



BRONX ENVISION ACADEMY

## COURSE BULLETIN CATALOGUE 2018-2019

### Advisory & Work-Based Learning

<p><b>9th Grade Advisory</b>  <i>Required for:</i>  <b>9th Grade Students</b></p> <p>(72 Hours CDOS Learning Standards)</p>	<p>In 9th grade advisory we will create a home for each of us – where we all feel supported and comfortable. Look around the room. This group, at its best, should be like your school “family”. We will tell stories about who we are and where we come from. We will work on projects together – and present them to the whole 9th grade. We will push each other to become more open minded, tolerant, and reflective people. We will learn how to work together, value each other’s opinions, and learn from our mistakes. We will set goals for ourselves, and begin to think about our futures beyond high school. What choices can I make now to help me be where I want to be in 5 or 10 years?</p> <p>In the advisory curriculum we will cover units on <i>high school life, sex &amp; gender, race &amp; culture identity, anti-bullying, college &amp; career readiness and will create a portfolio of selected pieces of work to proudly present at a roundtable.</i></p>
<p><b>10th Grade Health Advisory</b>  <i>Required for:</i>  <b>10th Grade Students</b></p> <p>(24 Hours CDOS Learning Standards)</p>	<p>10th Grade Advisory/Health is a class in which we will think critically about our identities, and work on community building and college readiness. Students will explore a number of health topics through project based learning, discussions, media, and other exciting activities. Students will collaborate and learn to make informed choices as they become more aware of health issues that impact their everyday lives. Students will receive <i>1 credit</i> for Health, which is <b>a requirement for graduation.</b></p> <p>Students will read independently twice a week in Advisory as part of the school's Independent Reading program that will be supported in their English class. In addition, they will participate in the school-wide Restorative Justice circles to develop discussion skills and build community.</p> <p>Students will also develop strong study habits that will be supported through the school’s use of the BEA planner. Students are expected to carry the planner daily and use it to keep track of assignments, schedules, and it will be used as a bathroom pass.</p> <p>In the Spring, students will develop a portfolio that represents their academic success in their classes throughout the school year and will present these in Portfolio Roundtables.</p>
<p><b>11th Grade Seminar</b></p>	<p>How do you define success?          What qualities do you need to be successful?</p>

<p><i>Required for:</i> <b>11th Grade Students</b></p> <p>(72 Hours CDOS Learning Standards)</p>	<p>What qualities do you need to be a successful student at Bronx Envision Academy?</p> <p>As 11th grade students, seminar will be the place where we start thinking about graduating from high school and life after high school. Over the entire year, we will work to develop the qualities we hope for all students to have upon graduation from Bronx Envision Academy – determination, innovation, respectfulness, communication, citizenship and collaboration. In short, seminar class, your advisor and co-advisees, should help you stay on track so you will achieve and even exceed all your goals to become your definition of successful.</p>
<p><b>12th Grade Seminar</b> <i>Required for:</i> <b>12th Grade Students</b></p> <p>(36 Hours CDOS Learning Standards)</p>	<p>In 12th Grade Seminar, students will build upon and develop their writing, reading, research, and discussion skills through apt and specific activities pertinent to the senior year of high school. Seniors will have the opportunity to create, revise and edit a personal narrative for their college essay. In addition, students will develop their storytelling through speaking and listening exercises designed to support students tapping into their personal experiences. Students will further their research skills by focusing on how to find money for college and how to identify reliable sources of funding for college.</p> <p>During the course of the year, students will read fiction and non-fiction in literature circles while developing high quality questions that will further their engagement of the text and drive their own learning process.</p> <p>As we near the end of the senior year, the focus of seminar returns to students developing both a research question that will be the basis of a teaching lesson presented to peers as part of the senior capstone project. Ultimately, students will finish the year by developing and delivering a speech based on a core belief or value.</p>
<p><b>Designing the Future</b> <i>Elective Course for:</i> <b>11th Grade Students</b> <b>12th Grade Students</b></p> <p>(54 Hours CDOS Learning Standards per semester + 54 Hours Work-Based Learning)</p>	<p>In Designing the Future, students will be immersed in the career development process. This includes self-awareness, career awareness, career exploration, career preparation, job-seeking skills, as well as transition planning from high school to possible career paths. This course will personalize the career development process for students by integrating information from their academic, personal interest, goals, skills and career assessments to guide the planning of their future beyond high school.</p> <p>Students will be given a variety of career-related assessments to help them increase their awareness of their interests, goal, skills and decide how these factors will influence their career and/or educational choices.</p> <p>Students will develop a portfolio throughout the course of the semester in which they will compile the results of their assessments, their analysis of self-assessment activities, career research, career plan, mock budgets, goals, resume and other exhibition projects.</p>

## The Arts

Students at Bronx Envision Academy have the opportunity to study the arts throughout high school. Committed visual art and dance students prepare for the Commencement Level Assessment in the Arts. A passing score on this exam and the successful completion of 10 credits will allow students to earn an Arts

Endorsed Diploma.

9th Grade	10th Grade	11th Grade	12th Grade
Introduction to Visual Art Introduction to Dance: Hip Hop Theater Music I	Introduction to Art Intermediate Visual Art Intermediate Dance: Contemporary Intermediate Dance: Jazz Theater Music II	Advanced Visual Art Visual Art Elective Advanced Dance: Tap Advanced Dance: Ballet & Modern Advanced Theater Advanced Music AP Art History	AP Visual Art 2D Design Art Portfolio Advanced Dance: Tap Advanced Dance: Ballet & Modern Visual Art Elective Advanced Theater Advanced Music AP Art History

**Visual Art**

**Introduction to Visual Art**

*Course Available for:*  
9th Grade Students  
10th Grade Students

Introduction to Visual Art is structured to give students a basic understanding and appreciation for art. This course will give students the background necessary to appreciate visual art and participate in the creation of visual art. Introduction to Visual Art is planned to meet the needs of students of all artistic ability levels.

The course emphasizes skills development and development of the creative thought process. Each time students learn new skills they will make creative applications of those skills. Students will be given a sense of art history, through discussion and observation of visuals that relate to the studio projects. Students will also learn how to create artist statements.

Students will explore various materials, including oil pastels, colored pencils, conte crayon, acrylic paint, watercolor paint, papier mache, and collage.

**Intermediate Visual Art**

*Course Available for:*  
10th Grade Students

*Suggested Prerequisites:*  
 Introduction to Art  
 Faculty Approval

Intermediate Visual Art is designed to continue students' understanding of and appreciation for art. This course will encourage students to improve skills developed in Introduction to Art as well as introduce new skills to create artwork.

Students will continue to develop their creative thought process, explore art history, improve on the skills developed in Intro to art, learn new skills to create artwork, continue the reflective process of the artist, and use self & peer critique to improve the artist's process.

**Advanced Visual Art  
 (Pre-Advanced Placement)**

*Course Available for:*  
11th Grade Students  
12th Grade Students

*Suggested Prerequisites:*  
 Introduction to Art  
 Intermediate Art  
 Faculty Approval

Advanced Visual Art is designed to continue students' understanding of and appreciation for art. This course will encourage students to improve skills developed in Intro to Art and Intermediate Art as well as introduce new skills to create artwork. Students will continue to develop their creative thought process, explore art history, improve on the skills developed in previous art classes, learn new skills to create artwork, continue the reflective process of the artist, and use self & peer critique to improve the artist's process.

