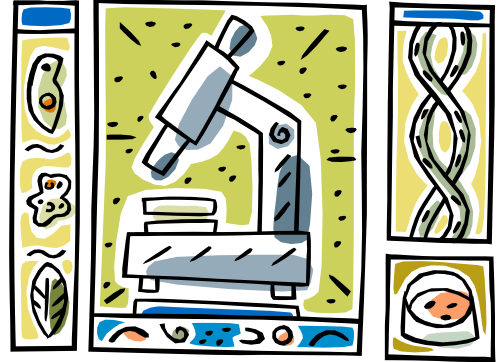
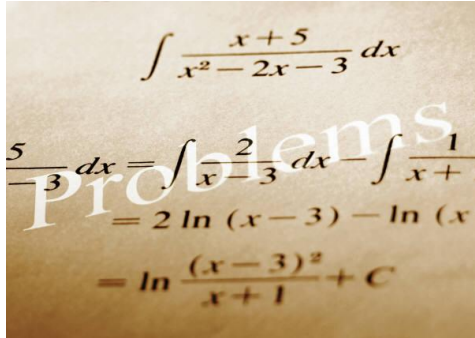


LIBERTY HIGH SCHOOL



Program of Studies

2011 – 2012

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GENERAL INFORMATION

Level/Placement Selection

Teacher recommendations for courses and course levels are valuable information for students and their parents/guardians to consider in the course planning process. The basis for placement into Regents (R level) and Honors (H level) courses is teacher recommendation and average in current subject area. In order to receive a recommendation for an Honors-level course the student must have a 90 average in a Regents-level course or 85 in an Honors-level course. The student must also demonstrate good attendance, work habits, and higher level thinking skills. Placement in Advanced Placement courses complies with standards specified in the course offering section of this booklet. All students who sign up for Advanced Placement (AP level) courses must take the AP exam offered by the College Board in May.

Students placed in an Honors-level course without teacher recommendation will be on a five-week probationary basis. If the student is not achieving satisfactorily at the end of the five-week probationary period for Advanced Placement or Honors-level courses, the guidance counselor will place him/her in a more appropriate placement according to his/her ability.

Course/Schedule Changes

Students are required to carry a minimum of five to six units of credit plus physical education annually. However, the majority of students carry additional units to proceed with their class, meet graduation requirements, pursue advanced study, etc. Liberty High School students follow these procedures for the adding and dropping of courses (see Add/Drop Request Form on next page).

Adding Courses: A student may add a one-semester course (September-January or February-June) within the first five days of the semester. The student may add courses with the permission of the parent/guardian, teacher, and school counselor. A student may add a full-year course within the first ten days of the course. The student may add courses with the permission of the parent/guardian, teacher, and school counselor.

Dropping Courses: A student may drop a one-semester course (September-January or February-June), within the first five days of the school year. The student may drop courses with the permission of the parent/guardian, teacher, and school counselor. The student will not receive a grade nor will any penalty apply. A student may drop a full-year course within the first ten days of the course. The student may drop courses with the permission of the parent/guardian, teacher, and school counselor. The student will not receive a grade nor will any penalty apply.

After the first five days of a one-semester course or the first ten days of a full-year course, a student may drop a course when the student, the student's parent/guardian, the course teacher, and the school counselor agree that dropping the course is in the student's best interest. If the drop request receives approval, the grade will show on the student's report card followed by a W/P if the student is passing and W/F if the student is failing. The unweighted grade will be included for both the marking period average and class rank for that year. All students must maintain five credits plus physical education.

Notes:

1. Independent Study courses follow the same drop/add procedure as regular courses.
2. The final decision regarding the adding and dropping of all courses rests with the high school principal.

LIBERTY HIGH SCHOOL
Guidance Office
292-5400 x2006

ADD/DROP REQUEST

Name: _____ **Date:** _____

Grade: _____ **Homeroom Teacher:** _____ **Home Phone:** _____

September 21, 2011 is the last day to add/drop a course. Any other changes must have administrative approval.

ADD

DROP

PERIOD	COURSE NAME	TEACHER SIGNATURE		PERIOD	COURSE NAME	TEACHER SIGNATURE
1				1		
2				2		
3				3		
4				4		
5				5		
6				6		
7				7		
8				8		
9				9		

This change will be effective _____ (Date changed in the system)

Student Signature: _____

Parent Signature: _____

Counselor Signature: _____

Administrator Signature: _____

Comments:

Progress Reports

The school issues progress reports, which indicate both satisfactory and unsatisfactory academic performance, to students and parent/guardian(s) at the midpoint of each of the four ten-week marking periods. It is the prerogative, however, of each teacher to issue a progress report at any time during the school year.

Report Cards

The school issues report cards at the end of each of the four ten-week marking periods. Parent/Guardian(s) should note not only the marking period grade but also teacher comments regarding effort, attendance, and conduct. The school strongly recommends that, at a minimum, parent/guardian(s) contact appropriate teachers with questions and/or concerns.

Parent/Teacher Conferences take place once each ten-week marking period for the first two marking periods in the high school gym. Parents, at that time, have an opportunity to have individual conferences regarding their son or daughter's academic progress. Parent/Teacher Conferences can also occur at anytime by calling Student Services to set up a scheduled conference with one teacher or a number of teachers.

Alternative Means of Earning Credit

In addition to enrollment in courses of study, students may earn credit toward a diploma through enrollment in college courses, community study, work-study, credit by examination, independent study, and summer school programs.

College Courses

Seniors wishing to take college courses for high school credit and/or supplement the high school curriculum may make this request of their school counselor. Written permission to take college courses for high school credit may be granted by the high school principal, who specifies the number of high school credits to be granted upon successful completion of the college course. The student receives one-half unit of high school credit for satisfactory completion of a one semester, three-credit college course. A student may not take a college-level course if LHS offers a similar course.

Credit by Examination (Challenging a Course)

Students may earn up to a maximum of 6 1/2 units of credit for New York State courses of study without completing the courses. To earn such credit, the student must satisfy each of the criteria listed below:

1. Based on the student's academic performance, the Superintendent of Liberty Central School District or his/her designee determines that the student will benefit academically by exercising this alternative.
2. The student passes an oral examination or successfully completes a special project to demonstrate proficiency, as determined by the high school principal, in **challenging** the subject area. Each department has established its own set of criteria for course credit, which appears at the end of each academic area in this program of studies.
3. The student achieves a score of at least 85 percent on a state-developed or state-approved examination.
4. The student attends school according to NYS Education Law until the end of the school year in which the student turns 16.
5. Students wishing to challenge a course must notify their school counselor before the testing challenge date, which is June 15 for the January challenge and September 15 for June challenge.

Work Study

This program allows students the opportunity to earn school credit by working in the community. Various placements are available and students should contact their school counselor to make application for this program. Refer to course offerings in the description section of this booklet.

Independent Study

Students may elect to earn high school credit on an independent study basis provided they enter into a written agreement (standard form) signed by all parties (student, parent/guardian, teacher, school counselor, and high school principal), which identifies the specific areas of study, time allocation, procedures, credit to be awarded, and manner of evaluation. All independent study courses will follow the same rules as all other courses (drop/add policy, grading, exams, etc.). The form is available in the Guidance office and must be completed prior to the start of the course.

Summer School Programs

Students have the opportunity to attend the Liberty Summer School Program to make up failed courses and earn credit for these courses, provided they have achieved at least a 55 overall average during the regular school year and they have a minimum of 35 absences. Students may also earn credit for accelerated courses by attending summer schools offering accelerated courses in nearby communities. Students finalize summer school plans with school counselors before enrollment in summer school.

Early Graduation

Occasionally, it is in the best educational and personal interests of a student to complete diploma requirements in less than four years. A student who is interested in graduating early must:

1. Indicate interest in early graduation to his/her school counselor by midyear of the second year of high school study.
2. Discuss with his/her school counselor:
 - School achievement to date
 - Post-secondary plans
 - Career goals
 - Benefits of early graduation
 - Plan for completing diploma requirements in three or three and one-half years
3. Write a letter to the high school principal requesting consideration for early graduation. The letter should include all the items discussed with the school counselor (see #2) and the student's and the student's parent/guardian signature must appear on the letter.
4. Participate in a conference with his/her parent/guardian and the high school principal to discuss the request for early graduation.

Within one month following the student-parent-principal conference, the High School Principal will notify the student and his/her parent/guardian of the decision regarding early graduation.

Grading System and Calculation of Cumulative Averages

Board of Education policies for a grading system for students in Grades 9-12 exist:

Policy for High School Grades 9-12 Grading System

1. Numerical Grading System - All high school level credit-bearing courses receive numerical grades.
2. The calculations used for final grades and cumulative averages follow:
 - a. Calculation of Final Grades
 - i. The calculation of the final grade of full-year course consists of adding the four marking period grades and final exam or Regents exam grade and then dividing by five.
 - ii. The calculation of the final grade of half-year course consists of adding each of the two marking period grades and multiplying by two. You add those two quantities to the final exam grade giving a total and then divide by five.
 - b. Calculation of Cumulative Average (Implementation of this procedure began with the class of 2000).
 - i. All high school level credit-bearing courses receiving a numerical grade are included in calculating cumulative averages.
 - ii. The calculation of the GPA consists of taking quality points multiplied by the GPA factor. Quality points are the same as the student's numeric grade. (A student receiving a grade of an 85 will receive 85 quality points.)

The GPA Factor is as follows:

Regents	= 1.00
Honors	= 1.05
Advanced Placement	= 1.07

Examples:

1. A student receives an 85 in English 11R as a final average – 85 (quality points) times 1.00 (GPA factor) = 85 (cumulative average)
2. A student receives an 85 in English 11H as a final average – 85 (quality points) times 1.05 (GPA factor) = 89 (cumulative average)
3. A student receives an 85 in English 11AP as a final average – 85 (quality points) times 1.07 (GPA factor) = 91 (cumulative average)

After all grades receive a weight accordingly, a straight mathematical average is calculated. The school uses this average for class ranking.

3. Passing Grades: A final grade of 65 will be required for passing of the course and awarding of the appropriate number of credits.
4. Number of Marking Periods: There will be four ten-week marking periods, with a mid-marking period progress report, for all full-year courses. There will be two ten-week marking periods with a mid-marking period progress report for all half-year courses.

5. Incompletes: Students receiving a grade on incomplete (I) have two weeks from the end of the marking period to submit the missing work to earn credit. After the two-week period, the appropriate grade will be entered and the incomplete removed.

