2015-2016 Course Proposals for George W. Hewlett High School

A Report to the Board of Education

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Principal
George W. Hewlett High School

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Add:

- **Computer Assisted Design**
  6432
  
  ½ Year
  ½ Credit

  This introductory level course will expose students to the basics of AutoCad. AutoCad is a computer program utilized by both architects and engineers to create various types of 2D drawings such as orthographics, sectionals, isometrics and elevations. Students will become proficient in using the drawing tools available to them in the AutoCad program, and will learn how to create each of the drawings listed above. After enabling students to navigate through the 2D platform of the program, the 3D platform will be open to exploration. Students will learn the few ways 3D drawing is executed within the program. Drawing and Design for Production courses and a strong foundation in math is highly recommended, but not required. Students will have access to their own workstations in our state-of-the-art computer lab. An in-class final project that includes a written component will be given.

- **Video and Film Making**
  6433
  
  ½ Year
  ½ Credit

  This is a foundation course in video production. Students will learn story development, camera handling, camera movements, types of shots, and effective lighting and sound. Students will also have the opportunity to create stop-motion movies, music videos, and special effects using green screen. Students will develop their own scripts, shoot their own video, and edit them to tell full and interesting stories. Editing will be done primarily utilizing a variety of software programs.
Delete:

- **Recycled Craft and Design**
  - 6233
  - ½ Year
  - ½ Credit

Break down those pre-existing materials, reinterpret them, then offer them a new form with new purpose, thus forming never seen before recycled art. Recycled Craft & Design is a course to encourage creative expressive skills and aesthetic understanding by creating gorgeous and unique artworks by using discarded materials. The aim of this course is to promote a broad-based craft design learning experience across a range of areas to explore two and three dimensional media, processes, and techniques. Artworks made from “upcycling” have become much more pronounced and will be explored through lecture and research. An in-class final project that includes a research component will be given. This course can be used to fulfill a half credit in an art sequence.

Modification:

- **Advanced Placement Art History**
  - 6442
  - 1 Year
  - 1 Credit

This course is designed to give students the opportunity to explore a comprehensive survey of man’s creative endeavors in the visual arts through the ages. PowerPoint presentations, videos, and museum trips will augment and build students’ appreciation and knowledge. It is highly recommended that students who intend to study art at the post secondary level enroll in this course, and may qualify students for college credit depending on their AP score and policy of the college. The course is also recommended for students of history who are interested in exploring a different perspective. Per district policy, students who enroll in the course will be required to take the AP Examination. A summer assignment will be required. A midterm examination will be given in class and a final project will be assigned. This course can be used to fulfill a full credit in an art sequence. **Course offered in alternate years. Next offering in 2017-2018.**
Add:

- **AP Capstone Research**
  1432A

  1 Year

  1 Credit

AP Research allows students an in-depth exploration of an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a specific question. In this course, students further develop the skills acquired in the AP Capstone Seminar course by learning about and understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper, presentation, performance, or exhibition with an oral defense. **To earn the AP Capstone Diploma, a student must successfully complete both AP Capstone Seminar and AP Capstone Research with a score of 3+ as well as earn scores of 3+ on four additional AP exams.**

Prerequisite: AP Capstone Seminar
Modify:

- **College Level English Courses**
  With a payment of a fee to the specific university or college, students can earn college credits from that particular institution. We do not guarantee the credits earned from these institutions will be accepted at other colleges; it is the responsibility of the student to find out if the college(s) of his/her choice will accept the credits earned.

- **College English 12 (Syracuse University Project Advance) 2014/2015**
  1413H  
  1 Year  
  1 Credit
  
  This course has been accepted as the equivalent of the Freshman English course by many of the colleges to which G.W. Hewlett High School students apply. With the payment of a fee to Syracuse University ($110.00 per credit), the student can earn six college credits from Syracuse upon the successful completion (a “C” or above in each class) of the course. The high school does not guarantee that these credits will be accepted at any particular college; it is the student’s responsibility to find out if the college(s) of his/her choice will accept the Syracuse credit.
Syracuse University Project Advance (SUPA) 2015/2016

