

High School for Law, Advocacy, and Community Justice

Course Catalog 2014-15

Math

| Course Name | Grade Level | Course Description | Prerequisites and Credit Granted |
|----------------------------|-------------|---|---|
| Algebra I | 9 | Algebra I is a high school level course that is combined with some 8th grade concepts to create an accelerated class that allows students to be one year ahead in the high school math sequence. The majority of the course builds on students' basic algebra skills to provide an in depth study of linear functions, equations, and inequalities. Students are also introduced to other types of functions in preparation for further study of algebra in high school. | <p>Prerequisite: 8th Grade Math</p> <p>This is a required course in the 9th Grade sequence. All students will take the Algebra I Regents exam as an assessment of their proficiency. Students who pass the Algebra I Regents will gain three high school credits and will advance to Geometry in the 10th Grade.</p> <p>Students must accumulate 8 credits in math for a CSS diploma.</p> |
| Geometry | 10 | Geometry begins with a minimal number of assumptions and builds up the system of Euclidean geometry through rigorous proof. This allows students to study mathematics in its purest form. Euclidean geometry will include the study of points, lines, angles, and polygons. Through formal geometric proof and justification, students will be exposed to careful logical reasoning. Students also study topics such as logic, construction, coordinate geometry, three-dimensional figures, transformations, and loci. | <p>Prerequisite: Algebra I course credit</p> <p>This is a required course in the High School sequence. All students take the Geometry Regents exam. Students who pass the course will gain three high school credits and will advance to Algebra II in the 11th Grade.</p> |
| Algebra 2 and Trigonometry | 11-12 | Algebra 2 and Trigonometry builds on students' knowledge of algebra and linear functions to develop a strong understanding of algebra, as well as functions and relations. Students will delve into polynomial, radical, rational, absolute value, exponential, logarithmic, and trigonometric functions. Introductions to complex numbers, sequences, series, combinatorics, probability, and statistics are also included. | <p>Prerequisite: Algebra I and Geometry course credit</p> <p>This is a required course in the High School sequence. All students take the Algebra II/Trigonometry Regents exam. Students who pass the course gain three high school credits and advance to PreCalculus.</p> |
| Pre-Calculus | 12 | Pre-Calculus builds on students' knowledge of algebra, functions, and trigonometry with the goal of giving students a strong foundation for the study of calculus. Students will delve into a variety of advanced mathematical topics, including limits, graphing and analyzing rational functions, synthetic division, conic sections, matrices and systems of equations, mathematical induction, exponential growth, polar coordinates, sequences and series, basic interest theory, and vectors. | <p>Prerequisite: Algebra I, Geometry and Algebra II/Trig course credit</p> <p>Students who pass the course will gain three high school credits.</p> |
| Business Math | 12 | Business Math is a 2 term Math Elective that provides students with basic math skills useful in solving real-life business problems, fundamentals of business mathematics including analytical and critical thinking skills. | <p>Students will earn 2 Math credits upon successful completion of both terms.</p> |