After Failure-Options

1. If a student fails a required course the following options apply:
 - i. The student may retake the course in summer school if he/she meets the eligibility criteria to enroll in summer school, which are a 55 average and a maximum of 35 absences.
 - ii. The student may retake the course the following academic year.
2. If a student fails a Regents exam, yet passes the course, the following options apply:
 - i. The student may retake the Regents exam, whenever available.
 - ii. The student may retake the course and Regents' exam in summer school. Both grades for the Regents exam will appear on the student's transcript. The first grade is calculated into the grade point average.
 - iii. The student may retake the course and Regents' exam the following academic year. The school uses the higher average of the two grades in the calculation of the final average for the course. The final average for the course does not change if the student retakes the exam only. Both course grades and Regents' exam grades will appear on the student's transcript.

Senior Class Averages, Ranks, and Honors

All students receive a six-semester cumulative average and rank-in-class during the second week of October of their senior year. These averages are computed according to the guidelines established in the grading policy (for Grades 9-12), which appears earlier in the "General Information" section.

Seniors with the highest and second highest cumulative average computed after the third marking period of the senior year will receive the designation as valedictorian of the graduating class and salutatorian of the graduating class, respectively.

The first three marking period grades will be treated and consequently weighted as if they were full-year courses for the purposes of computing final averages, class rank, and class valedictorian and salutatorian.

Honor Roll

For each report card period, the school computes the honor roll as follows:

- **High Honor Roll** – Students must have attained a marking period average of 89.5 or better and have no failing or incomplete grades.
- **Honor Roll** – Students must have attained a marking period average of 84.5 or better and have no failing or incomplete grades.

National Honor Society

Sophomores, juniors and seniors who have achieved a minimum cumulative average of 90.00 are academically eligible for admission to the National Honor Society (NHS). Admission to the National Honor Society is also contingent upon a faculty council review of each candidate's character, service, and leadership. Upon induction into the NHS, members must maintain a cumulative average of 90.00 and complete an approved service project.

If a member fails to live up to the four ideals of membership, scholarship (average falls below 88), leadership, character, and service, he/she may be removed by a majority vote of the five members of the faculty council or he/she may be placed on probation for one marking period in order to correct the situation. If he/she fails to do so, then the faculty council may remove him/her from National Honor Society. The faculty council is a five-person committee mandated by the National Honor Society Chapter and selected by the high school principal.

SPECIAL PROGRAMS

Academic Intervention Services

Academic intervention classes are required for students who do not successfully pass a Regents examination or who have attained a level 1 or a level 2 on an eighth grade state exam. The school schedules these students to attend small-group sessions every other day in addition to their regular classes. The State Education Department mandates these programs and the school must add them to a student's schedule. Once a student passes the Regents exam, the counselor will remove the AIS class from the student's schedule.

Adaptive Physical Education Program

This program provides for the special needs of students within the Physical Education Program. Participating students still meet course requirements in a modified fashion and they will earn physical education credit for graduation. Students will be placed in Adaptive PE based on the recommendation of the PE teacher to the Committee on Special Education.

Advanced Placement Program

The Advanced Placement Program, in conjunction with the College Board, offers honors-level students an opportunity to earn college credit while in high school. College credit is dependent upon the student's performance on the Advanced Placement Examination administered in May and the credit policy of the college or university of the student's choice. Currently, the following Advanced Placement courses are available at Liberty High School:

- English Literature and English Language
- American History and Government
- Biology

All examination costs are the responsibility of the student. Students who enroll in an Advanced Placement course must take the corresponding AP exam. Fee waivers are available to eligible students.

Sullivan County Community College Courses

Presently, students may take Composition I, Speech I, Pre-Calculus, Calculus, Photography 2, and Latin I for college credits through Sullivan County Community College. The students are responsible for tuition to take this course. Financial assistance is available for eligible students. More information on these courses is available in the Course Description section of this book.

Career and Technical Education Program

Liberty High School participates in specialized occupational educational programs offered by the Sullivan County Board of Cooperative Educational Services. Students may enroll in the Career and Technical Education Programs at BOCES when they have attained status as a junior or senior (see section entitled "Class Standing"). LHS students enrolled in the Career and Technical Education Program at BOCES will attend the AM session as first year students and the PM session as second year students. Students may earn seven and one-half credits over the two years of enrollment in a CTE program. A student may earn integrated course credit from a CTE program only if the course does not fit in his or her schedule. Students must earn a minimum course grade of 65 and must have satisfactory attendance in order to receive a recommendation for the second year of the program.

Occupational courses currently offered through the Career and Technical Education Program include:

- Animal Science
- Auto Body Repair
- Automotive Technologies
- Community-Based Work Program
- Computer Networking and Repair
- Construction Technologies/Electrical Trades
- Core
- Cosmetology
- Culinary Arts and Sciences
- Custom Fabrication and Metalworking
- Diversified Health Occupations
- Early Childhood Education
- Graphic Design
- Health Careers Academy/ New Vision Program
- Natural Resources
- Licensed Practical Nurse (LPN)
- Multi Occupations
- Public Safety Services

Notes:

1. Occupational courses are subject to availability.
2. All Health programs require the passing of a proficiency exam with at least a 90%. The exam is a competency-based test, which means the student may retake the exam until he/she attains a score of 90%.

Attendance at CTE follows the same attendance policy as Liberty High School. Enrollment in a CTE program is an elective privilege; therefore, the school may remove students who do not adhere to the attendance and/or discipline policies from the program. In addition, a student who does not pass the first year in a CTE program may not return without administrative approval from the principal. Course descriptions of all CTE programs are available in the Guidance Office.

English to Speakers of Other Languages (ESOL) Program

The English to Speakers of Other Languages (ESOL) Program at Liberty High School tries to ensure that students who have limited English proficiency receive freestanding English as a second language. An ESOL teacher identifies those students with limited English proficiency and, in cooperation with the regular classroom teachers and school counselors, plans and delivers an educational program that meets the needs of the students. The school measures the student's language proficiency annually to determine progress and further participation in the ESOL program. The school may offer state mandated examinations, required for graduation to ESOL students in their native language.

Special Education Program

Changes in federal and state laws have brought about a redefinition of Special Education by the New York State Education Department. Special education is a comprehensive and integrated approach to assisting students who have learning difficulties that interfere with their potential for development. Each year, the Committee on Special Education (CSE) develops an Individual Education Program (IEP) to meet the student's intellectual, emotional, and physical needs.

The Special Education Program includes the student in regular education classes as often as possible. Special Education teachers work with the regular education teachers to help assure student achievement and success. The school provides access to all available resources as well as remediation techniques, establishment of short and long-term objectives, and assessment.

All students who have an Individualized Education Plan or a Section 504 Plan will interact with a case manager. The case manager will serve as a liaison for the student, parent/guardian, and school personnel. The case manager will attend meetings, provide feedback from teachers, and participate in the transition planning process for students. A parent may contact the case manager and/or the school counselor with any questions or concerns regarding their son or daughter's educational program or progress.

COURSE DESCRIPTIONS

ART



Studio Art

A required foundation course in Studio Art designed to develop a visual and aesthetic awareness, while exploring a wide variety of media and developing basic skills. The emphasis will be on two-dimensional work, although the class will explore some three-dimensional media. Areas to be included are design; perspective; sketching and renderings in pencil; painting; and an introduction to the basics of sculpture using clay and other materials. The class will incorporate exposure to major movements in art into the studio experience.

- **Grade:** 9 – 12
- **Prerequisites:** None
- **Length:** 40 weeks
- **Credits:** 1

Advanced Studio in Art – A and B

Advanced Studio will follow and build upon skills and knowledge acquired in Studio in Art. The class offered two cumulative semesters of exploration in two-dimensional and three-dimensional work. Areas of exploration may include drawing, painting, graphics, design, construction, basic sculpture, and mixed media projects. The students will produce works suitable for inclusion in portfolios. It is required that students take both semesters.

- **Grade:** 10 – 12
- **Prerequisites:** Studio in Art
- **Length:** 40 weeks
- **Credits:** 1

Art History and Appreciation – A and B

This course will look at the history of art during specific periods. The class will cover four different periods of art history on a rotating, semester basis. The class will explore artists and their work in terms of style, medium, and content, as well as their relationship to the world that they worked. This course will include slides, lectures, discussions, and museum and gallery visits where possible. A few hands-on projects may be included. This course will be open to juniors and seniors; participation by sophomores is on an individual basis. Students may use Art History to satisfy the high school art requirement.

- **Grade:** 11 – 12
- **Prerequisites:** Studio in Art and successful completion of the first semester
- **Length:** 20 weeks each
- **Credits:** ½

Studio in Drawing and Painting 1 – A and B/Studio in Drawing and Painting 2 – A and B

This course offering consists of two cumulative semesters in which students will explore various techniques of drawing using different media, surfaces, and styles. This course will carry drawing into paintings using watercolor, tempera, acrylic, inks, and combinations of media. Students will produce works suitable for inclusion in portfolios. Students may be involved in school and community-wide mural projects.

- **Grade:** 10 – 12
- **Prerequisites:** Studio in Art and successful completion of the first semester
- **Length:** 20 weeks each
- **Credits:** ½

Studio in Ceramics 1 – A and B

Two cumulative semesters of Ceramics offer an introduction to clays, glazes, and various surface treatments, while developing knowledge of the relationship of form and function. Emphasis is on hand-built forms as well as wheel-thrown forms. Students design, construct, and finish projects and learn to critique their work.

- **Grade:** 10 – 12
- **Prerequisites:** Studio in Art and successful completion of the first semester
- **Length:** 20 weeks each
- **Credits:** ½

Advanced Studio in Ceramics 2 – A and B

This Advanced Ceramics course offers two cumulative semesters in which students will continue to explore selected styles and techniques of working with clays, glazes, and additional surface treatments. This course places greater emphasis on combined forms of wheel-thrown and hand-built pieces.

- **Grade:** 10 – 12
- **Prerequisites:** Studio in Art/Studio in Ceramics and successful completion of the first semester
- **Length:** 20 weeks each
- **Credits:** ½

Studio in Sculpture 1 – A and B

This course will explore a variety of three-dimensional media in two cumulative semesters. Sculptural projects encompass studying current sculptors and past masters, their work, and their techniques. Outside speakers, class field trips, and a few after school hours are part of this course. Drawings and designs are an integral part of this course.

- **Grade:** 10 – 12
- **Prerequisites:** Studio in Art and successful completion of the first semester
- **Length:** 20 weeks each
- **Credits:** ½

Advanced Studio in Sculpture 2 – A and B

Two advanced semesters of Sculpture allow a student to continue to pursue areas of study begun in Studio in Sculpture 1 and 2. This course requires students to do in-depth work in selected media of their own choosing. This course places emphasis on major projects suitable for inclusion in portfolios.

- **Grade:** 11 – 12
- **Prerequisites:** Studio in Art, Sculpture I and successful completion of the first semester
- **Length:** 20 weeks each
- **Credits:** ½

Creative Crafts 1 – A and B

This course acquaints students with a wide variety of media. Individual project assignments will cover exposure to tools and their use in such areas as batik, woodworking, stained glass, ceramics, fabrics and fibers, mosaics, and metals. This course places emphasis on craftsmanship, design, and the creation of finished products in each of a variety of areas.

