanish. Among the plays that may be considered are *Oedipus Rex* (Sophocles), *Six Characters in Search of an Author* (Pirandello) *A Doll's House* (Ibsen), *Major Barbara* (Shaw), *Juno and the Paycock* (O'Casey), and *The House of Bernarda Alba* (Lorca). Student evaluation will be based on achievement on tests, oral presentations and written assignments.

World Drama Honors**0.5 Credit****Prerequisite: Recommendation to the course by pre-established criteria**

Students in this one semester course will read and, whenever possible, view plays written by renowned playwrights from many different cultures, including Greek, English, French, Italian, Russian, Irish, Spanish, Norwegian and Japanese. Because this course is designed to challenge the more able student, the number of plays studied will be more extensive than those covered in World Drama. The course will be conducted in a seminar fashion with students expected to utilize critical thinking in a lively interchange of ideas on such topics as characterization, theme, structure, dramatic techniques, and the relationship between the drama and the culture from which it springs. In writing primarily expository essays focusing on the various dramas, students will be expected to develop their writing skills according to the criteria demanded by college level writing. Evaluation will be based on participation in class discussion, oral presentations, and written assignments.

Public Speaking**0.5 Credit****Elective**

A component of the required New York State English curriculum, this course studies the theory and practice of oral communication with the goals of improved student confidence in addressing an audience and clearly articulating a written message. They will learn the importance of body language, voice clarity and projection, effective hand gestures, and proper use of visual aids. Students will improve these vital skills by listening, note-taking, peer editing, and speaking publicly. Though the course will be focused on the process of public speaking, students will be required to speak extemporaneously at times. The course will begin with delivering memorized material and will culminate with students writing and delivering their own speeches. Speech genres will include, but not be limited to, informative, persuasive, process, and the job interview.

College Prep Writing**0.5 Credit****Elective**

This half-year course is devoted to enhancing expository writing skills in preparation for college and post secondary education. After studying both professional and student models, students will focus on developing their writing skills in the major genres including exposition, narration, persuasion, argumentation, process, and description. They will address, in addition, a refinement of their knowledge of grammar and research skills.

Contemporary Literature**0.5 Credit****Elective**

Contemporary literature is a half-year English elective. This course focuses on some of the most widely read and critically acclaimed literature of the latter portion of the 20th century, up to and including the present day. Students will read, analyze, and discuss works of fiction, non-fiction, poetry, the graphic novel, and selected short stories. Authors will include Stephen King, Anne Rice, Toni Morrison, Mitch Albom, Dave Eggers, Jonathan Lethem, Khaled Hosseini, Cormac McCarthy, and Don DeLillo.

FOREIGN LANGUAGE

The Foreign Language Department is directed by Mrs. Rosa Maria Sarcone, who serves as Lead Teacher. The Foreign Language Department strongly recommends that a student entering a Level 1 Regents course of instruction in one language commit to three units of that language. It will culminate in the comprehensive Modern Language Regents exam which is required for the Advanced Regents diploma. This exam is given at the end of the 10th grade Level 3 course.

Italian 1

1.0 Credit

Prerequisite: None

This course is designed to provide students with sufficient skills to achieve meaningful communication in Italian. Students will be guided through a program predicated on functional communication where the goal is one that stimulates and excites high school students to communicate effectively with the Italian culture and makes language learning an effective alternative to speaking only English. With emphasis on oral production, students will be encouraged and expected to participate in class discussion both in Italian and in English, in an environment where speaking Italian is fun. Students will be productive members of the class.

Italian 2

1.0 Credit

Prerequisite: The successful completion of Level 1

Emphasis is placed on fortifying and developing the audio-lingual and structural background of the previous year's work through the topics outlined in the New York State Syllabus.

Italian 3

1.0 Credit

Prerequisite: The successful completion of Level 2

This course is a continuation of Italian 2. More advanced and varied readings are emphasized with oral and written fluency supplementing the work which gives students a greater appreciation of the Italian culture. **Students are required to take the Italian 3 Regents exam.**

Italian 4

1.0 Credit

Prerequisite: The successful completion of Level 3

This level follows the successful completion of the Regents course. It is designed to continue foreign language skills, to stress conversation, and to study film, grammar, business vocabulary, and culture in greater depth. Italian proficiency and appreciation of the culture is enhanced by selective use of Internet based lessons and services.

College Italian

1.0 Credit

Prerequisite: The successful completion of Level 4

This course is offered to students who have completed the fourth year Italian course. It is offered through Westchester Community College as part of the Advanced College Experience (ACE) program. Upon successful completion of the course, students receive 3 credits from Westchester Community College at a reduced fee.

Spanish 1

1.0 Credit

Prerequisite: None

The Spanish I course is designed to develop reasonable proficiency in hearing and understanding, spelling, reading, and writing Spanish. Students will acquire a genuine understanding and appreciation of the civilization and culture of Spanish speaking countries.