English

| Course Name | Grade Level | Course Description | Prerequisites and Credit Granted |
|--------------------------------|-------------|--|--|
| 9 th Grade ELA | 9 | This course strengthens students' fundamental skills in reading and writing through the study of basic literary elements and a sequenced list of core literary texts. Students are also expected to develop the ability to compare and contrast major themes through the analysis of literary text as well as nonfiction texts. Core Texts: <i>Short Stories (law/advocacy themed), Of Mice and Men, To Kill a Mockingbird, Madea, Romeo&Juliet,</i> | This is a required course in the high school sequence. Students will gain three English credits |
| 10 th Grade ELA | 10 | The course texts represent the different definitions of power that help determine the course of the character's lives. Students will also look at the role of power in their own lives. Understanding the role of the actor in the creation of meaning and reality will have an impact beyond literature, creating a better understanding of the instruments available in the student's own lives. Reading widely and closely, students will investigate texts through the topics of freedom, justice, responsibility and knowledge. Core Texts: <i>Short Stories/Poetry (law/advocacy/power), Macbeth, Night, Boy in the Striped Pajama, The Wave, Lord of the Flies, 1984.</i> | Prerequisite: 9 th Grade ELA course credit This is a required course in the high school sequence. Students will gain three English credits. |
| 11 th Grade English | 11 | This course explores texts that examine the American Dream. Through a thematic exploration of texts that align with the 11th grade U.S. History curriculum, we forge connections between historical documents, ideological movements and literature. Core Texts: <i>The Crucible, Great Gatsby, A Streetcar Named Desire, Their Eyes were watching God, Hamlet.</i> | Prerequisite: 10 th Grade English course credit This is a required course in the high school sequence. Students will gain three English credits Students will sit for the Regents Exam in January of their junior year. |
| 12 th Grade ELA | 12 | This course engages students in reading and writing to prepare them for life beyond high school. Students are required to write at least one research paper and their college personal statements. Core Texts: <i>Guide for Writing Personal Statements/Memoirs, A Doll's House, The Stranger, Metamorphosis.</i> | Prerequisite: 11 th Grade English course credit This is a required course in the high school sequence. Students will gain two English credits |
| AP English Literature | 12 | A.P English Literature The A.P. English course in Literature and Composition engages students in the careful reading and critical analysis of works of recognized literary merit from different genres. Emphasis is placed on the mastery of the expository and argumentative essay and the tasks of defining how particular elements of fiction and language elucidate theme and meaning. Students will read texts encompassing the entire spectrum of the Western canon. Texts are selected in a variety of genres (novels, plays, poetry, short stories, epics) and | Prerequisite: 11 th Grade English course credit Students must show evidence of successful work habits and diligence in ELA classes. Selection will be based on students' G.PA.in English classes as well as teacher endorsement. All students who are interested in the course may apply despite previous academic record. |

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| | | from time periods ranging from ancient to modern times. Representative authors include Sophocles, Dante, Chaucer, Charles Dickens, Emily Bronte, James Joyce, Joseph Conrad, Joseph Heller, Emily Dickinson, Elizabeth Barrett Browning, Robert Browning, Billy Collins, and Virginia Woolf. | |
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Social Studies

| Course Name | Grade Level | Course Description | Prerequisites and Credit Granted |
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| Global I/II | 9 | Global History is a two-year course that explores human history from the first human civilization (4000 B.C.E.) through to Globalization (present day). That is over 6,000 years of human history! We explore human existence through our primary text (course textbook), class discussions/debates, activities/projects (group and individual projects), and by analyzing and dissecting primary source documents from the different eras/events we explore (i.e. diary entries, etc.). The first year of global history covers many different events and turning points in human history including the Neolithic Revolution, the Birth/Development of Civilizations, the Classical Civilizations, the Middle Ages, the Crusades, the Renaissance, the Age of Discovery/the Encounter, the Age of Absolutism and the world's Response to Absolutism. | 2 Social Studies credits |
| Global Issues 1 | 9 | Students will examine the history, culture, and geography of four non-European areas of the world: Africa, Asia, Middle East, and Latin America. They will study these regions through a wide variety of genres as well as primary and secondary sources. The course emphasizes analytical reading and writing of primary source texts, research skills, and critical thinking skills, as well as factual knowledge of geography and history, and vocabulary. | 1 Elective Credit |
| Global III/IV, | 10 | The goal is to prepare students for their role as global citizens. The course is a continuation of 9th grade global history. Our studies focus on the major developments, events, and ideas in world history from the age of revolutions of the late 1700's through the present day. Student work fulfills requirements of the five New York State Social Studies standards in the areas of (1) U.S. History (2) World History (3) Economics (4) Geography, and (5) Civics, Citizenship, and Government. | 2 Social Studies credits All students take the Global History Regents Exam. |
| Global Issues 2 | 10 | This course examines global interactions among | 1 Elective Credit |

