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## Who are we?

The Clinton School enhances student achievement through a seven year liberal arts program. We provide equality of opportunity for a diverse student body. Students engage in authentic

learning that demands flexible thinking, risk-taking, and collaboration as they produce and perform, growing as members of a community.

Starting in the 6th grade, Clinton prepares students for college. Clinton faculty work with students over the course of seven years, teaching them to be lifelong learners. As one unified 6-12 school, with a shared vision, resources, and leadership, we can ensure that students have as powerful an experience in high school as they do in our middle school.

Our middle grades use an original curriculum and focus on building literacy across content areas, developing critical thinking, and learning how to learn together. Because we focus on building students' abilities to think and communicate logically and analytically, our students excel in reading, writing, and math.

Our upper grades program is built as an "International Baccalaureate for ALL" model, with students completing NYS Regents requirements by the end of 10th grade in order to participate in all IB courses in 11th and 12th grades. By the end of 10th grade, students are expected to pass coursework and exams for Regents Algebra 1, Living Environment, Chemistry, Geometry, U.S. History, and English. Students also engage in a survey of Spanish language and literature in 10th grade. Those pursuing university programs in a STEM field have the option of taking physics.

In the 11th and 12th grades, Clinton students begin the Diploma Programme. They take a mix of the following higher level (HL) and standard level (SL) courses: Film, History, Language and Literature, Biology, Environmental Systems and Societies, Math, and Spanish, with a minimum teaching time of 150 hours in SL courses and 240 hours in HL courses. All IB Diploma candidates are expected to complete an extended essay, the theory of knowledge course, and engage in a creativity, action, and service project. Those students who choose not to complete the full IB Diploma are encouraged and supported in earning certificates in their selected courses.

# Inclusion Policy

## IB for ALL

We believe the learning diversity within our student body is a strength. The common thread among our students is a desire to learn and be accepted for who they are. An inclusive education allows our students to become proficient in creating and maintaining relationships with peers that each have a unique personal history and future path, which may or may not be quite different from their own. Learning diversity also requires our teachers to be mindful practitioners of their craft, which is beneficial for all students.

All students who are on track to meet credit requirements at the end of 10th grade are automatically enrolled in IB courses for 11th grade. The decision to either sit for all IB exams and meet all IB requirements for the IB Diploma or to attempt a certificate in some of the classes is made by the student and his or her family in consultation with the IB Coordinator. We do not expect that all students will attempt the Diploma, however we do expect that all students will engage in IB coursework.

Physics is the only course from which students may be excluded. Students who do not attend the one week summer intensive and submit the required summer coursework for our 10th grade Physics course may be excluded from the class, as the summer coursework prepares students who have taken Algebra 1 and Algebra 2 for the Physics course. If there are questions about whether or not a student may take the Physics course, a final determination will be made by the Upper Grades Director after consultation with the course teacher, student, and family.

## Support Services

All students have learning needs, regardless of their status as a student with disabilities, an English Language Learner, or an academically accelerated student. The Clinton School is operating within the context of the United States, New York State, and New York City educational systems. Therefore, as per the regulations we must follow and our beliefs about how to provide the best possible education for each student, the following supports are in place to meet the learning needs of all our students:

- Electives, Enrichment, and Extended Learning Time (EEE) - Based on the research and work of Dr. Lynn Canady (<http://www.robertlynncanady.com>), we have created EEE classes in grades six through ten. For each grade level, the grade team teachers analyze the needs of all the students in the grade. Based on their findings, they create smaller classes in order to provide enrichment, intervention, and mandated special education services during the school day. As a result, students are able to engage in work that is meaningful to them and students do not have to miss as many classes with their peers in order to receive mandated services.
- Special Education Teacher Support Service (SETSS) - Students with special education services may have a program recommendation for itinerant support. These services are

scheduled during EEE in grades 9 and 10 to the greatest extent possible so that students do not miss regular class instruction. In 11th and 12th grades, SETSS service is provided in class or students are pulled from courses.

- Integrated Co-Teaching (ICT) - At Clinton, we believe that all students deserve access to the same curriculum and that their learning differences should be met in a community school setting. We support our students through ICT services and by ensuring that all students develop their strengths and improve on their weaknesses.

# Graduation Requirements

Students are required to meet all NYS Regents requirements in order to receive a NYS Regents diploma. New York State diploma graduation requirements can be found by going to this site: <http://www.p12.nysed.gov/ciai/gradreq/intro.html>

The New York City Academic Policy Guide outlines protocols and policies related to high school education across the city. The policy guide can be found by going to this site: <http://schools.nyc.gov/NR/rdonlyres/27BF8558-B895-407A-8F3F-78B1B69F030A/0/AcpolicyHighSchoolAcademicPolicyReferenceGuide.pdf>

## Course Requirements

Students are required to meet all NYS high school graduation requirements as outlined below:

Content	Minimum Credits	Credits Offered
English Language Arts (ELA)	8	8
Mathematics Courses must include 2 credits of advanced math (Geometry, Algebra II, IB Mathematics, IB Math Studies)	6	8
Individuals and Societies (I&S/Social Studies) Course credit must include: US History - 2 credits Government - 1 credit Economics - 1 credit IB History/Global History - 4 credits	8	8
Science Course credit must include: Life science - 2 credits Physical science - 2 credits Life or Physical science - 2 credits	6	8
Physical Education	4	4
Languages Other Than English	2	4
Arts	2	6
Health	1	1
Electives	7	Elective credits are acquired by earning additional credits in content listed above.
Total	44	47

