

# General Studies Curriculum

At Yeshiva Zichron Paltiel of Staten Island, we provide each student with a superb Secular Studies education. When students graduate from our school, they will have met the requirements to receive a fully accredited New York State diploma with an Advanced Regents endorsement. We provide the support each student needs as he navigates his four years in High School. Below are the sequence of courses that will be taken.

## COURSE OFFERINGS

### 9<sup>th</sup> Grade

English I

Living Environment (Regent)

Global History and Geography I

Algebra 1 (Regent)

### 11<sup>th</sup> Grade

English III

**\*\*Chemistry\*\*** (Regent)

**\*\*United States History and Government\*\*** (Regent)

Algebra II / Trigonometry (Regent)

### 10<sup>th</sup> Grade

English II

Earth Science (Regent)

Global History and Geography II (Regent)

Geometry (Regent)

Hebrew Language (Regent)

### 12<sup>th</sup> Grade

**\*\*English IV (Regent)\*\***

**\*\*Economics\*\*/Civics**

**\*\*Pre-Calculus\*\***

***\*\*Denotes classes that are eligible for college credits through our dual certification program\*\****

Participation in the Dual Credit program offers numerous benefits to students:

- College credits earned at the high school level, can be applied toward freshman and sophomore year courses, greatly ease a student's workload, and may lead to early graduation.
- College credits at the high school level are offered at a highly discounted rate of \$150 per 3 credits: a savings of \$1,100 per course.
- Students strengthen their college application by earning dual credits at the high school level.
- Participants receive complimentary guidance and information about the college application process and financial aid opportunities from Sara Schenirer and College of Mount Saint Vincent expert advisors.

## Advanced Placement courses we have offered

AP Statistics

AP English

AP Calculus

AP Biology

AP US History

AP European History

AP Environmental Science

## **Science Course Descriptions**

### **Living Environment (Biology)**

This is a full year course where students will study how organisms carry on the basic processes necessary for life, genetic continuity, environmental impact, human body systems and homeostasis, and interactions between living and non-living things. Students will meet the New York State laboratory requirement through the incorporation of engaging activities throughout the course of the school year. This class will culminate with the Living Environment Regent Exam.

### **Physical Setting: Earth Science**

This is a full year course which deals with the history of the earth and the dynamic processes that formed and changed our planet. Topics include the study of earthquakes, volcanoes, meteorology, earth's dynamic crust, climate, water resources, astronomy, and geology. Students will complete laboratory activities as required by the New York State Department of Education. This course will culminate in the Earth Science Regent Exam.

### **Physical Setting: Chemistry**

A one year course which introduces students to the study of matter. It covers such topics as the structure of matter, physical and chemical changes, acid-base chemistry, oxidation and reduction, radioactivity and organic chemistry. Students will meet the laboratory requirement required by the NY State Department of Education. This course will culminate in the Chemistry Regent Exam.

## **Social Studies Course Descriptions**

### **Global History and Geography I**

This is a full year course where students be taught how to read, analyze, interpret, synthesize, and apply information from primary source documents to write and format Regents style Document Based Question essays. Emphasis will also be placed on the effective composition of Thematic essays. Following a chronological and thematic approach, this course will examine the Paleolithic and Neolithic cultures; the ancient river valley civilizations of Africa, the Middle East, India, and China; the growth and spread of Greek civilization; the creation of the Roman empire and the Han dynasty; the Byzantine world; the spread of Islam; the growth of Europe from feudalism through the Medieval era, impact of the Renaissance, the Commercial Revolution, the Protestant Reformation, European Nationalism, Pre-Columbian Mesoamerican Civilizations, the ancient civilizations of Africa, the Ottoman empire, Mogul India, the Age of Exploration, the Columbian Exchange, and the rise of Absolutism in Europe.