<p><b>Art Portfolio</b>  <i>Course Available for:</i>  <b>12th Grade Students</b></p> <p><i>Suggested Prerequisites:</i>  Introduction to Art  Intermediate Art  Advanced Art  Faculty Approval</p> <p><i>Examination:</i>  Comprehensive Art</p>	<p>Art Portfolio is designed to continue students' understanding of and appreciation for art. This course will encourage students to improve skills developed in Introduction to Art, Intermediate Art, Advanced Art as well as introduce new skills to create artwork. The main focus of this course is for students to develop an art portfolio to apply for college and to take the Comprehensive Art Examination.</p> <p>Students will continue to develop their creative thought process, explore art history, improve on the skills developed in previous art classes, learn new skills to create artwork, continue the reflective process of the artist, and use self &amp; peer critique to improve the artist's process. Students will be presenting their art portfolios in January and June.</p>
<p><b>AP Studio Art 2-Dimensional Design</b>  <i>Course Available for:</i>  <b>12th Grade Students</b></p> <p><i>Suggested Prerequisites:</i>  Introduction to Art  Intermediate Art  Advanced Art  Faculty Approval</p>	<p>The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. Students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. AP Studio Art students work with diverse media, styles, subjects, and content.</p> <ul style="list-style-type: none"> <li>• The Range of Approaches (Breadth) section illustrates a range of ideas and approaches to art making.</li> <li>• The Sustained Investigation (Concentration) section shows sustained, deep, and multi-perspective investigation of a student-selected topic.</li> <li>• The Selected Works (Quality) section represents the student's most successful works with respect to form and content.</li> </ul> <p>Students' work is informed and guided by observation, research, experimentation, discussion, critical analysis, and reflection, relating individual practices to the art world. Students are asked to document their artistic ideas and practices to demonstrate conceptual and technical development over time.</p>
<p><b>AP Art History</b>  <i>Course Available for:</i>  <b>11th Grade Students</b>  <b>12th Grade Students</b></p> <p><i>Suggested Prerequisites:</i>  Introduction to Art  Intermediate Art  Global History 1-4</p> <p><i>Examination:</i>  AP Art History</p>	<p>AP Art History is a college level classroom-based (not studio-based) course where students explore topics such as the nature of art, its uses, its meanings, art making, and responses to art. Students will investigate diverse artistic traditions of cultures from prehistory to the present. Students will analyze artwork, constructing understanding of individual works and connections throughout the history of art-making.</p> <p>This course will include research and visits to museums.</p> <p>All students interested in studying the history of art are encouraged to enroll. This course is strongly recommended for students interested in an art-endorsed diploma.</p>
<b>Dance</b>	
<p><b>9th Grade Dance Study &amp; Composition: Hip Hop Dance</b>  <i>Course Available for:</i>  <b>9th Grade Students</b></p>	<p>In this course, beginner dance students will learn how to create dances using Laban Movement Analysis (LMA) through knowledge of SPACE, TIME, BODY, and RELATIONSHIP and hip hop dance vocabulary. Students will compose group pieces through dance making and choreography.</p>
<p><b>9th/10th Dance Study &amp; Composition: Contemporary Dance</b>  <i>Course Available for:</i></p>	<p>In this course, beginner dance students will learn how to create dances using Laban Movement Analysis (LMA) through knowledge of SPACE, TIME, BODY, and RELATIONSHIP. Students will study contemporary dance and world dance forms. Students will compose group pieces through dance</p>

9th Grade Students 10th Grade Students	making and choreography.
<b>10th Grade Dance Study &amp; Composition: Jazz Dance</b> <i>Course Available for:</i> 10th Grade Students	In this course, dance students will study jazz dance technique. Students will study both theatre jazz and vernacular jazz dance and compose group pieces through dance making while utilizing new choreographic concepts. Students will study the history and development of jazz dance over time and the impact jazz dance has made on society.
<b>11th/12th Dance Study &amp; Composition: Ballet &amp; Modern Dance</b> <i>Course Available for:</i> 11th Grade Students 12th Grade Students  <i>Suggested Prerequisite:</i> 9th/10th Gance OR 10th Grade Dance	In this course, students will study ballet and modern dance vocabulary. Students will be able to compose a solo and/or group piece using previous knowledge of dance vocabulary and choreographic concepts. Students will discuss, analyze, compare and contrast several ballet, and modern dance pieces in addition to creating and revising their own.
<b>11th/12th Dance Study &amp; Composition: Tap Dance</b> <i>Course Available for:</i> 11th Grade Students 12th Grade Students	In this course, students will explore tap dance technique. Students will be introduced to Broadway and rhythm style tap dancing as well as be able to compose individual and group pieces using tap dance vocabulary. Students will discuss, analyze, and critique several tap pieces and view tap dance in historical, cultural, and social contexts.
<b>Theater</b>	
<b>Theater</b> <i>Course Available for:</i> 9th Grade Students 10th Grade Students	The focus of this class is to develop dramatic artistry and an appreciation for all styles of theater. Dramatic Artistry is an important skill because it will give you the knowledge and vocabulary necessary to express your thoughts and the thoughts of others through the art of theater. This course will prove to be relevant to your own life by helping you to make connections between styles of theater you are already familiar with and new styles, which will be introduced to you. This class will help you to make connections between drama and other art forms, as well as areas outside of the arts.
<b>Advanced Theater</b> <i>Course Available for:</i> 11th Grade Students 12th Grade Students  <i>Suggested Prerequisites:</i> Theater	In this class you will continue to study theater through the lens of theatrical eras and innovations. You will study the contributions various artists have made to the world of theater. You will assimilate these contributions to eventually develop your own theatrical voice whether it be as an actor, director, playwright, producer or audience member. By studying Advanced Theater at Bronx Envision Academy, students will be afforded the opportunities to create, respond and perform.
<b>Music</b>	
<b>Music I</b> <i>Course Available for:</i> 9th Grade Students	In this class you will learn the basics of singing, musicianship and music theory. The history and culture of each song you study will be explored. You will study many different styles of music including classical, pop, Broadway, gospel, jazz, folk-songs and songs in different languages. Other mediums such as theatre, poetry, technology, and dance/movement will also be incorporated to help you fully understand the music we study.
<b>Music II</b> <i>Course Available for:</i>	The focus of this class is developing personal musicianship and an appreciation for all styles of music. Personal musicianship is an important

<p><b>10th Grade Students</b></p> <p><i>Suggested Prerequisite:</i> Music I</p>	<p>skill because it allows you to become both independent and a leader of others through the art of music. This course will prove to be relevant to your own life by helping you to make connections between styles of music you are familiar with and new styles that will be introduced to you. This class will also help you to make connections between music and other art forms, as well as music and areas outside of the arts.</p>
<p><b>Advanced Music</b> <i>Course Available for:</i> <b>11th Grade Students</b> <b>12th Grade Students</b></p> <p><i>Suggested Prerequisites</i> Music I Music II</p>	<p>By studying Advanced Music at Bronx Envision Academy, students will be able to relate music to their own experiences, the experiences of others and the world around them. In this class, students will further develop personal musicianship by:</p> <ul style="list-style-type: none"> <li>-Singing, playing instruments and composing music</li> <li>-Reading pitch and rhythm</li> <li>-Relating music of various genres to their own experiences, the experiences of others and the world around them</li> <li>-Working with cultural organizations and/or in after school programs</li> <li>-Discovering career opportunities in music</li> </ul>

## English

By studying English Language Arts at Bronx Envision Academy, students will become confident writers, readers, and thinkers.