- **Grade:** 11 – 12
- **Prerequisites:** Studio in Art and successful completion of the first semester
- **Length:** 20 weeks each
- **Credits:** ½

Advanced Creative Crafts 2 – A and B

Two additional advanced semesters of Crafts allow students to explore, in greater depth, areas and media discovered in the first two semesters of Crafts. This course requires students to do more in-depth projects in selective areas of their own particular interest. Original design and craftsmanship of the highest level will be encouraged and expected. Students may produce works suitable for inclusion in portfolios.

- **Grade:** 11 – 12
- **Prerequisites:** Studio in Art, Creative Crafts 2 and successful completion of the first semester
- **Length:** 20 weeks each
- **Credits:** ½

Studio in Photography 1 – A and B

Studio in Photography 1 is an exploration of the black and white photographic process from a creative and technical point of view. Students will learn the use of an adjustable camera, film processing, and enlargement. This course will teach composition, theory, and visual literacy along with darkroom skills. There are individual expenses associated with this course. Students will need to purchase their film and paper. The teacher will provide all chemistry. Cameras are available on a shared basis. Additional time outside of the class is required.

- **Grade:** 10 – 12
- **Prerequisites:** Studio in Art
- **Length:** 20 weeks each
- **Credits:** ½

Advanced Studio in Photography 2 – A and B

In this advanced level of Photography using both digital and traditional film media, students will use the knowledge and skills developed in Photography 1. The student will develop major projects in concentrated areas. The student may produce works suitable for inclusion in portfolios. As in Studio in Photograph 1, there is a cost factor for film and paper. The teacher will provide all chemistry. This course can be taken for college credit.

- **Grade:** 10 – 12
- **Prerequisites:** Studio in Art and Studio in Photography I
- **Length:** 20 weeks
- **Credits:** ½ each

Photography 3 – A and B

Photography 3 – A and B is a more advanced, student-directed year of portfolio development. This course may be taken for college credit.

- **Grade:** 11 – 12
- **Prerequisites:** Studio in Art and Studio in Photography 2 and permission of instructor
- **Length:** 20 weeks each
- **Credits:** ½ each

Studio in Computer and Traditional Graphic Arts 1 – A and B

This course offering consists of two cumulative semesters of study in graphics. The first semester is an exploration in printmaking that allows students to explore various printmaking techniques and media. Projects may include stencils, mono-prints, linoleum prints, and silk-screens. The second semester will encompass the use of several computer-based programs including Photoshop. Students will create advertising pieces, school needed flyers, and more.

- **Grade:** 10 – 12
- **Prerequisites:** Studio in Art and successful completion of the first semester
- **Length:** 20 weeks each
- **Credits:** ½ each

Advanced Studio in Graphic Arts (Printmaking) 2 – A and B

Students will pursue projects in specific graphic media of their own choosing and will develop their expertise in these areas. This course places emphasis on major projects suitable for inclusion in portfolios.

- **Grade:** 11 – 12
- **Prerequisites:** Studio in Art, Studio in Graphic Arts (Printmaking) 2 and successful completion of the first semester
- **Length:** 20 weeks each
- **Credits:** ½ each

Portfolio Seminar

This is a one-semester course designed specifically for students applying to art school. The primary purpose of this course is to aid students in assembling a portfolio of works that they have **previously** accumulated. The instructor will aid the student in the selection, mounting, framing, and photographing of work. The counselor will schedule this course on an independent study basis and the student will not receive a grade.

- **Grade:** 1st semester of final year
- **Prerequisites:** Permission of instructor
- **Length:** 20 weeks
- **Credits:** None

Art – Independent Study

This course is mainly for Art majors. Permission of the instructor is required. The objective of this course is to allow students to make use of their knowledge of design and develop their aesthetic abilities by in-depth study in a particular area of interest. The individual student and the instructor will develop criteria and expectations on a one-to-one basis. The student may repeat Independent Study.

- **Grade:** 11 – 12
- **Prerequisites:** Studio in Art and permission of instructor
- **Length:** 20 weeks each
- **Credits:** ½ each

Theatre Production

This is a performance-oriented class open to any student in attendance at LHS. This group will study set design, sound, and recording necessary for all dramatic and musical productions. Students will be required to explore all areas and will draw, work with tools, lighting, and sound equipment. As the years progresses they will study in –depth and become proficient in at least one area. All theatrical performances must be attended and extended after school hours the week prior to each production are course requirements.

- **Grades:** 9 – 12
- **Prerequisites:** None
- **Length:** 40 weeks
- **Credits:** 1

Video Production

This course is an introduction to speaking through digital video. Students will learn how to organize shots prior to shooting, aesthetically produce work, and deliver messages through the media. Proper use of technology to capture and edit the works will be taught including camera use, lighting, and sound recording. Students will be asked to capture and produce works for school activities after school hours as well.

- **Grades:** 9 – 12
- **Prerequisites:** None
- **Length:** 20 weeks
- **Credits:** ½

Course Credit by Examination

All requirements for this course offering are as outlined under Credit by Examination. To challenge Studio in Art or Advanced Studio in Art:

1. Submit a portfolio of 12 examples of the student's best work (any medium). A variety of media and techniques are encouraged.
2. Submit a resume of the student's past art experiences including private lessons, classes, competitions, etc.
3. The student will take a one-hour drawing test supervised by the Art staff. The test will include a self-portrait and re-design of an object.
4. The expectation for Advanced Studio in Art will be work at a more advanced level.

To challenge a course other than Studio in Art or Advanced Studio in Art:

1. Submit a portfolio of 12 examples of the student's best work in that particular area.
2. Submit a resume of the student's past art experiences, including private lessons, classes, competitions, etc.
3. The student will take a one-hour drawing test supervised by the Art staff. The test will include a self-portrait and re-design of an object.

ENGLISH



English 9 (9 Honors; 9 Regents)

This course builds upon the language arts skills mastered in English 8. Vocabulary building techniques receive increased attention. Reading comprehension skills are reinforced through study of short stories, novels, and plays. This course treats areas of grammar in relation to the editing phase of the process writing approach. All students will receive three weeks of intensive exposure to library skills designed to provide an orientation to the research process.

- **Grade:** 9
- **Prerequisites:** Successful completion of English 8 and teacher final recommendation
- **Length:** 40 week
- **Evaluation:** Test
- **Credits:** 1

English 10 (10 Honors; 10 Regents)

In English 10, students will use the process writing approach to facilitate their writing. This course gives particular attention to vocabulary skills including (but not limited to) the use of analogies, antonyms, synonyms, and related word meanings. Students learn to read and interpret (in greater depth) various literary genres: poetry, short stories, novels, and plays. Sentence modification techniques are taught whenever necessary. This course relates listening and speaking units to the writing program. This course makes a special effort to prepare the students for the Regents exam.

- **Grade:** 10
- **Prerequisites:** Successful completion of English 9 and teacher final recommendation
- **Length:** 40 weeks
- **Evaluation:** Test (based on the Regents Exam)
- **Credits:** 1

English 11 (11 Honors; 11 Regents)

Reading skills in literature are further refined. This course fosters literary analysis and criticism. Readings will include novels, plays, short stories, essays and poetry with emphasis upon advanced critical thinking skills. This course also highlights non-fiction at this grade level. Test taking is writing intensive in preparation for the Regents exam. In addition, oral presentations and creative writing pieces are required. Students learn test taking techniques for the SAT, ACT, and the Regents examination.

- **Grade:** 11
- **Prerequisites:** Successful completion of English 10 and teacher final recommendation
- **Length:** 40 weeks
- **Evaluation:** Regents Exam
- **Credits:** 1

Cinema

This is a half-year senior elective. This course exposes students to the history of American films: who makes them, how they are made, and what are cultural issues surrounding the "Art Form of the 20th Century." A critical component of this course is the written review. A project/research paper is also required along with the final examination.

- **Grade:** 12
- **Prerequisites:** Successful completion of English 11
- **Length:** 20 weeks
- **Evaluation:** Test
- **Credits:** ½

Effective Writing

This is a half-year English course designed for both college and non-college bound seniors. Students will write a number of pieces designed to prepare them for life beyond high school. Pieces will include letters for various purposes: cover, business, friendly, complaint, commendation, recommendation, and government officials. Compositions will include personal, descriptive, narrative, expository, persuasive, and research paper writing. Other topics to be covered are resumes, job applications, college applications, credit requests, and recommendation requests. Emphasis will be placed upon effective written communication and mechanics including spelling, usage, paragraphing, etc.

- **Grade:** 12
- **Prerequisites:** successful completion of English 11
- **Length:** 20 weeks
- **Evaluation:** written works
- **Credits:** ½

Mythology

This is a half-year senior elective. Students simulate a first-year college survey course. Aspects of this course include ancient storytelling including classical and historical accounts. Belief systems, both ancient and modern, are also examined. There is extensive reading and writing concerning the mythologies and the concepts behind them.

- **Grade:** 12
- **Prerequisites:** Successful completion of English 11
- **Length:** 20 weeks
- **Evaluation:** test
- **Credits:** ½

Advanced Placement English

This is a college-level course. It is an intensive preparation for the Advanced Placement Examination in Literature and Composition. A grade of 3, 4, or 5 (out of 5) on the test may mean college credit. The course consists of: (1) intensive reading comprehensive practice, (2) familiarizing students with literary terms and concepts, (3) readings of high quality English and American Literature, and (4) intensive essay writing. The course is a tandem of Shakespearean plays and rigorous preparation for the AP exam. The course studies seven plays. Five are tragedies: *Othello*, *King Lear*, *Hamlet*, *Henry IV, Part 1*, and *Antony and Cleopatra*. One is a comedy: *Taming of the Shrew* and one is a fantasy: *The Tempest*. Summer reading prior to taking the course is required.

- **Grade:** 12
- **Prerequisites:** Demonstrated excellence in English 11 and teacher recommendation
- **Length:** 40 weeks
- **Final evaluation:** AP exam
- **Credits:** 3 college credits

English AIS

This program in reading and/or writing provides supplementary instruction for those students whose test scores indicate a need for small group or individualized instruction to perform better in the content areas and to meet successfully the requirements of the English Regents exam. The non-credit program in writing is required for those students who score a one or two on their ELA exam or who fail the Preliminary or Regents Competency Test in Writing. Instruction focuses on all aspects of the writing process as determined by individual needs with special emphasis on skills needed to pass the English Regents exam. Students are also placed into AIS based upon teacher recommendation. Students who are not meeting the academic standards of their grade or who are marginally passing will be scheduled for AIS. Improving test scores, classroom performance, or passing the English Regents Exam attains exit from the program.