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| | | nations and regions and presents issues that affect all humanity. These dynamics include competing beliefs and goals, methods of engagement, and conflict and cooperation. Contemporary issues have political, economic, social, historic, and geographic components. Approaches to addressing global and regional issues reflect historical influences and multiple perspectives. This course emphasizes analyzing primary source documents and research skills to develop a deeper understanding of the issues facing our global world. | |
| US History I,II, | 11 | Social studies content focuses on a chronologically organized study of United States history. Course content is divided into 11 units, tracing the human experience in the United States from pre-Columbian times to the present, and tying political, geographic, economic, and social trends in United States history to parallel trends and time frames in New York State history. The 11 units of study are covered within a two-year time frame. The year concludes with an in-depth examination of the U.S. legal system. | 2 Social Studies Credits All students take the U.S. History Regents Exam. |
| Constitutional Law | 11 | This course will study the fundamental basis of the American legal system: the United States Constitution. Students will study American constitutional law as well as the historical and current debates about the scope and meaning of the Constitution in relation to the Supreme Court's role in the governing of the United States. Supreme Court decisions will be analyzed with consideration for the historic context, past interpretation, and court's overall consistency in following prior precedent. | 1 Elective Credit |
| Criminal Law | 12 | This course explores the U.S. criminal justice system and focuses on the following topics: Introduction to the Criminal Justice System, Definitions of Types of Crimes, Search and Seizure, Introduction to Criminal Investigations, Introduction to Crime Scene Investigations, Use of Force Continuum, Court Procedures, Crime Prevention, Arrest and Custody Procedures, Patrol Procedures, Juvenile Justice System, Careers in the Criminal Justice System | 1 Elective Credit |
| Everyday Law | 12 | This course explores various topics in the law field to help student be prepared for life after high school. Areas of focus are: housing, family law, consumer laws, contracts, freedom of speech, right to privacy, immigration law. | 1 Elective Credit |

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| Participation in Government & Economics | 12 | <p>You will be learning about the political system of the United States and your role and responsibilities as a citizen. Student work will fulfill requirements of the five New York State Social Studies standards in the areas of (1) U.S. History, (2) World History, (3) Economics, (4) Geography, and (5) Civics, Citizenship, and Government. This course is designed to provide students with the information needed to be effective, participatory citizens at the local, state, national, and international levels. The course will help students learn essential roles, rights, and responsibilities inherent in being a citizen or resident of the United States, and compare this to systems around the world. It is hoped that students gain a greater appreciation for their own individual power and potential to be agents of change and keepers of democracy. A key component of the course is the Civic Action Project. Students will select, design, write, and present a unique project of their own interest that incorporates real world civic activities.</p> | 2 Social Studies credits |
| A.P. Global | 11/12 | <p>This course focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. 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. These themes are unchanged from the current AP World History course.</p> <p>Theme 1: Interaction Between Humans and the Environment Theme 2: Development and Interaction of Cultures Theme 3: State-Building, Expansion, and Conflict Theme 4: Creation, Expansion, and Interaction of Economic Systems Theme 5: Development and Transformation of Social Structures</p> | <p>Prerequisite: 10th grade Global course credit</p> <p>Students must show evidence of successful work habits and diligence in S.S. classes. Selection will be based on students' G.P.A. in S.S. classes as well as teacher endorsement. All students who are interested in the course may apply despite previous academic record.</p> |

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| A.P-U.S. History | 11/12 | This course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth. | Prerequisite: 10th grade Global course credit Students must show evidence of successful work habits and diligence in S.S. classes. Selection will be based on students' G.PA.in S.S. classes as well as teacher endorsement. All students who are interested in the course may apply despite previous academic record. |
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Science

| Course Name | Grade Level | Course Description | Prerequisites and Credit Granted |
|--------------------|-------------|--|--|
| Living Environment | 9 | Living Environment course is designed to make students understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science. The courses designed using the NYS Core Curriculum are expected to prepare students to explain, both accurately and with appropriate depth, the most important ideas about our living environment. Students, in attaining scientific literacy, ought to be able to generate such explanations, in their own words, by the time they graduate and also long after they have completed their high school education. | All students will take the Living Environment Regents exam as an assessment of their proficiency. Students receive three High School credits if they pass the course and complete the lab minutes. |
| Earth Science | 10 | The Physical Setting/Regents Earth Science course of study is designed to encourage students to understand the processes of change in earth and space through first-hand observation and inference. Throughout the various units, including Rocks and Minerals, Earthquakes, Landscapes, Geological History, Meteorology and Astronomy, emphasis is placed on scientific inquiry and analysis of data relevant to the NYS Learning Standards. Students will be taught to formulate questions that relate to their experiences, and to use their acquired skills to investigate these questions. Throughout the year, timely environmental issues such as global warming and environmental pollution will be explored, with an emphasis on how we interact with the planet Earth, and our responsibility to understand and value our natural environment. | All students will complete 1200 lab minutes and take the Earth Science Regents exam as an assessment of their proficiency. Students receive three High School credits if they pass the course and complete the lab minutes. |