The English department helps students build an understanding of the complex and vital roles literature and language play in developing their identity and understanding of themselves and their role within society. Students develop reading, writing, listening, and speaking skills to prepare them for future endeavors in academia and the workplace. Students will be taught and encouraged to question beliefs that inform who we are as citizens of our communities and the world. **This process will be used as a guide to belief and action.** Students will use the writing process to communicate complex and well-conceived thoughts with fluency and coherence. In adhering to the artistic process as a way in which students can further express their thoughts and demonstrate understanding, the English Department provides opportunities for students to respond creatively to literature through various artistic and electronic media.

Literature will be chosen for:

- multiculturalism
- historic/literary import
- high interest
- relevant themes
- variety of medium

**Typical English Course Sequence:**

<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
<p><i>Required Credits:</i> English 9</p>	<p><i>Required Credits:</i> English 10</p>	<p><i>Required Credits:</i> English 11 (Regents Exam) OR Integrated Humanities/ AP English Language &amp; Composition (Regents Exam, AP English Language &amp; Composition Exam)</p>	<p><i>Required Credits:</i> English 12 OR AP English Literature &amp; Composition (AP English Literature &amp; Composition Exam)</p>



<i>Additional Courses:</i> Advisory 9 Creative Writing	<i>Additional Courses:</i> Creative Writing	<i>Additional Courses:</i> 11th Grade Seminar Film Studies	<i>Additional Courses:</i> 12th Grade Seminar Film Studies 12th Grade Writing Seminar
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### English Department Course Descriptions

<p><b>English 9</b> <i>Required for:</i> 9th Grade Students</p>	<p>In English 9, students will explore argumentative writing. One of the most important skills, not just in English class or on the Regents, but in life, is the ability to state a clear argument that can be supported by strong evidence.</p> <p>Analyzing literature: Great literature isn't just about good storytelling, it's the use of fiction to explore personal and social issues that are just as relevant today as they were at the time of publication. We will use the stories we study, as well as a knowledge of the times in which they were written, to explore themes such as poverty, race, the struggle for independence, and friendship.</p> <p>The five-step writing process: This writing process will help you develop your ideas from brainstorming to publishing. We will begin by going through each step together, but by the end of the year you will be expected to use it independently to publish your final paper.</p> <p>Vocabulary: We will learn at least three new words each week. Learning and understanding these words will help you understand higher-level texts and improve your writing.</p>
<p><b>English 10</b> <i>Required for:</i> 10th Grade Students</p> <p><i>Suggested Prerequisites</i> English 9</p> <p><i>Examination</i> ELA Common Core Regents (Upon faculty approval)</p>	<p>The purpose of this class is to encourage you to become more enthusiastic readers, communicators and thinkers. To accomplish this we will immerse ourselves in literature, discuss and debate our views and opinions. We will also develop a classroom community that is supportive of one another so that each of us can be active participants and learn from each other. We hope this class will help you develop your own voice, views and also learn to respect and consider others opinions, experiences, and thoughts. The essential question that will guide our reading and writing over this year is: How does love impact our lives?</p>
<p><b>Creative Writing</b> <i>Course Available for:</i> 9th Grade Students 10th Grade Students</p>	<p>The purpose of the course in Creative Writing is to extend your writing experiences in creative forms. You will explore autobiographical fiction and non-fiction, and creative writing related to art, sports, cooking, science, fashion, math, music, activism, and subjects of your own choosing. Through daily writing assignments you will work to improve your ability to write about complex situations with simplicity and deepen your understanding and expression of characters and relationships. While important differences exist between this Creative Writing course and writing that must follow a certain form, you will find all of your writing will improve because of your daily practice in this course.</p>
<p><b>English 11</b> <i>Required for:</i> 11th Grade Students</p> <p><i>Suggested Prerequisites</i></p>	<p>This year we will explore the influences that helped determine the idea of the American Dream, how it has shifted over time, and how that shift affects our everyday lives. As we explore these concepts based on our personal lives, we will also see how many authors and artists incorporate similar themes in literature, art, music, news, essay, and documents. Among the texts that will</p>

<p>English 9 &amp; English 10</p> <p><i>Examination</i> ELA Common Core Regents</p>	<p>be read this year are <i>Bodega Dreams</i>, <i>One Flew over the Cuckoo's Nest</i>, <i>Our America</i>, <i>The Things They Carried</i> and <i>The Road</i>.</p>
<p><b>Integrated Humanities Advanced Placement US History</b> <i>Course Available for:</i> <b>11th Grade Students</b></p> <p><i>Course fulfills the following graduation credit requirements:</i> US History 1 &amp; 2 English 5 &amp; 6</p> <p><i>Suggested Prerequisites</i> Global Studies I Global Studies II</p> <p><i>Examinations</i> ELA Common Core Regents US History &amp; Government Regents Advanced Placement US History Advanced Placement English Language &amp; Composition</p>	<p>This course will be an examination of the American Experience through the eyes of multiple perspectives. Throughout the year, students will explore the history of the foundation, expansion and development of the United States with an emphasis on the relationship between individuals and groups and the American Identity. Students will conduct an in-depth study of different ethnic, racial, cultural and religious groups – with a particular emphasis on groups that have been marginalized throughout the history of the United States.</p> <p>The course is a college level course and the expectations are that of a college seminar. Students are expected to participate in and lead daily discussions, lectures and workshops, and engage in rhetorical analysis to access both nonfiction and fictional texts. Writing assignments are diverse with a focus on analytical and argumentative writing. The experience is augmented by an extensive study of vocabulary and rhetorical devices.</p>
<p><b>English Special Topics: Film Studies</b> <i>Course Available for:</i> <b>11th Grade Students</b> <b>12th Grade Students</b></p>	<p>In this special topic English course, students will have the opportunity to collaborate with the teacher on the course content and direction through their interests, questions and contributions. This year-long course will give students a greater appreciation and understanding of film as both an art form and as a means of storytelling. We will view films that represent a wide variety of cultural perspectives and artistic styles; we will use community resources available to us in New York City; we will go on at least one field trip to see how film is an integral part of our city and community.</p>
<p><b>English Special Topics: Core English Writing Seminar</b> <i>Course Available for:</i> <b>12th Grade Students</b></p>	<p>The Senior Writing Seminar will push students to improve on all the writing skills required to excel in 12th Grade, the Regents Examinations, and college. Students will create a writing portfolio that will showcase their strongest writing. We will first explore the best ways to improve our college essays as that can be a real difference maker when it comes to getting into the college of your dreams. From there, we will focus on literary analysis and argumentative writing. Students will also complete a research paper that can be aligned with your capstone presentation for Advisory and complete a creative writing unit.</p>
<p><b>English 12</b> <i>Course Available for:</i> <b>12th Grade Students</b></p> <p><i>Suggested Prerequisites</i> English 9 English 10 English 11 or Integrated Humanities</p>	<p>English 12 explores the themes of identity, illusion versus reality, and issues relating to social justice. Some questions that will guide our exploration are: How do we deal with the world around us? How is identity shaped by our circumstances? How does literature help guide our understanding of ourselves and the world? This course will emphasize close reading techniques and writing for an intended audience. Much of class time will be spent working in small groups and with study partners. Each unit will culminate in an opportunity for you to exhibit your understanding and skills. This course will support you to think more seriously about your future, explore and fine tune your special talent, and have a great last year of high</p>



	school in the process!
<p><b>Advanced Placement English Literature and Composition</b>  <i>Course Available for:</i>  <b>12th Grade Students</b></p> <p><i>Suggested Prerequisites</i>  English 11  ELA Regents (College Ready Score)  Summer Reading Assignment</p>	<p>The AP Literature and Composition course is a college/university level course that focuses on different genres of world literatures in preparation for taking the AP Literature exam in May--with the possibility of earning college credit and passing out of some college requirements. A score of 3 or above is a passing score. The course will provide students with the application of critical lenses to evaluate readings and prepare writings. Students will earn an "AP" designation on their high school transcripts.</p>