- **College Writing (WRT 105)**
  1413H
  ½ Year
  ½ Credit

  This college level course, offered in conjunction with Syracuse University, is the equivalent to the freshmen writing course taught at many colleges. Students who earn a “C” or higher in this course can earn three credits from Syracuse University. This rigorous semester course pays particular attention to writing as a means of learning and a way to encourage active intellectual engagement. Throughout this class, students will learn to write formal academic analyses and arguments and learn to think reflectively in a variety of contexts. To ensure this process and exploration, students will be required to write a number of short papers and three lengthy papers. This course is capped, per Syracuse University, at 20 students. Suggested Guideline: An average of 90 or higher in English 11AP or English 11H

- **College Critical Reading: Gender and Literary Texts (ETS 192)**
  1414H
  ½ Year
  ½ Credit

  This college level course, offered in conjunction with Syracuse University, is the equivalent to the freshmen writing course taught at many colleges. Students who earn a “C” or higher in this course can earn three credits from Syracuse University. This college level course may also potentially fulfill a writing-intensive requirement at other postsecondary institutions. Syracuse University describes this course as one in which students “will explore the construction and representation of gender, especially as it affects the production and reception of literary and other cultural texts.” Students will read works dating back to the 15th - 20th Centuries in order “to examine what gender comes to mean in such literary texts and its effects.” This course is capped, per Syracuse University, at 20 students. Suggested Guideline: An average of 90 or higher in English 11AP or English 11H
Delete:

- English 12R

Add:

- Senior Selectives  
  
  Senior selectives are semester courses in literature and writing that provide students with more choices to fulfill their 4th credit in English. Students are to pick one literature course and one writing course. The four courses from which students can choose are:

- **Contemporary Literature:** This course will allow students to read a variety of genres including: novels, plays, poems, and short stories, written within the past fifty years. Project-based learning will permit students to analyze and discuss these works in an authentic manner, while honing their critical thinking skills and responding to the literature creatively.

- **Science and Literature:** This course will explore the volumes of science-fiction stories written in the past one-hundred years. Topics will include: monsters in literature, computer science in literature, and fantasy. Students will analyze the role science plays in literature, and will convey their understanding of this role in their own writing, presentations, and projects.

- **Writing for College and Career:** This course will survey the various types of writing expected in college and in careers including: reaction papers, article reviews, cover letters, résumés, proposals, and policy papers. A focus on precision, proper grammar, and formats will be included in this course.

- **Creative Writing:** The course offers students an opportunity to explore and increase their creative writing and critical thinking skills as they work to produce short stories, personal essays, and poems, while closely studying the work of writing masters.
Modify:


  3412

  1 Year

  1 Credit

In this course, students connect polynomial arithmetic to computations with whole numbers and integers. Polynomial equations are solved over the set of complex numbers. Students build on functions from Algebra I with trigonometric ratios and circles from Geometry. They extend the domain of exponential functions to the entire real line, and then extend their work with these functions to include solving exponential equations with logarithms. Students build a formal understanding of probability, considering complex events such as unions, intersections, and complements, as well as the concept of independence and conditional probability. The idea of using a smooth curve to model a data distribution is introduced along with using tables and technology to find areas under a normal curve.
Social Studies Department

Add:

- **Advanced Placement World History**  
  2408A  
  1 Year  
  1 Credit

Advanced Placement World History is a college level survey course that focuses on developing students’ ability to think conceptually about World History from 8000 BCE to the present and apply historical thinking skills as they learn about the past. Students will focus on the environment, cultures, state-building, economic systems and social structures. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe and Oceania, with special focus on historical developments and processes that cross multiple regions. A summer reading assignment is required. All Advanced Placement courses will have a midterm assessment. Students enrolled in Advanced Placement World History will be required to take the World History AP exam in May.

Prerequisite: Global or World History 1

Delete:

- **Global History and Geography**  
  2409H  
  1 Year  
  1 Credit

Implementing the Reading and Writing Standards for Literacy in History and other subjects of the Social Sciences, this course will invite students to learn history from a rich and diverse array of primary sources. Starting with an investigation of ancient world civilizations and ending in the mid-eighteenth century, this course will teach history from a global position, emphasizing historical events and connections among human societies. Students will develop historical thinking skills such as crafting historical arguments from historical evidence, chronological reasoning, comparison and contextualization and historical interpretation and synthesis. Materials for this course will include a college-level text, primary source documents and outside readings.
Social Studies Department

Modified:

- **Advanced Placement Macroeconomics**
  2412A
  ½ Year
  ½ Credit
  This course will be taught as a college level Macroeconomics course. Macroeconomics deals with the functions of individual markets. It examines the forces of supply and demand. Particular attention will be devoted to the impact of government policy on a nation’s economic development and stability. Students will be expected to do extensive reading in college level textbooks and periodicals, and be prepared to do sophisticated analysis of all distributed materials. Students will also be expected to create and analyze graphs. Evaluation will be based on tests, papers, and simulations. Students will frequently work in groups on assigned projects. Students will be required to take the AP examination in Macroeconomics. All Advanced Placement courses will have a midterm assessment and a final exam.