Spanish 2

1.0 Credit

Prerequisite: The successful completion of Level 1

The Spanish 2 course continues to build proficiency skills in the areas of speaking, hearing and understanding, reading, and writing Spanish. Students are expected to understand oral Spanish, attain good pronunciation, speak and write Spanish effectively, and increase their understanding of the Hispanic peoples, their countries, their civilization, and their culture.

Spanish 3

1.0 Credit

Prerequisite: The successful completion of Level 2

The Spanish 3 course is designed to build and expand upon previously acquired skills in meaningful and effective communication in Spanish. Students will be guided through a program predicated on functional communication where the goal is to stimulate high school students to read, write, and speak effectively with all Spanish speaking people and to use this language as an effective alternative to speaking English. **Students are required to take the Spanish 3 Regents exam.**

Spanish 4

1.0 Credit

Prerequisite: The successful completion of Level 3

The Spanish 4 course is designed to add to the thorough foundation in the language, civilization, and culture of the Hispanic world while meeting the vocational and avocational needs and interests of the students. Spanish 4 students are expected to exhibit proficiency in hearing and understanding, speaking, reading, and writing Spanish and to achieve a mature knowledge and appreciation of the Hispanic people, their countries, and their culture.

College Spanish

1.0 Credit

Prerequisite: The successful completion of Level 4

This course is offered to students who have completed the fourth year Spanish course. It is offered through Westchester Community College as part of the Advanced College Experience (ACE) program. Upon successful completion of the course, students receive 3 credits from Westchester Community College at a reduced rate.

Health and Physical Education

Jamie Block is the Director of Physical Education, Health and Athletics. New York State requires all students to receive a half-credit of Health Education and two credits of Physical Education in order to graduate.

The students of Valhalla are enrolled in a Health Education class during their sophomore year. The class meets everyday for half a school year. By covering a variety of health topics throughout the school year, it is our hope that your child will not only gain the knowledge and skills needed to follow behaviors consistent with a healthy life-style, but also to encourage healthy attitudes.

The mission of Physical Education is to empower all students to sustain regular, lifelong physical activities as a foundation for a healthy, productive and fulfilling life. Students have the opportunity while in high school to participate in Project Adventure in either their junior or senior year.

9th and 10th Grade Physical Education Program

Team Sports: Individuals will compete in organized mini-tournaments for the following activities: football, soccer, ultimate Frisbee, volleyball, speedball/handball, bopper ball, mat ball, and softball.

Individual Sports: A unique class where students participate in individual activities focusing on lifetime participation rather than competitions. Such activities include: tennis, archery, aerobic training, badminton, track and field, and golf.

11th and 12th Grade Physical Education Program

Team sports: Individuals will compete in organized mini-tournaments for the following activities: football, soccer, ultimate Frisbee, volleyball, speedball/handball, bopper ball, mat ball, and softball.

Individual sports: A unique class where students participate in individual activities focusing on lifetime participation rather than competition. Such activities include tennis, archery, cardiovascular fitness, aerobic training, resistance training, badminton, CPR/AED certification, track and field, and golf.

NYS Learning Standards

Standard 1: *Personal Health and Fitness:* Students will have 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.

MATHEMATICS

The Math Department is directed by Mrs. Irene Torrieri, who serves as Lead Teacher. The math department offers four levels of study; accelerated, college preparatory (Regents Level), advanced placement and extended math. Students should strive to be in the highest level math course possible according to their ability. Students are required to take Regents exam(s) in order to fulfill graduation requirements.

Student's	Grade	Regents H	Regents	Regents CT
September	2009	8 <u>Algebra 1</u> (Math 8 Accelerated) Regents June 2010	<u>Math 8</u>	<u>Math 8</u>
	9	<u>Geometry</u> <u>Honors</u> Regents June 2010	<u>Algebra 1</u> Regents June 2010	<u>Algebra 1 ab</u> <u>CT</u> Regents June 10 th Grade
	10	<u>Algebra 2 & Trig</u> <u>Honors</u> Algebra 2 Regents June 2010	<u>Geometry</u> Regents June 2010	<u>Intermediate</u> <u>Algebra/</u> <u>Geometry</u> (no Regents)
	11	<u>Pre-Calculus</u> <u>Honors</u> and/or <u>AP Statistics</u>	<u>Algebra 2 & Trig</u> Algebra 2 Regents June 2010	<u>Geometry bc</u> Regents June 2010
	12	<u>AP Calculus AB</u> or <u>AP Calculus BC</u> and/or <u>AP Statistics</u>	<u>Pre-Calculus</u> or <u>Pre-Calculus</u> <u>Honors</u> and/or <u>AP Statistics</u> or <u>College Algebra-</u> <u>WCC</u>	<u>Math IV E</u> Math B Regents June 2010 or <u>College Algebra-</u> <u>WCC</u>
				<u>Algebra 1 cd CT</u> Regents June 2010
				<u>Geometry ab</u> <u>CT</u>
				<u>Accounting</u>

Algebra 1

1.0 Credit

Prerequisite: None

This is the first course in a three-year New York State mathematics sequence. It includes topics from algebra and some geometry. Among the topics covered are monomials, polynomials, linear and quadratic equations, inequalities, coordinate geometry, systems of equations, probability, statistics, scatter plots, and regression equations. This curriculum is a one-year course. The Algebra 1 Regents will be administered in June 2010.