## Languages Other Than English

<p><b>Introductory Chinese</b>  <i>Course Required for:</i>  <b>9th Grade Students</b>  <b>10th Grade Students</b>  <b>11th Grade Students</b>  <b>12th Grade Students</b></p>	<p>This class will focus mainly on basic Chinese language and culture, covering topics from Hanyu Pinyin to basic conversational topics, such as talking about hobbies, introducing family members, and even authentic Chinese and Taiwanese food. This course is very hands-on and requires students to be focused. The majority of the class will be conducted in Chinese from the first day, with the first half of the class focusing on pinyin and slowly transitioning to reading characters by the second half. The goal of this course is to help students develop their reading, writing, speaking, and listening proficiency in Chinese.</p>
<p><b>Intermediate Chinese</b>  <i>Course Available for:</i>  <b>10th Grade Students</b>  <b>11th Grade Students</b>  <b>12th Grade Students</b></p>	<p>Intermediate Chinese will continue from where Introductory Chinese left off in <i>A Course in Contemporary Chinese</i>. This class will mainly focus on characters, so students should have a basic foundation of character recognition. Students will learn about modes of transportation that are popular in Taiwan, using descriptive words, learning the cultural differences of privacy between the US and Taiwan, making appointments, and asking how someone feels.</p>
<p><b>Spanish</b>  <i>Course Available for:</i>  <b>9th Grade Students</b>  <b>10th Grade Students</b>  <b>11th Grade Students</b>  <b>12th Grade Students</b></p>	<p>Learning a new language helps us to learn vocabulary in our own language, develops critical thinking, and helps us to make associations with other subjects. BEA's Spanish courses address New York State Standards. This course will address reading comprehension, vocabulary development, critical thinking, analysis, communication, and writing and organizational skills. Students will be able to understand the people and culture of other countries through project work, readings, and films. Students will be encouraged to practice the target language skills in speaking, listening, reading and writing. Students who complete the course and earn a teacher's recommendation will take the New York City Language Other Than English (Spanish) Comprehensive Examination.</p>

## Mathematics

By studying mathematics at Bronx Envision Academy, students will ...

- Develop the mathematical knowledge and skills necessary to embrace challenges.
- Work with equations, technology and inquiry to comprehend problems.
- Persevere in problem solving and reason abstractly.
- Represent and communicate mathematical ideas algebraically, verbally and visually.

Through reflection, critique, and project-based learning, our students will work together to strengthen each other's confidence and ability to succeed in the use of mathematics beyond high school.

**Typical Mathematics Course Sequences:**

9th Grade	10th Grade	11th Grade	12th Grade
Algebra  OR  Algebra & Mathematics Exploration	Algebra (Regents Exam)	Geometry (Regents Exam)	Algebra II (Regents Exam) OR Statistics OR AP Computer Science (AP Exam)
Algebra (Regents Exam)	Geometry (Regents Exam)	Algebra II (Regents Exam)	Statistics OR AP Computer Science (AP Exam)

**Mathematics Department Course Descriptions**

<p><b>Common Core Algebra</b>  <i>Required Course For:</i>            All 9th Grade Students &amp; 10th Grade Students Preparing for the CC Algebra Regents Examination</p> <p><i>Examination</i>            Algebra Regents</p>	<p>The purpose of CC Algebra is to extend the mathematics that students learned in the middle grades. The units deepen and extend understanding of functions and their relationships with each other. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. It is our goal to help guide you to fully understand and comprehend Common Core Algebra as its topics are the building blocks to many of your future courses. At the end of the course students will take the NYS Common Core Algebra Regents Exam, which draws on what has been discussed and practiced this year.</p>
<p><b>Mathematics Exploration</b></p> <p><i>Course Available for:</i>            9th Grade Students</p>	<p>The purpose of Mathematics Exploration is to prepare students to achieve success in understanding high school Mathematics and get them college ready. Students will be focused on strengthening basic and problem-solving skills. They will learn how to organize and analyze information to solve simple and complex problems. There will be many opportunities for students to work individually and within a small group since they will be focused on improving their individual problem-solving skills as well as their ability to solve different type of problems while applying mathematical concepts and strategies to real-life situations.</p>
<p><b>Geometry</b>  <i>Suggested Prerequisites</i>            Algebra I            Algebra Regents</p>	<p>The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments.</p>

<p><i>Examination</i> Geometry Regents</p>	
<p><b>Algebra II</b> <i>Suggested Prerequisites</i> Algebra I Regents Geometry</p> <p><i>Examination</i> Common Core Algebra II Regents (Required for Advanced Regents Diploma)</p>	<p>Building on their work with linear, quadratic, and exponential functions, students extend their repertoire to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students must complete a summer math assignment via the Internet</p>
<p><b>Statistics</b> <i>Suggested Prerequisites</i> Algebra Geometry Algebra I Regents Exam</p> <p><i>Course Available for:</i> 11th Grade Students 12th Grade Students</p>	<p>The purpose of the course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course draws connections between statistical design, analysis, and conclusions. Using the vocabulary of statistics this course will teach students how to communicate statistical methods, results and interpretations. Students will be exposed to four broad conceptual themes, in which students must successfully demonstrate proficiency:</p> <ol style="list-style-type: none"> <li>1.Exploring Data: Describing patterns and departures from patterns</li> <li>2.Sampling and Experimentation: Planning and conducting a study</li> <li>3.Anticipating Patterns: Exploring random phenomena using probability and simulation</li> <li>4.Statistical Inference: Estimating population parameters and testing hypotheses.</li> </ol>
<p><b>Advanced Placement Statistics</b> <i>Suggested Prerequisites</i> Algebra (including Regents) Geometry (including Regents) Algebra II (including Regents)</p> <p><i>Course Available for:</i> 11th Grade Students 12th Grade Students</p> <p><i>Examination</i> Advanced Placement Statistics Exam</p>	<p>The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. Students will explore the major concepts and tools for collecting, analyzing, and drawing conclusions from data.</p> <p>There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.</p>