  Suggested Guidelines: Successful completion of AP US History or a minimum grade of 90 on the U.S. History and Government Regents exam; superior reading comprehension and analysis skills; teacher recommendation.

- **Advanced Placement Microeconomics**
  2413A
  ½ Year
  ½ Credit
  AP Microeconomics provides students with a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. The course emphasizes the nature and functions of product markets, and includes the study of factor markets and the role of government in promoting greater efficiency and equity in the economy. Students will be required to complete a wide range of readings, analyze graphic and statistical information, to sketch graphs, and to take detailed notes. Students will be required to take the AP examination in Microeconomics given in May. All Advanced Placement courses will have a midterm assessment and a final exam.

  Suggested Guidelines: Successful completion of AP US History or a minimum grade of 90 on the U.S. History and Government Regents exam; superior reading comprehension and analysis skills; teacher recommendation.
Add:

- **AP Physics 2**
  4413A

1 Year
1 Credit

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Twenty-five percent of instructional time is devoted to hands-on laboratory work with an emphasis on inquiry-based investigations. Investigations will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

Prerequisite: AP Physics 1; students should have taken or are concurrently taking a pre-calculus class or equivalent.
Add:

- **Mandarin Chinese 2R**
  
  5442
  
  1 Year
  
  1 Credit

This is the second level course of the Regents sequence and the first year of Checkpoint B in Chinese language and culture. There is continued refinement of the four basic skills introduced in Level I: speaking, listening comprehension, reading, and writing with a concentration on oral expression, structural concepts, auditory and reading comprehension and vocabulary enrichment. The Pin Yin system will continue to be studied in conjunction with simplified characters. There will be increased focus on simplified Chinese characters as students expand on their writing skills in the language. This course offers a more intensive study of idioms and the study of culture and traditions of the Chinese people.

Prerequisite: Mandarin Chinese 1B
English as a New Language (ENL)

Modify:

- **English as a New Language***

  This is a *(beginner/intermediate/advanced)* course in English designed for students for whom English is not their first language. Placement into this class is determined via the administration of the New York State Identification Test for English Language Learners (NYSITELL) or New York State English as a Second Language Achievement Test (NYSESLAT). Its aim is to develop the English language skills and strategies needed to participate in an American school. Language is taught thematically with appropriate alignment to content and instruction at the students’ grade level, moving from concrete to abstract. Students in this course work on developing listening and communication skills in order to help them function in both everyday life and in academic context. Vocabulary building is a major component of the course. Additionally, students focus on reading, pronunciation, and grammar while learning about American culture.

Addition:

- **Integrated English as a New Language***

  This course includes English Language Arts (ELA) instruction and English as a New Language (ENL) instruction. The learning standards for ELA and ENL, and key ideas and performance indicators for such standards, shall serve as the basis for the ELA and ENL curricula respectively. This course provides grade and age level instruction in English supported by ENL methodologies, employed in a systematic and structured way, and shall be designed to develop cognitive skills of English Language Learners.

*Please note that these courses will be divided into proficiency levels to meet revised CR Part 154 regulations.*
English as a New Language (ENL)

Notes:

- Entering/Beginner students are mandated to enroll in one unit of ENL instruction, one unit of integrated, and one unit (ENL or integrated) to be determined by the school based on the needs of the student.

- Emerging/Low Intermediate students are mandated to enroll in one unit of integrated instruction, ½ unit of ENL instruction, and ½ unit (ENL or integrated) to be determined by the school based on the needs of the student.

- Transitioning/Intermediate students are mandated to enroll in one unit of integrated instruction.

- Expanding/Advanced students are mandated to enroll in one unit of integrated instruction.

- Commanding/Proficient are mandated to enroll in ½ unit of integrated instruction for two years follow exit from ENL.