Intermediate Algebra

1.0 Credit

Prerequisite: Algebra 1

This course is a bridge course to reinforce the algebra mathematics foundations before students go on to the next level. It will be for students who have a class average less than 75 in Algebra 1 and less than an 80 on the Algebra 1 Regents or by teacher recommendations. This will ensure a successful completion of the mathematics sequence.

Algebra 1 Honors**1.0 Credit****Prerequisite: Recommendation to the course by pre-established criteria**

This course is designed for students who have demonstrated a very high level of math achievement. The topics covered are essentially the same as Algebra 1 with some additions and a higher level of inquiry. Challenge problems are an integral part of the curriculum. This curriculum is a one-year course. The Algebra 1 Regents will be administered in June 2010.

Algebra 1 ab CT**1.0 Credit**

This course is the same as the Algebra 1 extending over two years in a co-taught environment.

Algebra 1 cd CT**1.0 Credit**

This course is the continuation of the Algebra 1 ab CT which extends over two years in a co-taught environment. The Integrated Algebra 1 Regents will be given in June 2010.

Geometry**1.0 Credit****Prerequisite: Algebra 1**

This is the second course in the new Mathematics curriculum for high school students in New York State. This course is an integrated approach to the study of geometric relationships. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. Properties of triangles, quadrilaterals, and circles will receive particular attention. Students will use the traditional tools of compass and straightedge as well as dynamic geometry software that model these tools more efficiently and accurately, to assist in these investigations. Geometry will lead students to an understanding that reasoning and proof are fundamental aspects of mathematics. The Geometry Regents will be administered in June 2010.

Geometry Honors**1.0 Credit****Prerequisite: Recommendation to the course by pre-established criteria**

This course is designed for students who have demonstrated a very high level of math achievement. The topics covered are essentially the same as Geometry with some additions and a higher level of inquiry. The Geometry Regents will be administered in June 2010.

Geometry bc**1.0 Credit****Prerequisite: Geometry a**

This is the continuation of the Geometry a course. It is designed for those students who find the learning of the Geometric concepts a challenge. The material covered in this course is the same as the Geometry given over a year and one half. The Geometry Regents will be administered in June 2010.

Algebra 2 & Trig**1.0 Credit****Prerequisite: Successful completion of Geometry**

This is the third course in the three-year program of integrated concepts. The curriculum is focused on the remaining concepts needed for the Algebra 2 & Trigonometry Regents, which is administered at the end of the second semester. Topics include rational numbers and expressions, irrational and imaginary number systems, geometry of the circle, trigonometry, exponential and logarithmic functions, regression lines, function analysis, and proofs of geometric figures. The Algebra 2 & Trigonometry Regents will be administered in June 2010.

Algebra 2 & Trig Honors

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

This course is designed for students who have demonstrated a very high level of math achievement. The topics covered are essentially the same as Algebra 2 & Trig with some additions and a higher level of inquiry. Challenge problems and alternate solutions are integral parts of the curriculum. The Math B Regents will be administered in June 2010.

Math IV E

1.0 Credit

Prerequisite: Successful completion of III E

This course is designed for students who find the learning of mathematical concepts to be a significant challenge. Therefore, the pace of delivery of topics is more deliberate. The remaining topics for the Math B Assessment are developed. The assessment is administered at the end of the second semester.

Pre-Calculus

1.0 Credit

Prerequisite: Successful completion of Algebra 2 & Trig

Pre-Calculus is designed to prepare students for Calculus, Statistics, or other college mathematics courses. Some of the major topics include analyzing and solving polynomials and rational functions, logarithmic and exponential functions, scatter plots and linear regression equations, matrices, probability, sequences and series, polar coordinates, and limits. A graphing calculator is necessary. Students who have completed the New York State High School Math curriculum at a high level of achievement are candidates for this course.

Pre-Calculus Honors

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

Pre-Calculus Honors is designed to prepare students for AP Calculus AB or AP Calculus BC. Some of the major topics included in Pre-Calculus Honors are analyzing and solving polynomial functions, rational functions, logarithmic and exponential functions, statistical analysis including scatter plots and regression equations, matrices, probability, sequences and series, polar coordinates. Also included are advanced topics for AP Calculus. Those topics are limits, derivatives, tangent and normal lines. A graphing calculator is necessary. The TI 89 graphing calculator will be introduced in preparation for AP Calculus. Students who have completed the New York State High School math curriculum at a high level of achievement are candidates for this course.