<p><b>Advanced Placement Computer Science</b>  <i>Suggested Prerequisites</i>  Beauty and Joy of Computing or a Strong Interest in Computer Science</p> <p><i>Examination</i>  Advanced Placement Computer Science Exam</p> <p><i>Course Available for:</i>  12th Grade Students  11th Grade Students with teacher recommendation</p>	<p>AP Computer Science Principles introduces students to the foundations of computer science with a focus on how computing powers the world. Students learn the SNAP programming language, have the opportunity to explore important topics of computing using their own ideas and creativity, the structure of the Internet and use the power of computing to create artifacts of personal value to develop an interest in computer science that will foster further endeavors in the field. Students must complete a summer computing assignment via the Internet if missing the BJC pre-requisite</p>
<h2>Physical Education</h2>	
<p><b>Physical Education</b>  <i>Course Required for:</i>  9th Grade Students  10th Grade Students  11th Grade Students  12th Grade Students</p>	<p>The primary goal of our Physical Education curriculum is to develop a positive attitude towards fitness that will carry over into adulthood. Programs are designed to help students acquire knowledge and awareness of their physical, social, and mental health. The curriculum includes improving one's physical being through daily calisthenics, mastery of selected individual sports, cooperative play through team sports, and developing social interactions through co-educational activities. These are all integral parts of the Physical Education program. Furthermore, self, peer, and teacher assessments will evaluate students' acquired knowledge and skills. Every class will challenge students cognitively, affectively and physically, ultimately resulting in an enhancement of physical and social skills as well as character.</p> <p>NYS PE GRADUATION REQUIREMENT: You must pass 8 terms of physical education to receive a High School Diploma. In addition, you must complete one term of Health Education.</p>
<p><b>Personal Fitness</b>  <i>Course Available for:</i>  9th Grade Students  10th Grade Students  11th Grade Students  12th Grade Students</p>	<p>Be Empowered to lead a healthy and active lifestyle through exercise and movement!</p> <p>In Personal Fitness, students will engage in various fun fitness activities, which will promote the love for movement, strength, endurance, and healthy eating habits. We will explore strategies to reach personal fitness goals and work toward these goals during each class session. Each class will incorporate movement through music and fitness equipment, including jump ropes, hula hoops, body bars, dumbbells, mats, step benches, and others.</p> <p>Movement classes will include Zumba, low/high impact aerobics, and yoga. Strength and endurance classes will include jump rope, dumbbells/body bars, hula hoops, and abdominal exercise routines. All exercise routines will be accompanied by upbeat and motivating music.</p> <p>Students will learn strategies to improve current eating habits to promote energy, focus, and weight management. Fitness and nutrition are key to success in this course.</p>

# Science

By studying science at Bronx Envision Academy, students will be able to...

- *Develop an appreciation of the natural world by deepening their understanding of science and making connections between the real world and content being discussed in the classroom*
- *Be creative while engaging in inquiry activities and labs*
- *Master scientific methodology and apply not only to the coursework, but also to their everyday lives*
- *Critique their work to reflect on their learning process*

## Typical Science Course Sequences:

9th Grade	10th Grade	11th Grade	12th Grade
Living Environment (Regents Exam)	Earth Science (Regents Exam) OR Advanced Placement Environmental Science & Earth Science (AP Environmental Science & Regents Exam)	Chemistry (Regents Exam) OR Anatomy & Physiology	Forensics OR Advanced Placement Biology (AP Biology Exam) OR Chemistry (Regents Exam)

## Science Department Course Descriptions

### **Living Environment (Life Science)**

*Required Course for:*  
9th Grade Students

*Course Also Available for:*  
10th Grade Students  
11th Grade Students  
12th Grade Students

*Examination*  
Living Environment Regents

The Living Environment is an exploration of living organisms, how they are structured, how they respond to their environment and interact with each other, and how they changed over time. You will develop inquiry skills and use them to approach each topic, asking questions, assessing what we already know, and determining relationships and processes based on evidence. You will develop an understanding of the interconnections of life, both through the similarities among organisms and through the relationships that we have with our environment.

Students in this course are expected to complete 4 state mandated laboratory activities and to accumulate 1200 minutes of laboratory work. Students who meet this laboratory requirement will be allowed to sit for the New York State Regents Exam in Living Environment.

### **Earth Science (Physical Science)**

*Course Recommended for:*  
10th Grade Students

*Course Also Available for:*  
11th Grade Students  
12th Grade Students

*Suggested Prerequisites*  
Living Environment

Earth Science is the name for all the sciences that collectively seek to understand the Earth. Biology, Chemistry, Physics, and Math are all used. This course has a 1,200 minute laboratory requirement and is specifically designed to prepare students for the Earth Science Regents Exam. All students taking Earth Science are required to take the Regents Exam in June.

<p><b>Advanced Placement Environmental Science (Life Science)</b>  <i>Course Available for:</i>  10th Grade Students</p> <p><i>Suggested Prerequisites</i>  Living Environment Regents  Algebra Regents</p> <p><i>Examination</i>  AP Environmental Science Exam  (Students in this course will also take the Earth Science Regents Exam)</p>	<p>The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.</p> <p>Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science. The following themes provide a foundation for the structure of the AP Environmental Science course:</p> <ol style="list-style-type: none"> <li>1. Science is a process.</li> <li>2. Energy conversions underlie all ecological processes.</li> <li>3. The Earth itself is one interconnected system.</li> <li>4. Humans alter natural systems.</li> <li>5. Environmental problems have a cultural and social context.</li> <li>6. Human survival depends on developing practices that will achieve sustainable systems.</li> </ol> <p>Students taking AP Environmental Science will also take Earth Science as a 10th grade elective course.</p>
<p><b>Anatomy &amp; Physiology (Life Science)</b>  <i>Course Available for:</i>  11th Grade Students  12th Grade Students</p> <p><i>Suggested Prerequisites</i>  Living Environment</p>	<p>Human Anatomy and Physiology is a laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body; biochemical composition; and major body systems along with the impact of diseases on certain systems. Students will engage in many topics and competencies related to truly understanding the structure and function of the human body. Working from the topics of basic anatomical terminology to the biochemical composition of the human body, all the way into great detail of each of the major systems of the body, students will learn through reading materials, study guides, unit worksheets, group work, projects, and labs. High levels of achievement will be in effect. Students will be responsible for proper use of lab equipment, lab reports, and projects assigned throughout each unit. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college.</p>
<p><b>Chemistry (Physical Science)</b>  <i>Course Available for:</i>  11th Grade Students  12th Grade Students</p> <p><i>Suggested Prerequisites</i>  Algebra  Living Environment</p>	<p>Chemistry is the study of matter, its properties, composition, structure, changes and the laws and principles that govern such changes. This year promises to be an exciting journey as we actively learn chemistry. Chemistry is an essential part of all sciences and everyday life. We will explore several concepts in chemistry and use the knowledge that we have acquired to work on a mini challenge at the end of each unit. We will learn the physical nature of matter, carbon and organic chemistry, nuclear chemistry, atomic concepts, the periodic table, acids and bases, chemical bonding, stoichiometry,</p>