- **Grade:** 9 – 12
- **Prerequisites:** As stated above
- **Length:** As needed
- **Credits:** None

Composition 1 (College-level Effective Writing)

Students will draft and revise college-level essays in this writing-intensive course. Students will study the conventions of academic prose, examine various methods of organization and development, and learn research skills.

- **Grade:** 12
- **Prerequisites:** Successful completion of English 8-11 and a score of 78 or higher on the English Regents
- **Length:** 20 weeks
- **Credits:** ½ high school credit, 3 college credits

Fundamentals of Speech

This course provides public speaking training and practice.

- **Grade:** 12
- **Prerequisites:** Successful completion of English 8-11
- **Length:** 20 weeks
- **Credits:** ½ high school credit, 3 college credits

Creative Writing

Creative Writing is intended for students who have a compelling interest in learning to develop their creative voice as well as the fundamentals of good writing. Students will read works by a variety of authors (classic to contemporary) for each major unit, including poetry, fiction, and drama. In addition to broadening students' literary perceptions, developing the ability to read and analyze with a critical eye, and exposing them to the process of constructive criticism and editing, this class will most importantly cultivate within them an aesthetic appreciation for the beauty of language. Students will participate in "creative writing workshops" during which their writing drafts will be read, discussed, and critiqued by fellow classmates and the teacher. The class members will make their work public through oral reading in class and will be encouraged to submit writings to various contests and publications. In place of a traditional final exam, students will be required to create and present a multi-faceted portfolio that demonstrates growth in the areas of creative voice, technical skill, and artistic technique.

- **Grade:** 10 – 12
- **Prerequisites:** Students must have successfully completed the previous year's English course with an 80 or above. For alternate consideration, students may submit a portfolio of sample writings along with an English teacher's recommendation.
- **Length:** 40 weeks
- **Credits:** 1 credit

FOREIGN LANGUAGE

Students must obtain one credit of study in a second language by the end of grade 9 in order to meet the NYS requirement for graduation. For those students who complete the requirement by the end of grade 8, a New York State Proficiency Exam will give them the possibility of receiving one high school credit. Once a student has begun studying one foreign language, they may not switch to another language until they have earned one high school credit in that language. Once the requirement has been met, students would then be allowed to take another foreign language.

Exploratory Foreign Language

Exploratory Foreign Language is a one-year course, which introduces the Spanish and French languages and culture. Students practice the four language skills – listening, speaking, reading, and writing – with an emphasis on vocabulary and pronunciation. Students will survey aspects of the history, culture, geography, and daily life in Spanish/French speaking countries. The introductory nature of the course permits students to become acquainted with Spanish/French and to strengthen skills in the acquisition of a foreign language.

- **Grade:** 9 – 12
- **Prerequisites:** For students who fail Spanish 1A or French 1A
- **Length:** 40 weeks
- **Credits:** 1



French II

The basic skills (speaking, listening, reading and writing) are continued with increased emphasis on reading and idiomatic writing and more opportunity for original expression. More tenses are introduced and advanced grammar is studied more in depth. Some topics from French 1 Honors or French 1A and B are revisited with additional vocabulary and the use of more sophisticated concepts.

- **Grade:** 9 – 12
- **Prerequisites:** successful completion of either French I Honors or French IB
- **Length:** 40 weeks
- **Final Evaluation:** Local final exam
- **Credits:** 1

French III (Regents)

Continued use of aural and oral French is stressed. More writing and composition are included. Considerable vocabulary build-up is also emphasized through reading and discussion. Advanced points of grammar are introduced and drilled. A NYS Regents exam is given upon completion of this course. Students must pass both the course and the Regents in order to receive credit for the course.

- **Grade:** 10 – 12

- **Prerequisites:** Successful completion of French II
- **Length:** 40 weeks
- **Final Evaluation:** NYS Regents exam (speaking portion of the French Regents Exam is given during the school day at least 10 days prior to the exam).
- **Credits:** 1

French IV

The fourth and fifth years of language provide more intense reading practice, using texts, supplements (novels, articles), and other works by native writers. Oral class discussion of the readings is expected and an advanced grammar review is offered through exercises and composition, often in the form of critiques, reports, readings, or essay tests based on class projects and extra class readings.

- **Grade:** 11 – 12
- **Prerequisites:** Successful completion of French III
- **Length:** 40 weeks
- **Final Evaluation:** Local final exam or a project
- **Credits:** 1

French V

This course offers grammar, reading, and essay writing that is more advanced with stress on vocabulary build-up and discussion in French. Materials and readings will be geared toward an Advanced Placement level of study. After the first six weeks of class, students must indicate to the teacher whether they plan to commit to the AP exam. Those who do will continue to prepare by way of readings, speaking, writing, and listening practice. The others will continue to work at the advanced level of study but will take a school exam only upon completion of the course.

- **Grade:** 12
- **Prerequisites:** Successful completion of French IV
- **Length:** 40 weeks
- **Final Evaluation:** Exam/project
- **Credits:** 1

French – Independent Study

This course is an agreement between the teacher and the student to take a French course on an independent basis because of scheduling conflicts that prevent the student from enrolling in a class. The teacher, parent/guardian, school counselor, and the building administration must approve independent study courses. The agreement will be kept on file with the school counselor. Grades will be reported on a regular basis to coincide with the marking periods. (See the General Guidelines for independent study courses).



Spanish I (non-Honors)

This class is for high school students in grades 9-12 who need to earn their foreign language credit or who want exposure to a foreign language. Students learn to speak, listen, read, and write in the Spanish language while studying topics such as personal identification, house and home, public services, meal taking, etc. Culture is woven into the curriculum whenever timely and appropriate. This class fulfills the NYS requirement of earning one high school credit for Language other than English (LOTE).

- **Grade:** 9 – 12
- **Prerequisites:** none
- **Length:** 40 weeks
- **Final Evaluation:** NYS Proficiency Exam
- **Credits:** 1

Spanish IB

Emphasis continues to be on communication with native speakers who are used to talking with visitors to their country. Speaking, listening, reading, and writing are all practiced and additional topics are added according to the NYS requirements for LOTE. New topics include meal taking, physical environment, and weather to name a few. Culture continues to be introduced within the lessons whenever timely and appropriate. The goal of this class is to fulfill the requirements necessary to earn on high school credit in LOTE.

- **Grade:** 9
- **Prerequisites:** Spanish IA
- **Length:** 40 weeks
- **Final Evaluation:** Local final exam
- **Credits:** 1

Spanish II

The basic skills (speaking, listening, reading, and writing) are continued with increased emphasis on reading and idiomatic writing and more opportunity for original expression. More tenses are introduced and more advanced grammar is studied in depth. Some topics from Spanish 1 Honors or Spanish 1A and B are revisited with additional vocabulary and the use of more sophisticated concepts.

- **Grade:** 9 – 12
- **Prerequisites:** successful completion of either Spanish I Honors or Spanish IB
- **Length:** 40 weeks
- **Evaluation:** local final exam
- **Credits:** 1

Spanish III (Regents)

Continued use of aural and oral Spanish is stressed. More writing and composition are included. Considerable vocabulary build-up is also emphasized through reading and discussion. Advanced points of grammar are introduced and drilled. A NYS Regents exam is given upon completion of this course. Students must pass both the course and the Regents in order to receive credit for the course.

- **Grade:** 10 – 12
- **Prerequisites:** Successful completion of Spanish II
- **Length:** 40 weeks
- **Evaluation:** NYS Regents exam (Speaking portion of the Spanish Regents exam is given 10 days prior to the written exam)
- **Credits:** 1

Spanish IV

The fourth and fifth years of language provide more intense reading practice, using texts, supplements (novels, articles), and other works by native writers. Oral class discussion of the reading is expected and an advanced grammar review is offered through exercises and composition, often in the form of critiques, reports, readings, or essay tests based on class projects and extra class readings.

- **Grade:** 11 – 12
- **Prerequisites:** Successful completion of Spanish III
- **Length:** 40 weeks
- **Final Evaluation:** Local final exam or a project
- **Credits:** 1

Spanish V

This course offers grammar, reading, and essay writing that is more advanced with stress on vocabulary build-up and discussion in Spanish. Materials and readings will be geared toward an Advanced Placement level of study. After the first six weeks of class, students must indicate to the teacher whether they plan to commit to the AP exam. Those who do will continue to prepare by way of readings, speaking, writing, and listening practice. The others will continue to work at the advanced level of study but will take a school exam only upon completion of the course.

- **Grade:** 12
- **Prerequisites:** Successful completion of Spanish IV
- **Length:** 40 weeks
- **Final Evaluation:** Exam/project
- **Credits:** 1

Spanish – Independent Study

This course is an agreement between the teacher and the student to take a Spanish course on an independent basis because of scheduling conflicts that prevent the student from enrolling in a class. The teacher, parent/guardian, school counselor, and the building administration must approve independent study courses. The agreement will be kept on file with the school counselor. Grades will be reported on a regular basis to coincide with the marking periods (See the General Information for independent study courses).

MATHEMATICS



Integrated Algebra 1

Integrated Algebra 1 is the first year of the revised New York State Math curriculum. This one-year course will introduce students to the world of algebra. This includes a review of all operations with polynomials, solving multi-step equations with an emphasis on real world applications of algebra, manipulating expressions and open sentences, and factoring binomials and trinomials. Graphing and solving systems or inequalities and equations will be explored using several different methods. Linear, quadratic, absolute values, and exponential graphs will be explored. Linear regressions, statistical data, and statistical graphs will also be examined and produced. Problem solving will be a key strand and will dominate all lessons. A scientific calculator is required for this course.

- **Grade:** 9
- **Prerequisites:** Successful completion of Math 8
- **Length:** 40 weeks
- **Final Evaluation:** Integrated Algebra Regents
- **Credits:** 1
- **Next Course:** Integrated Geometry or Integrated Geometry 1A

Algebra 1A

Algebra 1A is the first year of a two-year sequence in Integrated Algebra. This course will assist students in developing skills and processes, using a variety of techniques, to solve problems successfully in a variety of settings. Problem situations may result in all types of linear equations in one variable. Coordinate geometry will be integrated into the investigation of these functions allowing students to make connections between their analytical and geometrical representations. The classroom teacher will give alternative solution methods equal value within the strategies used for problem solving. Measurement within a problem-solving context will include calculating rates using appropriate units and converting within measurement systems. Motion, consecutive integer, angle, ratio, and coin problems will be emphasized throughout the year. Students will solve problem situations requiring right triangle Trigonometry. A scientific calculator is required for this course.