College Algebra – Functions and Models

3.0 College Credits

Mainly for students planning to pursue a liberal arts degree in college. Major topics include an introduction to functions and graphing, linear functions, quadratic and exponential functions. Additional topics include rates of change, modeling data, systems of linear equations, exponents, radicals, and logarithms. A specific graphing calculator, TI83 or TI84, is required and integrated throughout the course. This course is not intended for those seniors planning to pursue a science, technical or engineering career in college or who want to continue on the regular “calculus track”.

Advanced Placement Calculus AB

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

Advanced Placement Mathematics (Calculus AB) is comparable to a full semester calculus course in colleges and universities. The curriculum is focused on limits, derivatives, applications of the derivative, integration, applications of integration and differential equations. The course is open to students of exceptional ability in mathematics who have completed Pre-Calculus at a high level of performance. **Students are required to take the Advanced Placement examination.**

Advanced Placement Calculus BC

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

Advanced Placement Mathematics (Calculus BC) is comparable to two full semesters of Calculus in colleges and universities. The course addresses limits, derivatives, applications of derivatives, integration including partial fractions, integration by parts, improper integrals, Simpson's rule and exponential indeterminate form, application of integration, differential equations, series, Taylor series, convergence of series, vectors, parametric equations and polar coordinate calculus. The course is open to students of exceptional ability in mathematics who have completed Pre-Calculus at a high level of performance. **Students are required to take the Advanced Placement examination.**

Advanced Placement Statistics

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

Advanced Placement Statistics is designed as the equivalent of a full semester college level introductory study of statistics and its applications. There are four major themes: exploratory analysis of data, planning a study, anticipating patterns to produce models using probability theory, and simulation and statistical inference. The course is open to students of exceptional ability in mathematics who have completed Algebra 2 & Trig or Pre-Calculus at a high level of performance. **Students are required to take the Advanced Placement examination.**

Accounting I

0.5 Credit

Elective

In this course, students will develop skills and techniques of understanding in implementing the accounting cycle. Recording and interpreting transactions in the operation of a business will be the main topics of emphasis. The concept of proprietorships, partnerships, and corporations will be introduced.

Accounting II

0.5 Credit

Prerequisite: Successful completion of Accounting I

Accounting II is a continuation of the skills and theories covered in Accounting I. It begins with financial statements and how they pertain to proprietorships, partnerships, and corporations. These topics will not only be reviewed, but analyzed in detail. In addition, the role of the accountant in the total business situation will be studied. Prerequisite: Accounting I.

MUSIC

The Music Department is directed by Mrs. Holly Flannery, who serves as Lead Teacher for Fine Arts. It is our desire to offer all students a sequentially organized music curriculum that will enable them to respond to music with greater understanding through knowledge of its basic elements: history, vocabulary and musical experiences. It is the intent of the music department to constantly evaluate and continually raise the students' level of musical performances and musical experiences.

High School Band

1.0 Credit

Prerequisite: None

This course offers advanced instrumental instruction and provides for group participation in a variety of groups. The main objective of this course is to provide a well-organized, well balanced musical organization, which will enrich musical experiences, inspire confidence and promote poise through active group participation. The skills and training received will provide an adequate foundation for further study. This course meets every other day for the full year.

Jazz Band

0.5 Credit

Prerequisite: Recommendation to the course by pre-established criteria

Membership in the Jazz Band requires selection by audition, cooperation and reliability. Jazz band members are also required to play in the High School band. This course offers advanced instrumental instruction in Jazz and improvisation. The main objectives of this course are to provide the students with a well-balanced ensemble environment and to enrich their musical experiences through public performances throughout the school year. This course meets every other day for the full year.

High School Chorus

1.0 Credit

Prerequisite: None

Chorus is a non-selective vocal ensemble offering students the opportunity to learn and perform Vocal ensemble offering students the opportunity to learn and perform music of a variety of styles from Classical to Broadway and Pop. Emphasis will be placed on singing in 4-part SATB harmony. Students will learn to follow a vocal score, regardless of their ability to read music. Students will participate in both sectional and full-group rehearsals and will be expected to attend all concerts. This course meets every other day for the full year.

High School Vocal Ensemble

0.5 Credit

Prerequisite: Recommendation to the course by pre-established criteria

Participation in the Vocal Ensemble requires selection by audition, cooperation and reliability. Members of the High School Vocal Ensemble must also participate as a member of the High School Chorus. The High School Vocal Ensemble is a select choir which performs choral literature of many styles, develops vocal expertise in solo and ensemble singing, and performs both within and outside the school community. This course meets every other day for the full year.

Music History – From Bach to Be-Bop

0.5 Credit

Elective

Using the book, Bach, Beethoven and the boys, students will spend the first semester learning about European music history in a fun and comical manner. The second semester covers Jazz history and involves seeing a live performance of this genre. This course meets every day for the semester.