<p>Earth Science</p> <p><i>Examination</i> Physical Setting/Chemistry Regents</p>	<p>kinetics and equilibrium. Classes meet five periods per week.</p> <p>You are required to complete 1200 minutes of laboratory activities. Students who meet this laboratory requirement will be allowed to sit for the New York State Regents Exam in Chemistry.</p>
<p><b>Forensics</b> <b>(Physical Science)</b> Course Available for: 12th Grade Students 11th Grade Students who have passed Chemistry</p> <p><i>Suggested Prerequisites</i> Living Environment Earth Science Chemistry</p>	<p>Forensics is simply using evidence occurring in present time to learn about events of the past. Usually we think of forensics in relation to crimes scenes and investigations. Many science and mathematical concepts that you have already learned can help you make sense of evidence and solve a crime. This course will look at different types of evidence and use scientific procedures and concepts to explain how they reveal information surrounding one particular case. We will follow one case throughout the year, adding evidence as we go, and end with a mock trial. We will also read about famous cases relating to the techniques we are studying.</p>
<p><b>Advanced Placement Biology</b> <b>(Life Science)</b> Course Available for: 12th Grade Students 11th Grade Students who have passed Chemistry</p> <p><i>Suggested Prerequisites</i> Living Environment Earth Science Chemistry</p> <p><i>Examination</i> Advanced Placement Biology</p>	<p>Biology is an exploration of living things, how they are structured, how they survive changes, how they interact with each other and how they interact with their environment. We will hone our inquiry skills and use them to approach each topic, asking questions, assessing what we already know, and deducing relationships and processes based on evidence. We will come away with an understanding of the interconnectedness of life, both through the similarities that make us all organisms and through the relationships that we have with our ecosystem. This course culminates in an Advanced Placement Exam, which can earn you college credit.</p>

## Social Studies

At Bronx Envision Academy, we will explore history as a study of peoples and societies, considering political, economic, social, cultural and religious influences – both past and present. Students will learn how the world was transformed from a number of individual civilizations to a global web of interconnected societies and communities. We will explore how the patterns of history have impacted our lives today, focusing on current events. Students will learn to investigate their reality through meaningful research, writing, and discussion. By making connections between history and their own lives, students will realize their power as individuals and community members, and will be able to advocate for themselves and others in their local and global communities.

### Typical History Course Sequences:

9th Grade	10th Grade	11th Grade	12th Grade
Global History I	Global History II	US History	Government

	(Regents Exam)	(Regents Exam) OR AP US History (Regents Exam & AP US History Exam) OR Integrated Humanities/ AP US History (Regents Exam & AP US History Exam & AP Language a)	(Fall Semester)  Economics (Spring Semester)
		<i>Additional Courses:</i> Global History Writing Intensive Business & Economics Honors Seminar	<i>Additional Courses:</i> Global History Writing Intensive US History Writing Intensive

### Social Studies Department Course Descriptions

<p><b>Global Studies I</b> <i>Required for</i> 9th Grade Students</p>	<p>This course is intended to prepare you for success on the Global Studies Regents Examination. Successful completion of this exam is a requirement for graduation. In order to prepare effectively for the Global History Regents, students will explore important questions about the history of mankind throughout the ages from both a linear and thematic standpoint. This course will have a strong emphasis on developing strong document analysis and exam writing skills while calling upon students to make strong connections between themes and their individual lives.</p> <p>This class is focused on developing the essential scholarly skills required for college readiness and will supplement and support the work in core content courses.</p>
<p><b>Global Studies II</b> <i>Required for</i> 10th Grade Students</p> <p><i>Suggested Prerequisites</i> Global Studies I</p>	<p>10th Grade Global Studies is the second half of a two-year course studying cultures, societies, and events from around the world. At the end of Sophomore year, all students will be expected to take and pass the New York State's Regents Exam in Global History &amp; Geography. This examination will evaluate each student's ability to identify and analyze the impacts that certain individuals, events, movements, and ideas have had on the world at large.</p>
<p><b>US History</b> <i>Course Available for:</i> 11th Grade Students</p> <p><i>Suggested Prerequisites</i> Global I Global II</p> <p><i>Examination</i> US History &amp; Government</p>	<p>In United States History, we will explore the American history from the country's humble origins to present day. We will read, evaluate, and analyze scores of primary and secondary sources. This analysis will enable us to better understand important historical events and personalities; how they impacted their own time and place and the legacy they left behind. In addition to honing our analytical skills, we will also work to improve our writing and communication skills. We will accomplish this through assignments, projects, presentations, and ultimately a research paper. Over all, we will seek to develop a deeper understanding of and appreciation for the world in which we</p>

<p>Regents</p>	<p>live, which is only possible by understanding the circumstances that led to our current state of affairs.</p>
<p><b>Advanced Placement US History</b>  <i>Course Available for:</i>  <b>11th Grade Students</b></p> <p><i>Course fulfills the following graduation credit requirement:</i>  US History 1 &amp; 2</p> <p><i>Suggested Prerequisites</i>  Global I  Global II</p> <p><i>Examinations</i>  US History Regents  Advanced Placement US History</p>	<p>Welcome to 11<sup>th</sup> grade Advanced Placement US History. This course will be an examination of the American Experience through the eyes of multiple perspectives. Throughout the year, students will explore the history of the foundation, expansion and development of the United States with an emphasis on the relationship between individuals and groups and the American Identity. Students will be conducting an in-depth study of different ethnic, racial, cultural and religious groups – with a particular emphasis on groups that have been marginalized throughout the history of the United States.</p> <p>The course is a college level course and the expectations are that of a college seminar. Students are expected to participate in and lead daily discussions, lectures and workshops, and engage in rhetorical analysis to access both primary and secondary source texts. Writing assignments are diverse with a focus on analytical and argumentative writing. The experience is augmented by an extensive study of vocabulary and rhetorical devices.</p>
<p><b>Integrated Humanities Advanced Placement US History</b>  <i>Course Available for:</i>  <b>11th Grade Students</b></p> <p><i>Course fulfills the following graduation credit requirements:</i>  US History 1 &amp; 2  English 5 &amp; 6</p> <p><i>Suggested Prerequisites</i>  Global Studies I  Global Studies II</p> <p><i>Examinations</i>  ELA Common Core Regents  US History &amp; Government Regents  Advanced Placement US History  Advanced Placement English Language &amp; Composition</p>	<p>This course will be an examination of the American Experience through the eyes of multiple perspectives. Throughout the year, students will explore the history of the foundation, expansion and development of the United States with an emphasis on the relationship between individuals and groups and the American Identity. Students will conduct an in-depth study of different ethnic, racial, cultural and religious groups – with a particular emphasis on groups that have been marginalized throughout the history of the United States.</p> <p>The course is a college level course and the expectations are that of a college seminar. Students are expected to participate in and lead daily discussions, lectures and workshops, and engage in rhetorical analysis to access both nonfiction and fictional texts. Writing assignments are diverse with a focus on analytical and argumentative writing. The experience is augmented by an extensive study of vocabulary and rhetorical devices.</p>
<p><b>Government</b>  <i>Required for</i>  <b>12th Grade Students</b></p> <p><i>Offered</i>  Fall Semester</p>	<p>This course will focus on <i>applying</i> the knowledge you have gained about world history, United States history, and society to your own lives and communities. In the Fall semester, we will explore the power individuals have within government to create change in their communities. We will examine cases, both past and present, where change has taken place to learn how we, as individuals and in</p>