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| Chemistry | 11 | The Regents Chemistry course covers diverse subject matter associated with Chemistry, providing knowledge, understanding and hands-on experimentation of several topics including atomic structure, Periodic Table, molecular bonding, kinetics, organic chemistry, nuclear chemistry and more. Course Units: General Science Knowledge & Lab Safety, Math of Chemistry, Matter and Energy, Atomic Structure, Nuclear Chemistry, Periodic Table trends, Bonding, Kinetics, Equilibrium, Thermodynamics, Solutions, Acids & Bases, Electrochemistry and Organic Chemistry. | Satisfactory completion of (Algebra I) or concurrent algebra course. All students will complete 1200 lab minutes and take the Chemistry Regents exam as an assessment of their proficiency. Students receive three Science credits if they pass the course and complete the lab minutes. |
| Physics | 12 | The purpose of the course is to provide strong conceptual foundation and problem solving skills at The emphasis is on developing the necessary scientific skills to make real world connections as the topics develop. Inherent in the course is an appreciation to explain the physical phenomena through scientific laws and mathematical formulations. The course demands an intensive laboratory exploration as physical laws are introduced and mathematical derivations made. This is an algebra based physics course. | All students will complete 1200 lab minutes and take the Physics Regents exam as an assessment of their proficiency. Students receive three Science credits if they pass the course and complete the lab minutes. |
| Environmental Science | 12 | The purpose of the Environmental Science course is to provide students with strong conceptual understanding to be able to use real-world case studies, current data, and a wide range of inquiry activities. These experiences put them in the world in context by empowering them to take an active role in their learning – and the world they live in. | Students earn 1 Science credit upon completion of the course. |
| Forensic Science | 12 | An overview of the principles, procedures, and concepts of forensic and investigative sciences, students will receive instruction in the definitions, scope, and use of tools, techniques and protocols in forensic applications used to resolve social, regulatory, and legal disputes. Students will be introduced to a series of practitioners of forensic science and the justice system and receive instruction on the principles, procedures, and practices used in solving legal and societal issues. They also examine the scientific method and scientific knowledge as applied through expert testimony and will enhance their critical thinking and reasoning skills in studying and debating different positions of current issues at the interface of science and law. | Students earn 1 Science credit upon completion of the course. |
| AP Environmental Science | 12 | APES is designed to be the equivalent of a one-semester, introductory college course in environmental science. AP courses require students to apply advanced critical thinking and analytical skills that are typical of comparable college-level courses. APES is facilitated learning | 85 or higher in previous science course. Successful passage of at least one physical science Regents Exam. |

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| | | supported by lectures, field experiences, laboratories and activities. Peer teaching and collaboration between students is expected. APES covers many topics and ideas at a variety of levels. The three main goals established for students enrolled in this course are: (a) The student will understand how they are connected to the earth and its resources. Every action has a consequence! (b) The student will become confident in their ability to pursue and understand their own curiosities about the natural world. (c) The student will become confident in their ability to read and utilize a textbook as a resource for learning academic content. | |
| A.P. Psychology | 11/12 | This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. | 1 elective credit |

Foreign Language

| Course Name | Grade Level | Course Description | Prerequisites and Credit Granted |
|-------------|-------------|---|---|
| Spanish 1-2 | 9 | In this course, students comprehend language consisting of simple vocabulary and structures in face-to-face conversation with peers and familiar adults. Students comprehend the main idea of more extended conversations with some unfamiliar vocabulary and structures as well as cognates of English words. Students call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English and use appropriate strategies to initiate and engage in simple conversations with more fluent or native speakers of the same age group, familiar adults, and providers of common public services. Students also understand the main idea and some details of simple informative materials written for native speakers and compose short, informal notes and messages to exchange information with members of the target culture. | There are no prerequisites for this course. Students receive 2 foreign language credits |
| Spanish 3-4 | 10 | In this course, students continue developing skills in the areas of listening, speaking, reading and writing in the Spanish language, and to increase cultural awareness. Students comprehend messages and short conversations when listening to peers, familiar adults, and providers of public | Spanish 1 and 2 are prerequisites for this course. Students receive 2 foreign language credits |