Music Theory I**0.5 Credit****Elective**

Music theory is a branch of study that includes many different methods for analyzing, classifying, and composing music and the elements of music. Music theory generally attempts to reduce the practice of composing and playing into rules and ideas. The first quarter will focus on rhythmic and melodic dictation. The second quarter will focus on identifying intervals. By the end of the first semester, students will have the option to continue to the next semester and take Music Theory II.

This course meets every day for the semester.

Music Theory II**0.5 Credit****Prerequisite: Music Theory I**

Music theory is a branch of study that includes many different methods for analyzing, classifying, and composing music and the elements of music. Music theory generally attempts to reduce the practice of composing and playing into rules and ideas. Music Theory II takes Music Theory I a step further. The 3rd quarter will focus on ear training and chord analysis. The fourth quarter will focus on score analysis, form and chord structure. By the end of Music Theory II, students should be ready to take an AP Music Theory course. This course meets every day for the semester.

Music Production**0.5 Credit****Elective**

This course uses a pop music approach to learning music. Students will learn basic music theory using the piano. Students will also be engaged in song writing, song analysis and recording. Previous M.S. Music class experience is helpful, but not required. This course meets day for the semester.

Percussion Ensemble**0.5 Credit****Elective**

Students will learn music theory with an emphasis on rhythmic interpretation in a group setting. The entire percussion family will be explored. Students will gain experience on everything from hand drums to drum set and mallets to rudiments. Performing in the spring concert will be mandatory.

This course meets every day for the semester.

Public Relations Video Productions***1.0 Credit****11th Grade Elective**

Students will learn how to conduct interviews, shoot sports videos and classroom situations. They will learn basic scriptwriting and editing. Students will be able to take part in reporting the many positive aspects of Valhalla news to the community. Due to the small room size and limited number of computers the class shall not exceed ten students. Students must obtain written permission from the instructor in order to register for the class. This course meets every other day for the year.

TV Studio Production***0.5 Credit****12th Grade Elective**

Students will be given the opportunity to learn how to shoot video. The course will cover the process of TV Studio production, from basic script writing to storyboards, right down to the final editing process. Students will be able to take an idea and develop it into a short movie. Students will contribute to the making of the Year Video. Due to the small room size and limited number of computers the class shall not exceed ten students. Students must obtain written permission from the instructor in order to register for the class. This course meets every other day for the year.

*Does not fulfill the Fine Arts graduation requirement

SCIENCE

The Science Department is directed by Mrs. Deidre Merante, who serves as Lead Teacher of Science. All students are required to earn three science credits in order to graduate from high school. **Upon completion of earth science, living environment (biology), chemistry, and physics, students are required to take the New York State Regents exam.** As we prepare students in science, we believe the skills, concepts and analytical thinking that form the core of our science courses will be essential prerequisites for a full and rewarding life in the twenty-first century.

Grade	Regents H	Regents	Regents E
8	Earth Science	Science 8	Science 8
9	Biology H	Earth Science	Biology E
10	Chemistry H	Biology	Biology E/Earth Science E (Regents exam – January)
11	Physics H	Chemistry Chemistry 1	Earth Science E (Regents exam – June)
12	AP Physics C AP Biology AP Chemistry	Physics Chemistry 2 Environmental Science Integrated Science	Environmental Science Chemistry 1 Integrated Science
Regents' exams may be administered at a later date than indicated.			

Earth Science

1.0 Credit

Prerequisite: None

Earth Science is the recommended first science course for high school students. The curriculum specifically focuses on geology, oceanography, astronomy, and meteorology as areas of study. As with all science courses, laboratory experiences are used extensively as an instrument of learning.

Earth Science Extended

1.5 Credits

Prerequisite: None

The curriculum and laboratory requirements are essentially the same as in Earth Science, but they are presented to the students over three semesters. The extra time is intended to assist the student who has difficulty with science meet the requirements of the Regents examination.

Biology

1.0 Credit

Prerequisite: Successful completion of Earth Science

This biology course is an integrated study of life, which considers the dual concepts of unity and diversity of all living things in terms of their common eight life processes, as well as ecology and environmental concerns. In addition, the development of laboratory skills and techniques is stressed throughout the year. Special emphasis is placed on the use of the microscope and on specimen dissection.

Biology Honors**1.0 Credit****Prerequisite: Recommendation to the course by pre-established criteria**

This biology course is designed for those students who have demonstrated a very high level of achievement in science. The curriculum and laboratory requirements are essentially the same as that in Biology, but with some additions and a greater depth of inquiry.

Biology Extended**1.5 Credits****Prerequisite: None**

The curriculum and laboratory requirements are essentially the same as those in Biology, but they are presented to the student over three semesters. The extra time is intended to assist the student who has difficulty with science meet the requirements of the Regents examination.