<p><i>Suggested Prerequisites</i> Global I &amp; Global II US History</p>	<p>groups, can take part and changing events in our own lives and our own community.</p>
<p><b>Economics</b> <i>Required for</i> <b>12th Grade Students</b></p> <p><i>Offered</i> Spring Semester</p> <p><i>Suggested Prerequisites</i> Global Studies I &amp; II US History</p> <p>(12 Hours CDOS Learning Standards)</p>	<p>Before embarking on your adult life (a process you are already starting with the college and life decisions) you need to have an understanding of one of the most powerful motivators and actors in capitalist life: Money. In this course, we will answer two essential questions:</p> <ul style="list-style-type: none"> <li>• How do I interact with the economy and the world of money?</li> <li>• How does the economy and world of money act on me?</li> </ul> <p>Each week for most of the course, we will spend time working classwork to learn new ideas and we will spend some time on projects that will show your application of economic ideas to the real world. There will be in class and out of class assignments that will need to be completed on time to keep up with the work of the class.</p>
<p><b>Global Studies Writing Intensive</b> <i>Course Available for:</i> <b>11th Grade Students</b> <b>12th Grade Students</b></p> <p><i>Suggested Prerequisites</i> Global Studies I &amp; II</p>	<p>As we study different themes of Global History this semester, we will explore important questions about the history of mankind. This course's focus is on developing strong writing skills and building historical knowledge. Developing these skills will benefit you in other classes, while taking the Global History Regents Exam, and in life beyond BEA.</p> <p>Course Goals</p> <ul style="list-style-type: none"> <li>• Writing Skills. You will learn to write well and the explain your ideas in the light of evidence.</li> <li>• World Perspective. To explore the non-American and non-Western viewpoints on world events and world history to expand your worldview as much as possible.</li> <li>• Historical Knowledge We will explore global history and learn to connect different times and places through recurring themes.</li> </ul>
<p><b>US History Writing Intensive</b> <i>Course Available for:</i> <b>12th Grade Students</b></p> <p><i>Suggested Prerequisites</i> US History</p>	<p>In United States History, we will explore the American history from the country's humble origins to present day. We will read, evaluate, and analyze scores of primary and secondary sources. This analysis will enable us to better understand important historical events and personalities; how they impacted their own time and place and the legacy they left behind. In addition to honing our analytical skills, we will also work to improve our writing and communication skills. We will accomplish this through assignments, projects, presentations, and ultimately a research paper. Overall, we will seek to develop a deeper understanding of and appreciation for the world in which we live, which is only possible by understanding the circumstances that led to our current state of affairs.</p>
<p><b>Business &amp; Entrepreneurship Honors Workshop</b> <i>Course Available for:</i></p>	<p>The 11th grade Business &amp; Entrepreneurship course provides an introduction to business, exploring a range of topics from the people and activities that form a business to the interactions between</p>

**11th Grade Students**

(Non-Credit, Meets Once per week in Spring Semester)

(15 Hours CDOS Learning Standards)

companies, such as trade and competition. The course draws on real world business examples to demonstrate and explain various concepts. The course culminates with students presenting the business plans they have developed throughout the semester to a panel of business experts.

The course will be co-taught by representatives from Foros, a strategic financial and M&A advisory boutique firm based in New York City. Furthermore, each student group will have their own business mentor supporting them in developing their business plans.

## New York Diploma Requirements

### **Regents Diploma**

**Required Courses**                      **44 Credits**

Core English	8 credits
Math	6 credits
History	8 credits
<i>Global History</i>	4
<i>US History</i>	2
<i>Government</i>	1
<i>Economics</i>	1
Science	6 credits
<i>Life Science</i>	2
<i>Physical Science</i>	2
Fine & Performing Arts	2 credits
Language other than English	2 credits
Physical Education	4 credits
Health	1 credit
Electives	7 credits

**Required Regents Examinations (Five)**

**Mathematics:** *Algebra, Geometry or Trigonometry*

**Science:** *Living Environment, Earth Science, or Chemistry*

**Global History\***

**United States History\***

**English**

\*Students must pass five Regents examinations with a 65. Students may substitute one of the required history exams with a passing score on an additional Regents examination or an alternative approved by the New York State Education Dept.

### **Advanced Regents Diploma**

**Required Courses**                      **44 Credits**

Core English	8 credits
Math	6 credits
History	8 credits
<i>Global History</i>	4
<i>US History</i>	2
<i>Government</i>	1
<i>Economics</i>	1
Science	6 credits
<i>Life Science</i>	2
<i>Physical Science</i>	2
Fine & Performing Arts	2 credits
Language other than English	6 credits
Physical Education	4 credits
Health	1 credit
Electives	1 credit

**Required Regents Examinations (Nine)**

**Mathematics**                              **3 exams**

*Algebra, Geometry and Trigonometry*

**Science**                                      **2 exams**

*Living Environment, Earth Science or Chemistry*

**Global History**

**United States History**

**English**

**Language other than English Exam (NYC Exam)**

### **Arts Endorsed Regents Diploma**

**Required Courses**                      **44 Credits**

Core English	8 credits
Math	6 credits
History	8 credits
<i>Global History</i>	4
<i>US History</i>	2
<i>Government</i>	1
<i>Economics</i>	1
Science	6 credits
<i>Life Science</i>	2
<i>Physical Science</i>	2
Fine & Performing Arts	10 credits ( <i>one discipline</i> )
Language other than English	2 credits
Physical Education	4 credits
Health	1 credit

**Required Regents Examinations (Six)**

**Mathematics:** *Algebra, Geometry or Algebra II*

**Science:** *Living Environment, Earth Science, or Chemistry*

**Global History, United States History, English**

**New York City Commencement Level Arts Examination**

### **Arts Endorsed Advanced Regents Diploma**

**Required Courses**                      **44 Credits**

Core English	8 credits
Math	6 credits
History	8 credits
<i>Global History</i>	4
<i>US History</i>	2
<i>Government</i>	1
<i>Economics</i>	1
Science	6 credits
<i>Life Science</i>	2
<i>Physical Science</i>	2
Fine & Performing Arts	10 credits ( <i>one discipline</i> )
Language other than English	2 credits
Physical Education	4 credits
Health	1 credit

**Required Regents Examinations (Nine)**

**Mathematics 3 exams:** *Algebra, Geometry & Algebra II*

**Science 2 exams:** *Living Env, Earth or Chemistry*

**Global History, United States History, English**

**New York City Commencement Level Arts Exam**





## Course Selection Form: Rising 10th Graders

**Student Name:** \_\_\_\_\_

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

Required Courses	Math Courses	Science Courses	Elective Courses
<input checked="" type="checkbox"/> Health Advisory <input checked="" type="checkbox"/> English 10 <input checked="" type="checkbox"/> Global History 10 <input checked="" type="checkbox"/> Physical Education	<p><i>Select First Choice:</i></p> <input type="checkbox"/> Algebra <input type="checkbox"/> Geometry <i>(must pass Algebra Regents)</i> <hr/> <input type="checkbox"/> Algebra II <i>(only available to 10th grade students who have completed Geometry in 9th grade)</i>	<p><i>Select First Choice:</i></p> <input type="checkbox"/> Earth Science <input type="checkbox"/> AP Environmental Science & Earth Science Elective <i>(Recommended Prerequisites: Algebra Regents, Living Environment Regents)</i> <p>*Students in AP Environmental Science will take Earth Science during an elective period. This means they will have only one other elective course.</p> <hr/> <input type="checkbox"/> Chemistry <i>(only available to 10th grade students who have completed Earth Science in 9th grade)</i>	<p><i>Rank in Order of Preference (1-9):</i></p> <input type="checkbox"/> Intermediate Visual Art <i>(Recommended Prerequisite: Introductory Visual Art)</i> <input type="checkbox"/> Introduction to Art <input type="checkbox"/> Creative Writing <input type="checkbox"/> Dance (Contemporary) <input type="checkbox"/> Dance (Jazz) <input type="checkbox"/> Music <input type="checkbox"/> Personal Fitness <input type="checkbox"/> Introductory Chinese <input type="checkbox"/> Intermediate Chinese <i>(Prerequisite: Introductory Chinese)</i> <input type="checkbox"/> Theater
<p><b>Select Your Goal Diploma:</b></p> <input type="checkbox"/> Regents Diploma <input type="checkbox"/> Arts Endorsed Regents Diploma <input type="checkbox"/> Advanced Regents Diploma <input type="checkbox"/> Arts Endorsed Advanced Regents Diploma	<p><b>College &amp; Post-Secondary Goals/Questions:</b></p>  		
<p><b>Favorite Subject This Year (Explain Why):</b></p>  	<p><b>Most Challenging Subject This Year (Explain Why):</b></p>  		