### **Global History and Geography II**

This is a full year course where students will continue to emphasize the acquisition of skills in regard to the interpretation and analysis of documents, and the writing of standards based Document Based Question essays and Thematic essays. Following a chronological approach, this course will explore the origins of the Early Modern Period, The Scientific Revolution, the Enlightenment, political revolutions, global nationalism, the Industrial Revolution, Imperialism, and the Russian Revolution in the context of World War I, the effects of World War I and the Russian Revolution; World War II; the Holocaust; the worldwide rise and collapse of dictatorships; the spread of Communism, most notably in China, North Korea, and Vietnam; the struggle for independence and the rise of nationalism in Africa, and Asia; dictatorships and democratic movements in Latin America; the Cold War; and current social, economic, political and environmental issues. This course culminates with an extensive review for the three hour NYSED Global History and Geography Regents examination which will be taken at the end of the year of study.

## **United States History and Government**

In this full year course, students will continue to emphasize the honing of skills regarding the reading, analysis, and interpretation of primary source documents and the writing of effective Regents style Document Based Question essays and Thematic essays. Following a chronological and thematic approach, the curriculum explores such topics as Colonial America, the Declaration of Independence, the Constitution, the Bill of Rights, various Supreme court cases, early Presidential administrations, Jacksonian Democracy, the Civil War, Reconstruction, the age of Big Business, the Rise of Populism, the growth of urban America, the Progressive Era, and the rise of American imperialism through the creation of an overseas empire including the debate over expansionism in the 1890s, including the Spanish American War, the growth of the United States as a world power. Topics such as the addition of the Progressive era amendments to the Constitution, World War I, the Roaring Twenties, the Harlem Renaissance, the Great Depression, the New Deal, major movements of the post-World War II era, the Cold War, McCarthyism, the Korean and Vietnam conflicts, the Civil Rights Movement, overviews of the decades from the 1950s through the 1990s and beyond, and modern issues are included within the study. The role of the United States in the current world system will also be examined. The course culminates in a Regents examination.

## **Economics/Participation in Government**

In this full year course, the main emphasis is to provide students with an understanding of micro and macro-economics and a practical approach to personal finance. Students will learn the fundamentals of investment, the use of credit cards, checking accounts, and insurance options. Also incorporated within the curriculum is an analytical study of economic concepts such as scarcity, supply and demand, opportunity costs, production, resources, money and banking, and the global economic system. The participation in government component of this course offers an intensive examination of the federal, state, and local political systems within a series of in-depth analyses of contemporary political issues and controversies. A practical approach to the formation of democratic principles and public policy and responsibility is encouraged.

## **Mathematics Course Descriptions**

### **Algebra I**

This is a full year course leading to the Algebra Regents exam. The fundamental purpose of this course is to deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions.

### **Geometry**

This is a full year course leading to the Geometry Regents exam. The fundamental purpose of this course is to have students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized early in this course. Close attention is paid to the introductory content for the Geometry conceptual category.

### **Algebra II / Trigonometry**

This is a full year course leading to the Algebra II Regents exam. The fundamental purpose of this course is to have students extend their repertoire of functions 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. Students solve exponential equations using the properties of logarithms.

## **Pre-Calculus**

Pre-Calculus is a comprehensive course designed to equip students with the mathematical tools and skills necessary for success in advanced calculus and related fields. This course builds upon the foundations of algebra, trigonometry, and functions, providing a solid understanding of key concepts essential for higher-level mathematics.

Throughout the course, students will explore a wide range of topics, including polynomial, rational, exponential, logarithmic, and trigonometric functions. They will learn to analyze and manipulate these functions, solve equations and inequalities, and apply them to real-world problems.

The curriculum emphasizes the development of critical thinking and problem-solving skills. Students will engage in various mathematical investigations, applying their knowledge to model and solve complex situations. They will also learn to interpret and analyze mathematical data and graphs, fostering a deeper understanding of mathematical relationships.

By the end of this course, students will have a sound foundation in pre-calculus, enabling them to confidently pursue advanced mathematics courses, such as calculus, and excel in fields that require strong quantitative reasoning skills. Additionally, they will develop logical reasoning abilities that can be applied to various disciplines beyond mathematics.