- **Grade:** 9 – 10
- **Prerequisites:** Successful completion of Math 8
- **Length:** 40 weeks
- **Final Evaluation:** Local Final
- **Credits:** 1
- **Next Course:** Algebra 1B

Algebra 1B

Algebra 1B is the second year of a two-year sequence in Integrated Algebra. This course will assist students in developing skills and processes, using a variety of techniques, to solve problems successfully in a variety of settings. Problem situations may result in all types of linear equations in one variable, quadratic functions with integral coefficients and roots as well as absolute value and exponential functions. Coordinate geometry will be integrated into the investigation of these functions allowing students to make connections between their analytical and geometrical representations. The classroom teacher will present problem situations resulting in systems of equations. The classroom teacher will give alternative solution methods equal value within the strategies used for problem solving. Measurement within a problem-solving context will include calculating rates using appropriate units and converting within measurement systems. Students will study data analysis including measures of central tendency and visual representations of data. The classroom teacher will develop an understanding of correlation and causation and will use reasonable lines of best fit to make predictions. Students will solve problem situations requiring right triangle Trigonometry. The students will use elementary probability theory to determine the probability of events including independent, dependent, and mutually exclusive events. A scientific calculator is required for this course.

- **Grade:** 10 – 11
- **Prerequisites:** Successful completion of Algebra 1A
- **Length:** 40 weeks
- **Final Evaluation:** Integrated Algebra Regents
- **Credits:** 1
- **Next Course:** Geometry or Geometry 1A or Personal Math

Integrated Geometry

Integrated Geometry is a one-year course in Geometry. Students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course will employ 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. The classroom teacher will use transformations including rotations, reflections, translations, and glide reflections and coordinate geometry to establish and verify geometric relationships. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals, and circles should 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 and something that sets it apart from the other sciences.

- **Grade:** 10
- **Prerequisites:** Successful completion of Integrated Algebra 1 and a passing grade on the Integrated Algebra I Regents
- **Length:** 40 weeks
- **Final Evaluation:** Integrated Geometry Regents
- **Credits:** 1
- **Next Course:** Integrated Algebra 2 and Trigonometry

Geometry 1A

Geometry 1A is the first year of a two-year sequence in Geometry. Students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course will employ 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. The classroom teacher will use transformations including rotations, reflections, translations, and glide reflections and coordinate geometry to establish and verify geometric relationships. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals, and circles should 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 and something that sets it apart from the other sciences.

- **Grade:** 11 – 12
- **Prerequisites:** Successful completion of Algebra 1B or Algebra 1
- **Length:** 40 weeks
- **Final Evaluation:** Local Final
- **Credits:** 1
- **Next Course:** Geometry 1B

Geometry 1B

Geometry 1B is the second year of a two-year sequence in Geometry. Students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. This course will employ 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. The classroom teacher will use transformations including rotations, reflections, translations, and glide reflections and coordinate geometry to establish and verify geometric relationships. A major emphasis of this course is to allow students to investigate geometric situations. Properties of triangles, quadrilaterals, and circles should 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 and something that sets it apart from the other sciences.

- **Grade:** 11 – 12
- **Prerequisites:** Successful completion of Geometry 1A
- **Length:** 40 weeks
- **Final Evaluation:** Integrated Geometry Regents
- **Credits:** 1
- **Next Course:** Concepts in Trigonometry

Concepts in Trigonometry

Concepts in Trigonometry is a one-year non-regents course that will be taken after successful completion of the Algebra 1A and Algebra 1B courses. Trigonometry is a large part of this course. Topics covered will include, but are not limited to, solving rational, radical, and absolute value equations, recognition of conic sections equations, transformations, functions, Trigonometric functions and their graphs, exponential functions, Trigonometric applications, and statistics. Graphing calculators will be used to enhance instruction.

- **Grade:** 11
- **Prerequisites:** Successful completion of Algebra 1
- **Length:** 40 weeks
- **Final Evaluation:** Instructor created
- **Credits:** 1
- **Next Course:** Integrated Geometry or Algebra 2 and Trigonometry

Pre-Calculus

The pre-calculus course is offered at Liberty Central School through Sullivan County Community College. Pre-Calculus is advanced algebra with a pre-calculus approach. All of the Trigonometric functions will be explored and their graphs will be transformed in the coordinate plane. Topics that will be covered are solving higher degree polynomials, mathematical modeling, applications in linear and angular velocities, linear programming, rational and exponential functions and their graphs, polar coordinates and equations, graphs of polar equations, powers and roots of complex numbers, conic sections, matrices, sequences and series, mathematical induction, and other topics as time permits. Because of the explorative nature of this course, many areas of math are introduced. The use of the TI-83 plus calculator will be incorporated into almost all phases of this class.

- **Grade:** 11 and 12
- **Prerequisites:** Successful completion of Algebra 2 and Trigonometry and a passing grade on the Algebra 2 and Trigonometry Regents
- **Length:** 40 weeks
- **Final Evaluation:** College final
- **Credits:** 1 high school and 4 college credits
- **Next course:** College Calculus

Calculus

The calculus course is offered at Liberty Central School through Sullivan County Community College. Upon successful completion of this class, the student will be able to solve problems with limits, demonstrate use of various rules of differentiation, integrate expressions using appropriate integration rules, solve problems involving rate of change, solve optimization problems, find areas between curves and volumes using integration, demonstrate graphing with the help of techniques from calculus, and integrate and differentiate natural log functions and exponential functions. A scientific or graphing calculator may be used for homework but not for tests.

- **Grade:** 12
- **Prerequisites:** Successful completion of Pre-Calculus
- **Length:** 40 weeks
- **Final Evaluation:** Sullivan County Community College Exam
- **Credits:** 1 high school and 4 college credits
- **Next course:** Classes at SCCC

Computers 1

Students will be introduced to computers in a local network. They will be introduced to the operation of the network and to various pieces of computer hardware. Students will learn to create web pages using HTML and JavaScript. Students will be required to create pages that emulate a teacher-designed page. They will also be required to plan, design, and program several pages of their own choosing.

- **Grade:** 9 – 12
- **Prerequisites:** None
- **Length:** 40 weeks
- **Final Evaluation:** Local final
- **Credits:** 1
- **Next Course:** Advanced Computers

Advanced Computers

Students will learn to produce programs and applets in the popular Java language. Java contains all the concepts of traditional languages. It has been created to parallel closely the development of C++ and is now being used in many colleges. The language is used on the AP examination.

- **Grade:** 9 – 12
- **Prerequisites:** Successful completion of Computers 1
- **Length:** 40 weeks
- **Final Evaluation:** Local final or project
- **Credits:** 1
- **Next Course:** Possible Independent study

Math AIS

Academic Intervention Services (AIS) are offered to students who have been found to benefit from additional support outside of the regularly scheduled math courses. Students are scheduled in AIS for not meeting state mandated standards on the eighth grade math assessment or have failed a required Regents exam. Students may exit AIS after they have obtained an 80% on the school final or a passing grade on the Integrated Algebra Regents.

- **Grade:** 9 – 12
- **Prerequisites:** Unsuccessful on a state math exam
- **Length:** 40 weeks
- **Final Evaluation:** None
- **Credits:** 0
- **Next Course:** None

General Math 1SP

This is a 9th grade credit bearing math course for students seeking a local or IEP diploma only. The curriculum is skills-based and IEP driven. Student will cover topics such as basic operations, decimals, fractions, and working with signed numbers.

- **Grade:** 9
- **Prerequisites:** None
- **Length:** 40 weeks
- **Credits:** 1

General Math 2SP

This is a 10th grade credit bearing math course for students seeking a local or IEP diploma only. This course continues with pre-algebra topics and prepares students for the Regents Competency Test required for a local diploma.

- **Grade:** 10
- **Prerequisites:** None
- **Length:** 40 weeks
- **Credits:** 1

Personal Math

Personal Math is a one-year math class taken upon completion of Math A or General Math III. This class was designed to offer a student one more year of math and to prepare him or her for the dynamics of math outside of school. The class deals with various consumer topics, such as banking and mortgages, budgeting, income taxes, types of loans and the result of borrowing, buying verses renting, insurance costs, payroll data, investments, and other real life applications of mathematics.

- **Grade:** 10 – 12
- **Prerequisites:** Successful completion of Algebra 1A and 1B
- **Length:** 40 weeks
- **Credits:** 1
- **Calculator:** A scientific calculator is required.

Algebra 2 & Trigonometry

Algebra 2 & Trigonometry is the third Regents level course in the new mathematics sequence. In order to obtain an advanced regents diploma, this course and regents exam must be successfully completed. Topics covered will include solving rational, radical, quadratic, and absolute value equations and inequalities, recognition of conic section equations, transformations, functions and relations, composition and inverse functions, Trigonometric functions and their graphs, exponential functions, logarithmic functions, Trigonometric applications and identities, complex numbers, statistics, sequences and series, regressions, and probability. Graphing calculators will be used to enhance instruction.

- **Grade:** 10 – 12
- **Prerequisite:** Successful completion of Geometry
- **Final Exam:** June Regents
- **Credits:** 1
- **Calculator:** A scientific calculator is required – Graphing calculator will also be used
- **Next Course:** Pre-calculus

MUSIC



Mixed Chorus

The mixed chorus meets every other day, 2-3 periods per week. This course is offered to students in grades 9-12 who wish to participate in a varied program of study in vocal music. Vocalization is taught with emphasis on breathing, tone, projection, diction, balance, and sight-reading. A variety of styles, both sacred and secular, will be examined and performed throughout the year. The mixed chorus is the largest vocal group and the membership is required to perform in the annual winter, pops, and spring concerts. Additional performance opportunities may arise which will also be required. Students are required to have a formal range check, with the vocal director, within the first week of the semester. The final grade in mixed chorus will be based on effort, concert attendance, behavior, tests and musicianship.

- **Grade:** 9 – 12
- **Prerequisites:** Successful participation in the MS choral program or Permission of instructor
- **Length:** 40 weeks
- **Credits** ½

Select Honors Chorus

This group meets every day in conjunction with mixed chorus and provides an opportunity for a more advanced choral experience. More challenging choral literature will be explored and performed. Students in Honors are required to attend a weekly vocal lesson. In addition, honors chorus students are required to perform a NYSSMA solo or complete an alternative project chosen by the conductor. Students are selected based on vocal skills, group needs, and level of maturity. The grade for Honors chorus will be based on effort, concert attendance, behavior, tests/project, lessons and musicianship.

- **Grade:** 10 – 12
- **Prerequisites:** Teacher recommendation only
- **Length:** 40 weeks
- **Credits** 1

Jazz Ensemble

Jazz is considered America's first art form. Students who have proficiency on a Jazz Ensemble instrument (saxophone, trumpet, trombone, piano, guitar, bass, drum set) and can read music, may choose this elective. This course will introduce students to a wide variety of contemporary sounds including swing, jazz-rock, Latin and ballads. This ensemble meets on a weekly basis after school hours. Public performances are a required part of this course.