Advanced Placement Biology**1.0 Credit****Prerequisite: Recommendation to the course by pre-established criteria**

Advanced Placement Biology is designed for the academically talented student who is interested in beginning the study of college-level science. It is well suited for those who plan on majoring in biology, biochemistry, medicine, and other biology-related disciplines. **Students are required to take the Advanced Placement examination.**

Chemistry**1.0 Credit****Prerequisite: Successful completion of Living Environment (Biology)**

This course deals with the fundamental principles of chemistry. It focuses specifically on the topics of matter and energy, atomic structure, bonding, mathematics of chemistry, kinetics and equilibrium, acids and bases, redox and electrochemistry, and organic and nuclear chemistry. Individual student laboratory work is emphasized.

Chemistry 1, Chemistry 2**2.0 Credits**

The curriculum and laboratory requirements are essentially the same as those in chemistry, but they are presented over two years. The extra time is intended to assist the student who has difficulty with science meet the requirements of the Regents Examination.

Chemistry Honors**1.0 Credit****Prerequisite: Recommendation to the course by pre-established criteria**

This chemistry course is designed for those students who have demonstrated a very high level of achievement in science. The curriculum and laboratory requirements are essentially the same as that in Chemistry but with some addition and a greater depth of inquiry.

Advanced Placement Chemistry**1.0 Credit****Prerequisite: Recommendation to the course by pre-established criteria**

Advanced Placement Chemistry is designed for the academically talented student who is interested in beginning the study of college-level science. It is well suited for those who plan to major in chemistry, chemical engineering, medicine, and other chemistry-related disciplines. Problem solving that requires mathematical sophistication is of fundamental importance. **Students are required to take the Advanced Placement examination.**

Physics

1.0 Credit

Prerequisite: Successful completion of Chemistry

This course deals with the fundamental principles of physics. It focuses specifically on the areas of mechanics, wave theory, electricity and magnetism, and atomic and nuclear physics. Emphasis is placed on laboratory work by the individual student. Mathematics is a necessary tool for problem solving. Physics is a vital course for those students who wish to have a well-rounded science education or who are interested in pursuing a science-related career.

Physics Honors

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

This physics course is designed for those students who have demonstrated a very high level of achievement in science. The curriculum and laboratory requirements are essentially the same as those in Physics but with some additions and a greater depth of inquiry.

Advanced Placement Physics C

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

Advanced Placement Physics is designed for the academically talented student who is interested in beginning the study of college-level science. The principal focus is in the area of physics known as mechanics. It is well suited for those who plan to major in engineering, computer science, medicine, architecture, or some other science-oriented discipline. **Students are required to take the Advanced Placement examination.**

Environmental Science

1.0 Credit

Prerequisite: None

Environmental Science is offered as a senior elective. The course content is based upon the Environmental Literacy Council's directives and college level curriculum guides. Corresponding laboratory experiences and activities are an integral part of the course. Students engage in a variety of group activities including field trips and class debate.

Integrated Science

1.0 Credit

Prerequisites: Biology and Earth Science

This course will include rotating topics that will include one quarter of environmental science, forensics, genetics, astronomy, microbiology or robotics.

Independent Science Research

1.0 to 3.0 Credits

Prerequisite: Recommendation to the course by pre-established criteria

This program enables students to practice original scientific research. The program is three years in length comprising a student's sophomore, junior, and senior years. Individually, students choose and explore a topic of interest; the level of research increases in depth as the years progress. The students are paired with an off-campus mentor to facilitate and guide the process. Opportunities exist to present research findings such as the Intel Science Talent Search. Students may also apply for college credit through SUNY Albany.

SOCIAL STUDIES

The Social Studies Department is directed by Mr. John Philbin who serves as Lead Teacher. All students must pass the Global Studies Regents and the US History Regents to graduate. Students must also complete four years of social studies to meet the requirement for graduation.

Global Studies I & II

2.0 Credits

Prerequisite for Global II: Successful completion of Global I

Global Studies I & II is a two-year social studies sequence. The ninth-grade segment begins with the ancient civilizations and proceeds chronologically to the 17th century English Revolutions. The tenth-grade segment begins with the Puritan Revolution and continues to the present. The students are expected to acquire an understanding of World History and Geography. The course develops an appreciation of the questions: What happened in the past? How does the past influence our current time? What common themes recur across time and place? Skills emphasized include gathering evidence, reading original historical sources, critical thinking and evaluating techniques. **Upon conclusion of the two-year sequence, students are required to take the New York State Regents examination.**

Global Studies IH & IIH

2.0 Credits

Prerequisite: Recommendation to the course by pre-established criteria

Global Studies IH & IIH are more content and analysis intensive courses. While following the same curriculum as Global Studies, the courses are designed to be more challenging to the more able student. Length and breadth of study are expanded. **Upon conclusion of the two-year sequence, students are required to take the New York State Regents examination.**

United States History and Government

1.0 Credit

Prerequisite: Successful completion of Global II

The Social Studies III course begins with an overview of the structure and evolution of U.S. Constitutional government up to 1865. The history of the U.S. is then traced with a special focus on key constitutional themes, which scholars call the “Enduring Issues” of our democracy. The 11th grade curriculum includes key topics through present day. In accordance with the changes made by New York State in the Regents Exam, emphasis will be made on practicing thematic essays and scaffolding, in conjunction with DBQ’s (Document Based Questions). **Students are required to take the New York State Regents exam.**