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| | | services either in face to face interactions or on the telephone. Students also select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past and future time frames. Students use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures, read simple materials independently. | |
| Spanish 5-6 | 11 | In this course, students understand standard speech delivered in most authentic settings, understand the main ideas and significant relevant details of extended discussions or presentations, and of recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers. Students draw on a wide range of language forms, vocabulary, idioms, and structures learned in class. At this level students will be able to write a 100- word essay required in the LOTE exam. Students will be able to keep a conversation on different topics also given in the LOTE exam. Students read short and long essays followed by questions for their reading and comprehension part of the LOTE exam. Student work will fulfill requirements of the National Standards for Learning Language in the areas of reading, listening, writing and speaking. | Spanish 3 and 4 are prerequisite for this course. At the end of this course students take the LOTE exam. Students receive 2 credits for this course. |
| French 1-2 | 9 | In this course, students will begin to develop listening comprehension, speaking skills, reading and writing skills using commands, phrases, short sentences and basic questions. They will learn to use predictable language with familiar settings. They will start to develop cultural awareness and the ability to recognize products, practices, and perspectives of the culture. They will also use the language to expand their knowledge in all content areas. | French 1 is the prerequisite for French 2 Students receive 2 foreign language credits |
| French 3-4 | 10 | In French 3 and 4, students continue to develop their proficiency in speaking, listening, writing and reading French. They will learn to communicate and to express themselves effectively on many aspects of daily life: meeting people, inviting friends, ordering food, choosing clothes, staying fit, planning vacations. They will learn to describe past events and talk about plans for the future. They will read about the history, the customs, and traditions of the French- speaking world. | French 3 is the prerequisite for French 4 Students receive 2 foreign language credits |
| French 5-6 | 11 | In French 5 and 6, students will continue to improve their reading/listening comprehension, writing, and speaking skills. Students will increase their understanding of French history, culture and society through reading, viewing, and listening to authentic materials. They will learn additional vocabulary and, grammar. They will become accurate in the language they produce. Students | French 5 is the prerequisite for French 6. At the end of French 6, students take the L.O.T.E. Exam in French Students receive 2 foreign language credits |

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| | | will communicate in longer discourse; respond to problems encountered in a given situation and resolve problems in French. | |
| A.P. Spanish | 12 | The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). | There are no prerequisites; however, students are typically in their fourth year of high school-level study. In the case of native or heritage speakers, there may be a different course of study leading to this course. |

Art

| Course Name | Grade Level | Course Description | Prerequisites and Credit Granted |
|-------------|-------------|--|------------------------------------|
| Studio Art | 11/12 | This course is designed to give students a sample of what "art" can be. We will be using a broad range of art media and exploring different techniques. Students will develop a portfolio showing work in the following areas: Sketching, Drawing & Painting, Still-lives, Fashion Illustration, Printmaking, Self-Portraits | Students will receive 1 Art credit |

Physical Education/Health

| Course Name | Grade Level | Course Description | Prerequisites and Credit Granted |
|--------------------|-------------|---|---|
| Physical Education | 9-12 | This course focuses on the development of the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment. Students will also be aware of and able to access opportunities available to them | This is a required course in the high school sequence. Students will gain 4.6 physical education credits. |

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| | | <p>within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.</p> | |
| Health | | <p>In health education class, students learn skills, as well as factual information, and develop attitudes that can help them make healthy decisions. The three domains of health education are:</p> <p>Functional Knowledge: “content specific health knowledge that is essential for young people to know in order to be safe, healthy and achieve academically.”</p> <p>Health Education Skills: 1) Self-management, 2) Relationship management, 3) Stress management, 4) Communication, 5) Planning and goal setting, 6) Decision making, and 7) Advocacy</p> <p>Attitude: cultivate attitudes that are conducive to understanding how to use functional knowledge and practicing health education skills. Such attitudes include students’ full engagement in lessons; a willingness to consider how the lessons apply to their own lives; and a recognition that they have a responsibility to themselves and others to practice healthy behaviors.</p> | <p>This is a required course in the high school sequence. Students will gain 1 health education credit.</p> |