- **Grade:** 9 – 12
- **Prerequisites:** achievement of an intermediate level of performance on instruments listed above and enrollment in at least one other music class; approval of Director is also required.
- **Length:** 40 weeks
- **Credits:** ½

A Cappella/Jazz Vocal Group

Singing more contemporary arrangements, a capella is an up and coming trend in modern music. Singing solos and with smaller groups is the focus of this group. The repertoire will be chosen from the following genres: 50's/DooWop, Barbershop, Rock, Jazz, Popular and Modern. This ensemble meets on a weekly basis after school hours. Public performances are a required part of this course.

- **Grade:** 9 – 12
- **Prerequisites:** recommendation of the vocal director and music coordinator; students must also be enrolled in at least one other music class.
- **Length:** 40 weeks
- **Credits:** ½
- **Grading:** Pass/Fail Only

Music in our Lives 1

The course is intended to provide students the insight into music from the earliest of times to the modern era. Students will be listening, performing, composing, reviewing music fundamentals, and applying their knowledge of music to critique the different styles of music. Students will begin to understand the importance that the role of music plays in today's society. Specific course criteria will be outlined at the beginning of each semester.

- **Grade:** 9 – 12
- **Prerequisites:** Basics of note reading; successful completion of Music 8
- **Length:** 20 weeks
- **Credit:** ½

Music in our Lives 2

This course will emphasize the rock era. Attention will be paid to the historical significance rock music has had on our society. Various rock styles and artists will be introduced and listened to. In addition, a portion of this class will be devoted to learning the piano. Students will learn the fundamentals of the instrument and they will be expected to perform songs. Specific course criteria will be outlined at the beginning of each semester.

- **Grades:** 9 – 12
- **Prerequisites:** successful completion of Music in our Lives 1 or permission of the instructor
- **Length:** 20 weeks
- **Credits:** ½

Music Theory 1

This course is open to all students in grades 9-12 and meets five times a week for a half year. It is designed to acquaint students with the fundamentals of music theory. The elements covered will include basic notation, aural skills, sight singing, listening, analyzing songs, scales, keys, chords, meter, rhythm, and a brief overview of harmony.

- **Grades:** 9 – 12
- **Prerequisites:** ability to read music; enrollment in at least one music ensemble
- **Length:** 20 weeks
- **Credits:** ½

Music Theory 2

This course is open to all students in grades 9-12 and meets five times a week for a half year. It is designed to continue the foundation laid down by Music Theory 1 with more complexity and application of more advanced techniques. The elements covered will include more advanced notation, aural skills, sight singing, listening, analyzing songs, part writing, keyboard harmony, an introduction to musical dictation, and some aspects of music history.

- **Grades:** 9 – 12
- **Prerequisites:** successful completion of Music Theory I or exemption by exam; enrollment in at least one music ensemble
- **Length:** 20 weeks
- **Credits:** ½

Piano Lab

This course will introduce basic keyboarding skills including chords, scales and playing melodies. Students will develop a greater understanding of musical notation and more fully understand and become aware of aural and visual elements of music (rhythm, melody, and harmony). Students will be required to perform in a concert at the end of the semester. All students must be beginners on the piano.

- **Grades:** 9 – 12
- **Prerequisites:** successful completion of Grade 8 General music or another High school music class or permission of the instructor
- **Length:** 20 weeks
- **Credits:** 1/2

Music Theory 3

This course is open to all students in grades 10-12 and meets five times a week for a half year. It is designed to develop a more advanced level of music theory understanding. The elements covered will include chromatic harmony, remote modulation, advanced sight singing, ear training, keyboard harmony, advanced history, advanced dictation, introduction to composition, and advanced analysis.

- **Grade:** 10 – 12
- **Prerequisites:** successful completion of Music Theory 1 or exemption by exam and successful completion of Music Theory 2; enrollment in at least one music ensemble
- **Length:** 20 weeks
- **Credits:** ½

Music Theory 4

This course is open to all students in grades 10-12 and meets five times a week for a half year. It is designed to prepare students for the AP Music Theory exam. The elements covered will include advanced musical terminology, notational skills, compositional skills, score analysis, and aural skills.

- **Grade:** 10 – 12
- **Prerequisites:** successful completion of Music Theory 1, 2 and 3; enrollment in at least one music ensemble
- **Length:** 20 weeks
- **Credits:** ½

Symphonic Band

This performance-oriented class consists of all students in the LCHS bands. It is the core of the band program. This group studies, reads, and performs the wealth of literature for large wind and percussion groups. Students will experience the classics (Bach, Mozart) and modern band works, as well as Broadway and Pop styles. This group performs in at least three concerts per year. Performances at State or National Festivals will be considered, based upon readiness of the group. Periodic quizzes and performance evaluations will be given. A weekly lesson is provided and is required as part of the course. All symphonic band students participate in the LCHS Marching Band as part of their course requirement. Public performances are also a required part of this course.

- **Grade:** 9 – 12
- **Prerequisites:** Experience on a wind or percussion instrument or permission of band director and director of music
- **Length:** 40 weeks
- **Credits:** ½

Honors Band (Wind Ensemble)

This class provides a vehicle for those students with advanced performance skills. While all Wind Ensemble members are required to participate in the Symphonic Band, on the alternate days we will explore more advanced wind and percussion literature. Works of more of a soloist nature are studied and each member is expected to play independently. Students will be sight-reading on a regular basis, learning how to conduct, singing, and advanced theory-history concepts will be studied. Quizzes, performance evaluations, and a final exam will be given. Festival competition/adjudication will be included as part of the group experience. Public performances are a required part of the course.

- **Grades:** 9 – 12
- **Prerequisites:** Recommendations of the band director and director of music based upon instrumentation needs and student readiness.
- **Length:** 40 weeks
- **Credits:** 1

Music Management

This course will look at the typical garage band, how to make it better, and the business side of music. The course will allow bands to play for each other and get advice from a musician or clinician on how to play better together. Weekly performances will give groups a chance to perform for each other as well as giving and getting constructive comments and advice. We will explore what sound and lighting techniques can be used to better the appearance and any issues that may present themselves during a concert. We will look at how to manage a group, market a group, and maybe eventually perform for a school assembly or talent show.

- **Grade:** 9 – 12
- **Prerequisites:** Be willing to look at all areas of managing a musical group.
- **Length:** 20 weeks
- **Credits:** ½

Theatre Production

This is a performance-oriented class open to any student in attendance at LHS. This group will study set design, sound, and recording necessary for all dramatic and musical productions. Students will be required to explore all areas and will draw, work with tools, lighting, and sound equipment. As the years progresses they will study in-depth and become proficient in at least one area. All theatrical performances must be attended and extended after school hours the week prior to each production are course requirements.

- **Grades:** 9 – 12
- **Prerequisites:** None
- **Length:** 40 weeks
- **Credits:** 1

String Orchestra

The String Orchestra is designed to give a large ensemble experience to all string students in grades 9-12. Many different styles of music are explored and performed throughout the school year. Basic playing components are stressed and practice techniques are enforced regularly. This ensemble is scheduled to meet every other day.

- **Grades:** 9 – 12
- **Prerequisites:** None
- **Length:** 40 weeks
- **Credits:** ½

Chamber Orchestra

The Chamber Orchestra challenges students with more advanced repertoire, usually of NYSSMA level 5 or 6. Selection for this group is based on a rating of 90 or above on a Level 5 or 6 NYSSMA solo and the instrumental needs of the group. Prior approval and permission of the director are required before becoming part of this ensemble. Other components for selection include ability to follow directions, working well with others, a positive attitude, work ethic, and past performance history. *The director has the final choice of a student's eligibility to be selected for this ensemble!* This ensemble meets every other day.

- **Grades:** 9 – 12
- **Prerequisites:** None
- **Length:** 40 weeks
- **Credits:** ½

PHYSICAL EDUCATION AND HEALTH



Aerobics

This class introduces the students to aerobics and the benefits of this type of exercise program. Students will have their weight, body fat, and body measurements taken at the beginning of the class and periodically throughout the class. Heart rate monitors will be used as well. Students would also be instructed on how to journal and keep track of their exercising and eating habits. Topics to be covered include introduction to aerobics/floor aerobics, step aerobics, stability ball, yoga/power yoga and Pilates, dance aerobics/line dancing, tae-bo, kickboxing, and interval aerobics. This course will satisfy the physical education credit.

- **Grade:** 9 – 12
- **Prerequisites:** none
- **Length:** 40 weeks
- **Credits:** ½

Physical Education – Grades 9 and 10

Physical Education for Grades 9 and 10 consists of continuing the team sports that began in grades 5-8. Students will learn more strategy progressing beyond fundamentals. The team sport units are of shorter length when compared to grades 5-8 to allow time for curriculum expansion into the individual life-long sports. These include outdoor education, orienteering, tennis, project adventure, personal fitness, golf, and archery.

- **Grade:** 9 and 10
- **Prerequisites:** Successful completion of Grade 8 or 9 Physical Education
- **Length:** 40 weeks
- **Credits:** ½

Physical Education – Grades 11 and 12

Physical Education for Grades 11 and 12 consists of short units of team sports with an emphasis on personal fitness. The participant will be able to use technology to understand their body composition, how to increase cardiovascular endurance, flexibility, and strength. This personal fitness assessment is complemented with self-management and adherence strategies. Increased strategy and rules comprehension of lifetime sports round out the program.

- **Grade:** 11 and 12
- **Prerequisites:** Successful completion of Grade 10 or 11 Physical Education
- **Length:** 40 weeks
- **Credits:** ½

Personal Fitness

This class is an elective course offered in addition to your traditional Physical Education instruction at Liberty High School. The format is structured similar to your PE classes and it will be offered every other school day. Grading will be based on a 0- 100% system (similar to traditional physical education classes) with emphasis placed on the following: attendance (in compliance with LCS attendance policy), safety progress (effort and tracking of), Testing (knowledge-based), ability to work with others within class confines, fitness testing (endurance, upper/lower body strength, flexibility), resistance/weight (anaerobic) training (proper use/instruction of all weight training exercise equipment, proper breathing during each exercise), cardiovascular (aerobic) training (proper use/instruction of aerobic training exercise/equipment), strength training vs. endurance (weight loss) training (training for increased muscle mass vs. a lean/tone body; reps/sets/resistance choices; sport-specific training), diet-calories-fat, carbohydrates, protein (maintenance vs. weight gain vs. weight loss diets), human muscular system (skeletal function of muscles and exercise and its effect on these muscles), supplements (are they worth it? cost vs. benefit) , anabolic steroids (what are they and what are their medical risks), suggestions from class (we will take the time to research and answer common questions from the students involved in this class)

- **Grades:** 9 – 12
- **Prerequisites:** none
- **Length:** 40 weeks
- **Credits:** ½

Senior High Health

Health is a required 20-week class to be taken during grades 10-12. Health provides an opportunity to help students understand the importance of healthy choices to live a long healthy life. Health encompasses three areas: mental, social, and physical. The emphasis is on health being a matter of individual choices about lifestyles with consequences either positive or negative. The student explores his/her values and the idea of being a responsible, healthy adult where choices can affect the individual, family, friends, and other members of society. Responsibility and respect for self and others are taught throughout the semester.