United States History and Government Honors

1.0 Credit

Prerequisite: Successful completion of Global II and recommendation by pre-established criteria

United States History and Government Honors covers more content and is more analytically intensive. While following the same curriculum as United States History and Government, this course is designed to be more challenging to the more able student. Length and breadth of study are expanded. **Students are required to take the New York State Regents exam.**

Advanced Placement United States History and Government

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

A.P. U.S. History is a demanding introduction to American History and culture that assumes a high level of interest and competence. Because this course is similar to a first-year college course, students should expect the workload will be heavier than a regular high school history course. The analytical thinking, writing, and reading skills students develop in A.P. U.S. History will equip them for college and lifelong learning. This course integrates political, social, economic, cultural, diplomatic, and intelligent history in order to convey the experiences of particular groups within the broader perspectives of the American past. At the same time, it connects events and issues from the past to the concerns of the present. History shows Americans continuously adapting to new developments as they shape the world in which they live. **Students are required to take the Advanced Placement exam in May.**

Government

0.5 Credit

Prerequisite: Successful completion of US History and Government

The Participation in Government course heightens student awareness of current public policy issues. Students will learn about the structure of our local, state, and national forms of government. Research techniques will be used to locate information for essays. Topics to be covered include but are not limited to the following: democracy in perspective, facing controversial issues, our perception of events, our aging society, new roles for the sexes, taxes, poverty, the health of the nation, drug abuse, our crime problem, freedom of the press, the environment, issues of war and peace, terrorism, the history of dissent, using Vietnam as a case study, religious fundamentalism, genocide, civil rights, abortion, public education, and understanding the criminal justice system. The course also utilizes the Pro-Law series presented by the Westchester County District Attorney's office.

Advanced Placement Economics

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

Advanced Placement Economics at Valhalla consists of two distinct courses: microeconomics in the fall and macroeconomics in the spring. Advanced Placement Microeconomics is an intensive, college-level course, which is designed to give students an understanding of the principles of economics as they apply to individual decision makers, both producers and consumers, within the larger economic system. Advanced Placement Macroeconomics is an intensive, college-level course designed to give students a thorough grounding in the principles of economics that apply to the economy as a whole. These are college-level courses that will require a good deal of effort. Students will have to learn a new vocabulary and a new way of thinking. While a strong mathematics background is not required, students are expected to be able to work with graphs and algebraic equations.

Advanced Placement European History

1.0 Credit

Prerequisite: Recommendation to the course by pre-established criteria

Advanced Placement European History is equivalent to a college-level introductory course. In addition to providing a basic narrative of events and movements, the goals include an understanding of some of the principal themes in European history, an ability to analyze historical evidence, and to express historical understandings in writing. This course covers events and trends from approximately 1450 to the present.

Advanced Placement in Human Geography

0.5 Credit

Prerequisite: Recommendation to the course by pre-established criteria

This course would introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They will also learn about the methods and tools geographers use in their science and practice.

Psychology

0.5 Credit

Elective

Why do we get angry? What does it mean to be conscious? How do we learn things? Psychology is an exciting course that attempts to answer these questions and more. Learning about how we think and act can be enlightening, amusing, and even frightening. This course will cover the following areas: the brain, sensation, states of consciousness, human growth and development, human behavior, learning and thinking, emotions, conflict and adjustment, and social behavior.

Entrepreneurship

0.5 Credit

Prerequisite: Successful completion of US History and Government

This will be a one-semester course taken by every senior and does meet the NY State Economics criteria needed for graduation. The course promotes critical thinking, ethical decision-making and cooperation, while addressing the importance of technology in the global marketplace. The primary goal is to teach students real life economics and prepare them for life after high school. Investing, budgets, resumes, interviews, supply and demand, and managements are all topics to be covered.

Students will be assessed in a variety of ways. There will be chapter and unit tests, short quizzes, group assignments and projects, class participation and everyone will be required to orally present a business plan, which is a culmination of the entire course. A rubric will be distributed prior to the presentations and guidelines for the business plan will accompany the appropriate chapters covered in class.

In addition, we will have guest speakers, practice interviewing skills, resume writing and career skills, learn about investing and retirement, do a stock market simulation and use power point presentations to enhance the class.

Marketing

0.5 Credit

Marketing will cover a variety of topics and will include various types of businesses from corporations to proprietorships. Advertising, an intricate part of marketing, will be emphasized, along with the traditional marketing essentials, including functions of marketing, marketing mix, consumer markets, market segmentation, marketing philosophy, mass marketing and target markets.

Modern Global Issues

0.5 Credit

Elective

This course will explore the major issues confronting the world today through current events. The focus of the course is regional, ethnic, and political conflicts, environmental issues, human rights, and other social concerns. The course is designed to prepare students to participate in the ongoing issues that are part of civil discourse nationally and internationally. Students will be asked to analyze a variety of news sources that will help reinforce the sense of immediacy that surrounds these issues.