## **English/Language Arts Course Descriptions**

### **English/Language Arts I**

The first year of English/Language Arts is designed to build on the literacy skills students have learned in earlier grades. The course builds upon the variety of genres studied in middle school literature as well as the range of writing genres applicable to that literature. The teacher will select literary works that will provide ample avenues for exploring various themes. Novels, poetry, and short stories are taught independently of each other as well as in combination to afford students a range of opportunities to explore various themes. Students will also work on vocabulary and grammar as they continue to build their writing and speaking skills. This practice will aid them in their efforts to achieve a high score on their SAT exam. Throughout the year, students work on improving their skills on the elements of the English Regent, which they will take in grade 12. All elements of this course are aligned with State standards.

### **English/Language Arts II**

During the second year of ELA instruction, students will continue to apply the literacy skills they have acquired as the works they read increase in difficulty. The teacher will choose literary works for each unit for those designated for grade 10, mixing genres to fully illustrate various themes. Students will continue to focus on preparation for the Regents. Students will continue to gain new vocabulary and improve grammar as they continue to build their writing and speaking skills. This practice will aid them in their efforts to achieve a high score on their SAT exam. All elements of this course are aligned with State standards.

### **English/Language Arts III**

In this full year course, students will continue to apply the literacy skills they have acquired as the works they read increase in difficulty. Students will be concentrating upon interpretation of novels, short stories, plays, and poems. The writing segment of the program stresses the principals of organization and logical development and the use of a variety of craft techniques. There will be a focus on English language conventions, themes of politics/ethics, philosophy and philosophy. Preparation for all tasks on the English/Language Arts Regents is done throughout the year in preparation for taking the regent during grade 12. All elements of this course are aligned with State standards.

## **English/Language Arts IV**

In the final year of English/Language Arts, students will focus their studies on preparation for the English/Language Arts Regent Exam. Throughout this course, students are encouraged to develop an individual style that is adaptable to different occasions, purposes, and audiences. Because the underlying philosophy is that writers must be readers as well, reading selections will be varied, drawing from multiple genres. Students will learn to analyze the elements of literature such as plot, character, point of view, setting, theme, and imagery. This course will also see all students participate in creating the school newsletter. Students will study news writing, editorial writing and feature writing. News reporting, editorial writing, feature writing, and investigative writing projects are assigned.

## **Foreign Language/Language other than English Course Descriptions**

### **Hebrew Language**

This one year course will enable students to learn the Hebrew language and to use it in all kinds of contexts. Students will learn Hebrew in a way that will allow them to develop their ability to perform all four skills (reading, writing, listening and speaking). While grammar and vocabulary are essential tools, the ultimate goal is to help students communicate in Hebrew in meaningful and appropriate ways. The most effective way to retain a foreign language is by making it relevant and useful. This course emphasizes conversational Hebrew skills. Students are able to meet the Advanced Regents diploma language assessment requirement by passing the NYC Language Other Than English (LOTE) comprehensive examination aligned to the Checkpoint B Learning Standard for LOTE.

## **Advanced Placement Course Descriptions**

**Advanced Placement (AP)** is a program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain high scores on the examinations. The AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study.

### **Advanced Placement Statistics**

Advanced Placement Statistics is a college-level high school statistics course offered through the College Board's Advanced Placement program. This course is equivalent to a one semester, non-calculus-based introductory college statistics course. Emphasis is placed not on actual arithmetic computation, but rather on conceptual understanding and interpretation. The course curriculum is organized around four basic themes; the first involves exploring data and covers 20–30% of the exam. Students are expected to use graphical and numerical techniques to analyze distributions of data, including univariate, bivariate, and categorical data. The second theme involves planning and conducting a study and covers 10–15% of the exam. Students must be aware of the various methods of data collection through sampling or experimentation and the sorts of conclusions that can be drawn from the results. The third theme involves probability and its role in anticipating patterns in distributions of data. This theme covers 20–30% of the exam. The fourth theme, which covers 30–40% of the exam, involves statistical inference using point estimation, confidence intervals, and significance tests.

### **Advanced Placement Pre – Calculus**

This course is designed to cover topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will then begin analytic geometry and calculus concepts such as limits, derivatives, and integrals. This class is important for any student planning to take a college algebra or college pre-calculus class.

### **Advanced Placement Calculus**

AP Calculus is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

### **Advanced Placement US History**

AP U.S. History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

### **AP European History**

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.

### **AP English**

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

### **AP Biology**

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.

### **AP Environmental Science**

Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.