- **Grade:** 10 – 12
- **Prerequisites:** none
- **Length:** 20 weeks
- **Evaluation:** Homework, projects, tests, and participation
- **Credits:** ½

Lifetime Fitness

Students will find ways to develop lifelong fitness and nutrition practices. This class will focus on the importance of daily physical activity without necessarily going to a gym to work out along with good nutritional practices. Students will become aware of their individual fitness level and learn how to maintain wellness for a lifetime. We will assess current fitness levels, tracking progress, and exercising through the class. This course will satisfy the physical education credit.

- **Grade:** 10 – 12
- **Prerequisites:** none
- **Evaluation:** Homework, projects, tests, and participation
- **Length:** 20 weeks
- **Credits:** ½

Lifetime Wellness

Wellness is not merely the absence of disease; it is a lifestyle. This course is designed to assist individuals in obtaining their maximum level of physical, mental, and social health. Students will design, implement and evaluate their own personal fitness workout regimen and target individual fitness goals. Ultimately, this class is designed to lead individuals to a pinnacle of good health and fitness while installing in them the tools, knowledge, and skills necessary to pursue an optimal level of lifetime wellness. This course meets the health and PE requirement of the enrolled school year.

- **Grade:** 10 – 12
- **Prerequisites:** none
- **Evaluation:** Homework, projects, tests, and participation
- **Length:** 40 weeks
- **Credits:** 1

SCIENCE



AP Biology

One of the main goals of AP Biology is to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis will be on developing an understanding of concepts rather than on memorizing terms and technical details. Therefore, a grasp of science as a process; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; application of biological knowledge, analytical skills, and critical thinking to environmental and social concerns will be stressed. Laboratory experience must be the equivalent of those done by college students. For this, extended laboratory time is regularly required for conduction of the experiments and students will complete these after the normal school day. Descriptive and experimental laboratory exercises will provide the opportunity for students to learn a variety of skills and those facts, principles, and concepts of general biology covered in lectures, reading, and discussion. Development of skills such as detailed observation, accurate recording, experimental design and implementation, data interpretation, statistical analysis, formal lab reports, and operation of technical equipment will be supported.

- **Grade:** 12
- **Prerequisites:** Living Environment, Earth Science, Chemistry, and Physics
- **Length:** 40 weeks
- **Final Evaluation:** AP Examination (usually mid-May)
- **Credit:** 1

Chemistry (Regents)

This course meets five days per week for one period with a lab period every other day. Chemistry is the study of matter, the changes in matter, and the mechanics of chemical change. Topics include, but are not limited to, atomic structure, bonding, the periodic table, radiochemistry, organic chemistry, oxidation-reduction, and kinetics. Chemistry includes a laboratory requirement and submission of lab reports to qualify for the final examination. This course is strongly recommended for college bound students.

- **Grade:** 11
- **Prerequisites:** successful completion of Regents' Living Environment and Earth Science and enrollment in Algebra 2 and Trigonometry
- **Length:** 40 weeks
- **Final Evaluation:** current Regents' examination in Chemistry Science
- **Credit:** 1

Earth Science (Regents)

Classes of high school Earth Science meet every day for one period and every other day there is one period of lab. Specific course content covers the four major branches of Earth Science: astronomy, geology, oceanography and meteorology. Within these major branches, some sub-topics covered include earth's motions, energy and its exchange in the atmosphere, rock formation, geologic history, water and climate, landscape development, and environmental change.

- **Grade:** 10
- **Prerequisites:** successful completion of Living Environment
- **Length:** 40 weeks
- **Final Evaluation:** Regents
- **Credits:** 1

Environmental Science/Earth Science Perspective

Environmental Science is the branch of biology concerned with the relations between organisms and their environment. Environmental Science I will focus on select topics in this area of Biology, including: Earth's history, a review of major concepts from Earth Science, fossilization, evolution, weather, as well as the forces that affect the earth and its Biomes. The class is designed to expose the student to various environmental science fields, through hands on experimentation, research, writing, reading, and use of the Internet. The course allows students to develop skills of observation and helps to hone abilities of data interpretation and judgment of information sources. The course allows for the opportunity to meet with professionals in various environmental fields, and allows the students to design and conduct independent research.

- **Grade:** 11 and 12
- **Prerequisites:** successful completion of Living Environment and Earth Science
- **Length:** 20 weeks (Fall only)
- **Final Evaluation:** Class Final
- **Credits:** ½

Environmental Science/Living Environment Perspective

Environmental Science is the branch of biology concerned with the relations between organisms and their environment. Environmental Science II will focus on select topics in this area of Biology, including: Ecological interactions, Evolution, Zoology, Botany/ Dendrology, Forestry, classification and identification, Taxonomy, Aquatic Resources and studies, environmental careers, human impact-as well as resource management. The class is designed to expose the student to various environmental science fields, through hands on experimentation, research, writing, reading, and use of the Internet. The course allows students to develop skills of observation and helps to hone abilities of data interpretation and judgment of information sources. The course allows for the opportunity to meet with professionals in various environmental fields, and allows the students to design and conduct independent research.

- **Grade:** 11 and 12
- **Prerequisites:** successful completion of Living Environment and Earth Science
- **Length:** 20 weeks (Spring only)
- **Final Evaluation:** Class Final
- **Credits:** ½

Living Environment – Biology (Regents)

The five important themes of the Living Environment – Biology are:

1. Evolution – How has Earth come to be populated by the millions of different species we see today?
2. Energy, matter and organization – What are the parts that make up living things, how are they kept together, and how do living things get energy they need to organize and maintain these parts?
3. Maintaining a dynamic equilibrium – How does an organism keep conditions inside itself constant in a changing environment?
4. Reproduction, growth, and development – How is heredity information passed on from parents to offspring?
5. Interaction and interdependence – How do living things affect and depend on each other and their environment?

Classes of high school Living Environment meet every day for one period and every other day they meet for two periods. Laboratory work must be successfully completed and lab reports submitted in order to qualify for the Regents examination.

- **Grade:** 9
- **Prerequisites:** completion of 8th grade science; accelerated students take Living Environment in 8th grade based on teacher recommendations; must have a minimum of a 90% average in Science in 7th grade and **must be** enrolled in Accelerated Math
- **Length:** 40 weeks
- **Final Evaluation:** Regents
- **Credits:** 1

Physics of Toys

Students of science should do more than memorize definitions and formulas. To make sense of science, students must be given opportunities to make connections between scientific phenomena and their own world. This class delves into the mysteries of such toys as the Push-n-Go, bottle rockets, paper airplanes, 'Operation', and Mousetrap. The students will experience the minds-on, hands-on learning that will improve their problem-solving skills while also improving their science content knowledge.

- **Grade:** 11 and 12
- **Length:** 20 weeks
- **Prerequisites:** Successful completion of The Living Environment and Earth Science classes
- **Credits:** ½

Applied Technology

The activities in Applied Technology are designed to promote the asking and answering of questions related to light, color, and optics. The program begins with basic information about lenses, shadows, prisms, and color leading up to the use of sophisticated instruments scientists use to help them understand the world. The goal of Applied Technology is for students to acquire the skills with which they can do microscopic analysis of a variety of samples in multiple ways.

- **Grade:** 11 and 12
- **Length:** 20 weeks
- **Prerequisites:** Successful completion of The Living Environment and Earth Science classes
- **Credit:** ½

Physics (Regents)

This course includes the study of the broad concepts involved in the fields of Mechanics, Waves, Electricity and Atomic Theory with special emphasis on the energy exchanges that occur in each area. There is a mandatory laboratory requirement of at least two periods per week spent doing experiments and the submission of a formal report for each experiment. Labs must be successfully completed in order to take the Regents examination. This course is strongly recommended for college-bound students.

- **Grade:** 11 and 12
- **Length:** 40 weeks
- **Prerequisites:** successful completion Regents level Chemistry; Completion of Algebra 2 and Trigonometry
- **Final Evaluation:** Regents
- **Credits:** 1

Forensics

Forensics science is a multidisciplinary science, which includes concepts in many areas including biology, chemistry, zoology, anatomy, genetics, physics, math and statistics, Earth Science, sociology, psychology, communications, and lab. Topics for this half-year course shall include types of evidence, crime scene, eyewitness accounts, evidence collection, hair and fiber analysis, pollen and flowers analysis, insect evidence, impressions, DNA evidence, blood and blood splatter, drug testing, handwriting analysis, muscle and bone analysis, and time of death.

- **Grades:** 11 – 12
- **Prerequisites:** Successful completion of Earth Science and Living Environment
- **Length:** 20 weeks
- **Credits:** ½

SOCIAL STUDIES



Global History and Geography – 9 and 9H

The first part of a two-year study of Global History and Geography contains five units of study. The first unit focuses on an introduction to the methods of social sciences: history, geography, economics, political science and culture. The second unit covers the period from Early Man (4000 BC) to the end of the Classical Civilizations (500 AD). It includes the rise and fall of Great Empires and the emergence and spread of belief systems: Animism, Hinduism, Buddhism, Chinese philosophies, Judaism, Christianity, and Islam. The third unit focuses on Expanding Zones of Change and Encounter (500 AD to 1200 AD). The next unit explores the Global Interactions that include Japan, China, and the emerging European countries. The final unit of study introduces the First Global Age (1450 to 1770), which concentrates on the rise of Meso-American Empires and the encounter between people of the Americas, Africa, and Asia.

- **Grade:** 9
- **Prerequisites:** successful completion of 8th grade social studies; placement in Honors based on 8th grade performance and teacher recommendation
- **Length:** 40 weeks
- **Credits:** 1

Global History and Geography – 10 and 10H

The second part of a two-year study of Global History and Geography begins with the Age of Revolution (1750 to 1914), which includes the Scientific Revolution, Enlightenment, and the Political, Social, and Economic Revolutions. The next unit covers the Crisis and Achievement of the Global World (1900 to 1945). This unit explores the impact of technology, and the causes and effects of the major World Wars. The third unit presents the 20th century since 1945. The last unit of study focuses on Global Connections and Interactions: economic trends, modernization, urbanization, global migration, science and technology, the environment, poverty, international terrorism, women's emerging role and human rights. Students are required to pass a Regents examination in June in order to meet graduation requirements.