Sociology**0.5 Credit****Elective**

Why do American kids succumb to peer pressure? Why do certain groups of people earn more than others? Why do people go to war? If students have ever asked themselves questions like these, sociology is a class that might interest them. Sociology is the study of society and of the interactions within and among the many different groups found in society. Sociology uses the scientific approach; it examines observable, measurable social facts to reach its conclusions.

Sociology of Sports**0.5 Credit****Elective**

This global, issues-oriented course encourages the discussion of current sports-related controversies and helps students develop critical thinking skills. The goal of this course is to provide a framework for discussing serious problems such as substance abuse and behaviors dangerous to the health and well-being of athletes and spectators. Issues covered include deviance and violence in sports today. Students will understand cultural ideology and how it influences their lives with thorough coverage of the relationship between sports and the forms of cultural logics that people use to define and understand gender, race, class, and personal character in society. This course will also spotlight the ever-evolving commercial aspect of sports of all kinds and the relationship with society, especially focusing on sports and the economy and exploring a unique section that examines the actual experiences and consequences of sports involvement, with emphasis on concrete examples of sociological research and its application. The textbook used is *Sports in Society* by Jay Coakley. Students will be required to do outside research on past and current issues, think critically both individually and in groups, take tests, and do papers and projects.

Business Law**0.5 Credit****Elective**

Business law is designed to provide students with an understanding of the basic principles of business law. Students will be given the opportunity to explore business law topics such as civil, criminal, contract, tort law, ethics and social responsibility, product liability, consumer protection and other business related issues.

BOCES

Valhalla High School students may attend BOCES (Board of Cooperative Education Services) to pursue training in a variety of technical programs. Students enrolled in these programs will spend one half-day in their local high school and the other half-day at the Southern Westchester BOCES campus.

Students attend BOCES usually in the afternoon; transportation is provided. The Guidance Department can supply students with complete information about occupational education programs and arrange visits to the BOCES site to give prospective applicants a first-hand look at classes in session. Successful completion of a technical program can earn a student 4 credits toward graduation per year of attendance.

BOCES programs provide a major sequence and are offered in the following areas:

CTE Programs

Automotive Technology
Carpentry
Collision Technology
Commercial Art
Computer Networking
Cosmetology
Culinary Arts
Electrical Construction
Emergency and Protective Services
Fashion Design
Multimedia Production
Natural Hair/Nails
TV/Video Production

Basic Occupational Education Program

Auto Body
Automotive Trades
Building Maintenance
Construction Trades
Food Service
Integrated Art
Natural Hair/Nails
Office Skills
Ornamental Horticulture
Work Experience

MOUNT PLEASANT CONSORTIUM/SHARED SERVICES

The school districts of Briarcliff, Mount Pleasant, Pleasantville, and Valhalla operate an educational consortium to enhance course offerings. When course offerings have been determined for the academic year, a course list will be made available through the Guidance Center.

SENIOR INTERNSHIP PROGRAM

The Senior Internship Program enables students to pursue areas of personal interest by working with community professionals at their employment sites. Students will be exposed to a variety of learning opportunities. Participants may earn one-half or one full credit. Meetings with the program coordinator, maintenance of a written journal, and a final project are required before credit will be awarded. Students interested in pursuing an internship should request information in the Guidance Center.

PACE/VALHALLA BRIDGE PROGRAM

Pace University and Valhalla High School established a bridge program enabling students to take college-level courses at Pace University. Credits are transferable to other colleges at the discretion of the accepting institute. The course will be graded A, B, C, D or F. A non-refundable \$100 fee will be charged to students enrolling in this program.

The following list is a sampling of courses available:

Africa: An Historical Survey	Introduction to Computing
Algebra	Introduction to Criminal Justice
American Government and Political Institutions	Introduction to Mass Media
An Introduction to Global Studies I	Introduction to News Media
Astronomy	Introduction to Philosophy: Philosophical Problems
Business Law I	Introduction to Psychology
Composition	Introduction to Sociology
Elementary Arabic I	Introduction to the Arts
Elementary Chinese (Mandarin)	Introduction to the Study of Religion
Elementary College French I	Introduction to Theater
Elementary College Italian I	Modern Latin America
Elementary College Spanish I	Modern Philosophy
Elementary Japanese I	Nature and Culture: A Study in Connections
Elementary Portuguese I	Normative Ethics: Contemporary Moral Problems
Elementary Russian I	Politics: Comparative Introduction
Elements of Environmental Science	Principles of Economics: Macroeconomics
Environmental Geology	Public Myth and Ideologies
Finite Mathematics	The Asian World: An Historical Survey
History of Western Civilization 1815 to Present	The Middle East: An Historical Survey
Introduction to Broadcast News	The Physical World
Introduction to Anthropology	The Planet Earth
	World Civilization I