## Course Selection Form: Rising 11th Graders

**Student Name:** \_\_\_\_\_

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

Required Courses	Math Courses	Science Courses	Elective Courses
<input checked="" type="checkbox"/> Seminar/Advisory <input checked="" type="checkbox"/> Physical Education	<p><i>Rank in Order of Preference (put an X on any course you have already completed):</i></p> <input type="checkbox"/> Geometry <input type="checkbox"/> Algebra II/Trig <i>(only available to 11th grade students who completed Geometry in 10th Grade)</i> <input type="checkbox"/> Statistics <i>(recommended for students who have studied Algebra and Geometry)</i> <input type="checkbox"/> AP Computer Science <i>(12th grade class; 11th grade students with strong interest may apply)</i> <input type="checkbox"/> AP Statistics <i>(12th grade class; 11th grade students who have completed Algebra II/Trig may apply)</i> <hr/> <b>Teacher Recommendation:</b> _____	<p><i>Rank in Order of Preference (put an X on any course you have already completed):</i></p> <input type="checkbox"/> Chemistry <input type="checkbox"/> Earth Science <input type="checkbox"/> Anatomy & Physiology <input type="checkbox"/> Forensics <i>(only available to 11th grade students who have completed Chemistry, Earth Science &amp; Living Environment)</i> <input type="checkbox"/> AP Biology <i>(only available to 11th grade students who have completed Chemistry, Earth Science &amp; Living Environment)</i> <hr/> <b>Teacher Recommendation:</b> _____	<p><i>Rank in Order of Preference (1-10):</i></p> <input type="checkbox"/> Advanced Visual Art <input type="checkbox"/> AP Art History <input type="checkbox"/> Film Studies (English) <input type="checkbox"/> Dance: Ballet & Modern <input type="checkbox"/> Dance: Tap <input type="checkbox"/> Designing the Future <input type="checkbox"/> Advanced Music <input type="checkbox"/> Personal Fitness <input type="checkbox"/> Introductory Chinese <input type="checkbox"/> Intermediate Chinese <i>(Prerequisite: Intro Chinese)</i> <input type="checkbox"/> Advanced Spanish ( <i>Apex iLearn, Available for Advanced Regents Language Option</i> ) <input type="checkbox"/> SAT Preparation <input type="checkbox"/> Theater <input type="checkbox"/> iLearn (Make Up Missing Course Credits) Subject: _____
<b>English &amp; History Courses</b>			
<p><i>Rank in Order of Preference (1-2):</i></p> <input type="checkbox"/> Option 1 <i>English 11 US History</i> <input type="checkbox"/> Option 2 <i>Integrated Humanities (Combined Course: AP US History &amp; AP English Language &amp; Composition)</i> <hr/> <b>Teacher Recommendation:</b> _____			
<b>Select Your Goal Diploma:</b> <input type="checkbox"/> Regents Diploma <input type="checkbox"/> Arts Endorsed Regents Diploma <input type="checkbox"/> Advanced Regents Diploma <input type="checkbox"/> Arts Endorsed Advanced Regents Diploma	<b>College &amp; Post-Secondary Goals/Questions:</b> _____ _____ _____		
<b>Favorite Subject This Year (Explain Why):</b> _____ _____	<b>Most Challenging Subject This Year (Explain Why):</b> _____ _____		



## Course Selection Form: Rising 12th Graders

**Student Name:** \_\_\_\_\_

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

Required Courses	Math Courses	Science Courses	Elective Courses
<input checked="" type="checkbox"/> Government & Economics <input checked="" type="checkbox"/> Seminar/Advisory <input checked="" type="checkbox"/> Physical Education	<p><i>Rank in Order of Preference (put an X on any course you have already completed):</i></p> <input type="checkbox"/> Algebra II <input type="checkbox"/> Statistics <p><i>(recommended for students who have studied Algebra and Geometry)</i></p> <input type="checkbox"/> AP Computer Science <input type="checkbox"/> AP Statistics <p><i>(recommended for students who have studied Algebra, Geometry &amp; Algebra II)</i></p> <input type="checkbox"/> Geometry <hr/> <p><b>Teacher Recommendation:</b></p>	<p><i>Rank in Order of Preference (put an X on any course you have already completed):</i></p> <input type="checkbox"/> Forensics <input type="checkbox"/> Advanced Placement Biology <p>Other Science Classes Available (Primarily for 10th-11th Graders):</p> <input type="checkbox"/> Chemistry <input type="checkbox"/> Earth Science <input type="checkbox"/> Anatomy & Physiology <hr/> <p><b>Teacher Recommendation:</b></p>	<p><i>Rank in Order of Preference:</i></p> <input type="checkbox"/> AP Art History <input type="checkbox"/> AP Studio Art 2D Design <input type="checkbox"/> Advanced Art Portfolio <input type="checkbox"/> Elective Visual Art <input type="checkbox"/> Film Studies (English) <input type="checkbox"/> Senior Writing Seminar (English) <input type="checkbox"/> Dance: Ballet & Modern <input type="checkbox"/> Dance: Tap <input type="checkbox"/> Designing the Future <input type="checkbox"/> Advanced Music <input type="checkbox"/> Personal Fitness <input type="checkbox"/> Introductory Chinese <input type="checkbox"/> Intermediate Chinese <p><i>(Prerequisite: Introductory Chinese)</i></p> <input type="checkbox"/> Theater <input type="checkbox"/> Advanced Spanish <i>(Apex iLearn, Available for Advanced Regents Language Option)</i> <input type="checkbox"/> iLearn <i>(Make Up Missing Course Credits)</i> iLearn Subject: _____
<b>English Courses</b>			
<p><i>Rank in Order of Preference (1-2):</i></p> <input type="checkbox"/> English 12 <input type="checkbox"/> Advanced Placement English Literature <hr/> <p><b>Teacher Recommendation:</b></p>			
<p><b>Select Your Goal Diploma:</b></p> <input type="checkbox"/> Regents Diploma <input type="checkbox"/> Arts Endorsed Regents Diploma <input type="checkbox"/> Advanced Regents Diploma <input type="checkbox"/> Arts Endorsed Advanced Regents Diploma	<p><b>College &amp; Post-Secondary Goals/Questions:</b></p>		
<p><b>Favorite Subject This Year (Explain Why):</b></p>	<p><b>Most Challenging Subject This Year (Explain Why):</b></p>		