- **Grade:** 10
- **Length:** 40 weeks
- **Prerequisites:** successful completion of 9th grade social studies; students in Honors must be in 9H and must maintain an 85 average
- **Credits:** 1

United States History and Government – 11 and 11H

The history of the United States is the history of a great experiment in democracy. The basic principles set down by the Declaration of Independence became the guiding ideals underlying the nation's development. Our history has encompassed a continual search for ways in which to apply these principles. The United States Constitution was a major step toward codifying the principles, but as the history of our country clearly shows, the document represented only the first step in achieving "justice and equality for all."

The 11th grade U.S. History and Government course is a one-year course. This syllabus divides American history into six general areas. It attempts to relate the past events with the present and future civic lives of the students. The basic social science tools such as the historical method, simple economic analysis, and a study of the political and social institutions are employed. Concepts and understandings are built upon those developed in previous grades.

The student will examine major issues in a depth consistent with their backgrounds and intellectual capacities. This course should help to deepen their respect for the fundamental American values of respect for the individual regardless of one's background, equality before the law, belief in a government of laws (not of men), and the obligation of all for responsible participation as citizens in the community and nation.

The six general areas are: Constitutional Foundations (Colonial Era to 1865), United States Industrialization (1865 to 1900), The Progressive Movement (1900 to 1920), Prosperity and Depression (1917 to 1940), The U.S. in an Age of Global Crises (1933 to 1960), and A World in Uncertain Times (1960 to the present). Students are required to pass a Regents examination given in June in order to meet requirements for graduation.

- **Grade:** 11
- **Prerequisites:** successful completion of 10th grade social studies; placement in Honors based on 10th grade performance and teacher recommendation
- **Length:** 40 weeks
- **Credit:** 1

United States History Advanced Placement – 11AP

This course in American History is designed to make demands on students that are equivalent to those of an introductory college-level course. Students are expected to read historical material analytically and critically, to weigh historical evidence and interpretations, and to arrive at conclusions based on facts rather than bias. It is also expected that students will accept full responsibility for their reading assignments since much of the material is studied through a seminar approach rather than straight lecture.

The course culminates in a three-hour examination given in early May, which consists of both essay and objective questions administered by the College Entrance Examination Board Educational Testing Service. Upon the request of the student, the results of the examination and supporting materials can be sent to the college the student will enter. Satisfactory work on the examination can result in the student being awarded college credit or placement in an advanced history course, or both.

The direction of this course is based upon the requirements established by the Princeton Board rather than the eleventh grade syllabus. To receive Regents credit, however, the student must take the United States History and Government Regents examination given in June.

- **Grade:** 11
- **Prerequisites:** teacher and school counselor recommendation, a score of 85% or better on Global Regents exam, and outstanding performance in previous social studies courses
- **Length:** 40 weeks
- **Credits:** 1

Economics and Economic Decision Making – 12 and 12H

This one-semester course is designed to provide students with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and in the world. Emphasis is given to rational decision-making rather than consumer education, although this emphasis will encourage students to become wiser consumers as well as better citizens.

Upon completion of the course, students should be able to demonstrate an understanding of basic economic concepts such as scarcity, supply and demand, markets, productivity, opportunity cost, specialization, productive resources, interdependence, growth and economic systems. Students will also come to understand the economic system of the United States and how it operates, the roles of various components of American economic systems, the interdependence of the world economies, and the political and social impact of economic decisions and the economic impact of political and social decisions.

The units in economics include the following: Introduction to Economic Systems, Elements of the Economy (Microeconomics), Bringing Economic Systems Together (Macroeconomics), The United States, and The World Economy.

- **Grade:** 12
- **Prerequisites:** successful completion of 11th grade social studies; placement in Honors based upon 11th grade performance and teacher recommendation
- **Length:** 20 weeks
- **Credits:** ½

Participation in Government – 12 and 12H

The primary purpose of this one-semester course is to facilitate and encourage the development of civic-minded individuals capable of effectively fulfilling the office of ‘citizen’, which is a fundamental precept of democracy and right guaranteed by the Constitution.

The course poses challenges to each student: acceptance of responsibility for active involvement in determining and delineating issues to be explored, pursuit of information needed to define, analyze, and develop resolutions to each issue, the carrying out of activities that support the resolution of each issue, the drawing together of relevant information, skills, and understandings from past educational and/or life experiences and focusing these on the resolution of real issues. Students must also assume the role of citizen as it applies to the program by accepting the responsibility for involvement and successful fulfillment of the tasks. Success in the course is contingent upon successful completion of a mandated community-service project.

Units of study include: Purposes of Government; the U.S. Constitution; Political Protest; Elections and Campaigns; Party Patterns and Voter Behavior; Political Spectrum and Ideology; Public Opinion, Mass Media and Propaganda; Interest Groups, Public Policy and the Budget Process, the Judicial System, Selected Amendments, and Supreme Court Cases.

- **Grade:** 12
- **Prerequisites:** successful completion of 11th grade social studies; placement in Honors based upon 11th grade performance and teacher recommendation
- **Length:** 20 weeks
- **Credits:** ½

Western Civilization I

This course is designed to be an introductory study of the political, economic, social, and cultural development of western society and its institutions. The period covered extends from the origin of civilization in the ancient Near East and the Mediterranean world to the Italian Renaissance.

- **Grade:** 12
- **Prerequisites:** successful completion of 11th grade social studies
- **Length:** 20 weeks
- **Credits:** ½

Western Civilization II

This is a survey course on western history from the Italian Renaissance to the 20th Century. Particular emphasis is placed on the rise of the nation state, revolutions of the 18th and 19th centuries, industrialization of Europe, and the impact of the modernization.

- **Grade:** 12
- **Prerequisites:** successful completion of 11th grade social studies
- **Length:** 20 weeks
- **Credits:** ½

Social Studies – Independent Study

Please see the general guidelines for independent study. Permission of the instructor is required.

Course Credit by Examination

All requirements are outlined under Credit by Examination. In order to challenge in the field of social studies, the student must meet the requirements of the following school policy:

1. The student must have a composite score on all standardized tests high enough to place them in the 90th percentile or higher.
2. The student must have maintained at least an 85% average for all courses taken at Liberty High School.
3. The student must prepare a research paper. The topic, length of the paper, and other details will be developed by the subject area teacher and agreed upon by the Department. A minimum grade of 85% on the research paper is necessary for consideration for the examination.
4. The student will make an oral presentation of the research paper to a committee comprised of the principal, selected members of the Social Studies department including the subject area teacher, and a school counselor.
5. The student will achieve a score of 85% or higher on the Regents examination. In areas where no examination is given, the department will develop a local examination.

TECHNOLOGY



Principles of Engineering

The course has been developed to explore the relationship between science and technology. Its goals are to stimulate interest in careers in engineering and technology.

- **Grade:** 10 – 12
- **Prerequisites:** Successful completion of Design and Drawing for Production
- **Length:** 40 weeks
- **Final Evaluation:** test, project, portfolio
- **Credits:** 1

Architectural Drawing

This course explores the theory of architectural design through past civilizations. The students will be able to identify architectural construction by the knowledge of certain historical periods throughout the years of civilization. Students will be required to develop a working knowledge of how to finance and construct a home using today's technological advances in the construction field. Students will be expected to submit a complete set of working plans from which they will build a 1/4" scale presentation model.

- **Grade:** 10 – 12
- **Prerequisites:** Successful completion of Design and Drawing for Production
- **Length:** 40 weeks
- **Final Evaluation:** test, portfolio
- **Credits:** 1

Computer Aided Drafting (CAD)

This course will expose the student to the current means of generating graphic designs with computers. The student will become familiar with computer terminology, history, components, applications, and design functions. CAD/CAM will also be reviewed and discussed. The majority of the time will be spent becoming familiar with the CAD system and solving graphic problems with the system through hands-on class work. A major design project will also be assigned.

- **Grade:** 10 – 12
- **Prerequisites:** successful completion of Design and Drawing for Production
- **Length:** 40 weeks
- **Final Evaluation:** test, portfolio
- **Credits:** 1

Design and Drawing for Production

Design and Drawing for Production, formerly Mechanical Drawing and Design, encourages visual problem solving using a common graphic language to describe forms in the human-made environment. In order to enable the student to analyze, creatively design, and critically evaluate these forms, the syllabus requires researching historical precedents, cultural references, environmental impact, and future vision. This course intends to provide opportunities in the areas of design and drawing through creative thinking, decision-making, and problem-solving experiences. Strategies of design and drawing appropriate now and in the future are emphasized. A shift from the conventional learning methods to this design problem approach is the basis for this syllabus. Design and Drawing for Production may be used to provide instruction to any student to satisfy the high school art/music requirement.

- **Grade:** 9 – 12
- **Prerequisites:** None
- **Length:** 40 weeks
- **Final Evaluation:** test, portfolio
- **Credits:** 1

Materials Processing

This course will introduce students to the different types of wood and other materials that are used in producing products.

- **Grade:** 9 – 10
- **Prerequisites:** None
- **Length:** 20 weeks
- **Final Evaluation:** test, portfolio
- **Credits:** ½

Production Systems

This course offers a study of the systems of manufacturing and construction; their resources, processes, products, and quality assurance; and their impact on society, the economy, the environment and manufacturing.

- **Grades:** 9 – 10
- **Prerequisites:** None
- **Length:** 20 weeks
- **Final Evaluation:** State Proficiency Exam
- **Credits:** ½

Construction Systems

This course offering covers a study of the many systems and skills involved in constructing any type of building. Course content includes resources (e.g. planning, materials, supplies, finances), processes (e.g. framing, roofing, plumbing, insulation), and outputs and effects (quality assurance, environmental impact, economic consequences).

- **Grade:** 9 – 12
- **Prerequisites:** Production Systems, Transportation Systems
- **Length:** 20 weeks
- **Final Evaluation:** test
- **Credits:** ½

Residential Structures

This course covers the study of skills involved in constructing residential structures.

- **Grade:** 10 – 12
- **Prerequisites:** successful completion of Creativity and Innovation, Materials Processing, Transportation Systems
- **Length:** 20 weeks
- **Final Evaluation:** test
- **Credits:** ½

Creativity and Innovation

This course will encourage the solution of technical problems using unconventional approaches. Given a defined supply of materials, students will use laboratory facilities in order to optimize a solution to stated technical problems. Topics include Methods of approaching Creativity and Innovation, Developmental Factors of Creativity and Innovation, and Cultural Impacts of Creativity and Innovation.

- **Grade:** 11 – 12
- **Prerequisites:** successful completion of Materials Processing or permission of instructor
- **Length:** 40 weeks
- **Final Evaluation:** test, project
- **Credits:** 1

Transportation Systems

This course offers an overview of aerospace, land, and marine transportation systems. Students will study how materials and goods are transported. Students will be evaluated by doing hands on projects.

- **Grades:** 9 – 12
- **Prerequisites:** None
- **Length:** 20 weeks
- **Credits:** ½