## Exam Requirements

All Clinton students are required to take NYS Regents exams. In the 11th and 12th grades, all students are eligible to take the IB Diploma Programme exams for their IB courses. Regents and IB exams are offered as follows:

Content	Required Exams	Optional Exams
English Language Arts (ELA)	English Language Arts (ELA) NYS Regents	IB Language and Literature, HL
Mathematics	Algebra 1 NYS Regents	Algebra II NYS Regents Geometry NYS Regents IB Math Studies, SL IB Mathematics, SL
Individuals and Societies (I&S/Social Studies)	US History NYS Regents	IB History, HL
Science	Living Environment NYS Regents	Physics NYS Regents IB Environmental Systems and Societies, SL IB Biology, HL
Physical Education	FitnessGram - all years	N/A
LOTE (Spanish)	N/A	IB Spanish Ab Initio
Arts	N/A	IB Film, SL or HL
IB Diploma Requirements	N/A	TOK Essay, CAS projects, Extended Essay

# Grading Policy

There are two kinds of grading. Grades that indicate a student is compliant and grades that show student achievement against a pre-established set of outcomes. Clinton is firmly an outcome-based grading school, which means we grade student achievement against a pre-established set of outcomes.

Clinton values project based learning. Exams and tests are one way to demonstrate a student's learning, but they should not be used exclusively without including other types of assessments in the unit assessment. Units should include projects and units should use summative assessment that involves performance assessment, where students are able to demonstrate their knowledge. All students must be given opportunities to demonstrate proficiency, and assessments given to students with identified learning disabilities should reflect modification. Thus, content outcomes for each unit should reflect student performance on a mix of tests, quizzes, and projects.

The grading system was developed through a series of meetings with staff and the grading committee. After studying and discussing the grading policy over the course of two years, a subcommittee of the grading committee determined the grading practices we implement school-wide at Clinton. The practices we share across classrooms are detailed below.

All teachers use outcome grading via Jupitergrades.com. IB Learner Profile traits are part of our outcome based grading in the upper grades.

## Grades and Progress Reports

- Outcome grades are reported on a 0 through 7 scale, which reflects the grading scale used by the IB. Outcome grades must be translated into number grades so they can be inputted into STARS, the grade recording system used by the NYC DOE. Grade equivalencies are as follows:
  - 0-3 are below standards, or failing
  - 4 range is equivalent to grades in the 70% range
  - 5 range is equivalent to grades in the 80% range
  - 6 range is equivalent to grades in the 90% range
  - 7 range is equivalent to grades in the 100% range
- There are two terms each year. Students receive a final grade at the end of each term.

## Honoring Student Achievement

- Honor Roll is comprised of those students who achieve an overall average of 85% - 94% for the term.
- High Honor Roll is comprised of those students who achieve an overall average of 95% - 100% for the term.

- IB Learner Profile Awards recognize those students who demonstrate a particular IB Learner Profile Trait throughout the term. An award is given for each of the 10 traits.
- Membership in the National Honor Society is another way we recognize those students who excel in courses and contribute to creating a close-knit and collaborative community. To be considered for National Honor Society, candidates must exhibit the five major qualities of an exceptional NHS member: Scholarship, Leadership, Service, Citizenship, and Character. Clinton's chapter serves to recognize individuals who are not only academic leaders, but leaders in the school and community. An overall GPA of 85% at the end of Term 1 in 10th grade is required to be eligible for application to the National Honor Society.

## **Late Work**

- Projects and larger assignments due over a long period of time may be accepted up until 10 days before the close of the semester. Parents should be advised to push students to make up larger projects as soon as possible so that teachers have time to grade them and students have an opportunity to demonstrate proficiency on outcomes. If you have a project due at the very end of the semester, you should use your judgment about when to stop accepting it so that it can count towards students' grades for the half year.
- Smaller homeworks may be accepted up until a week after the due date and then no longer accepted.

## **Promotion in Doubt and Repeating Courses**

In January and February, schools formally notify families that their child is at risk of failing courses. The Promotion in Doubt (PID) process allows schools and families to plan for supports and interventions needed to help students meet promotion standards. This is standardized across the New York City public high schools. Promotion in 9th-12th grade is on the basis of content grades, attendance and Regents scores. For further information, see Promotion in Doubt guidelines issued by the Chancellor:

- <http://schools.nyc.gov/NR/rdonlyres/05F5B0BC-4B78-401B-AFF8-13C0520C557D/0/A501.pdf>
- The NYC DOE provides guidance on specific protections and regulations for students with disabilities and English language learners.

As per NYCDOE academic policy, after final course grades are officially on students' transcripts, there are three options for helping students who have failed courses earn credits in those courses. Students can:

- Retake the course. Students who have missed significant amounts of class time or have not yet mastered a large portion of the subject matter can benefit from retaking the entire course again. These students can make up the course in another term during the school year or in summer school. They might also be offered the course again as an online course.
- Take targeted credit recovery. Eligible students who previously failed a course may also

have the option to make up credit through credit recovery. Targeted credit recovery is specifically for students who have already attended most of the course and mastered the majority of the content. In this option, the student to pass the course and master the content that was in need of improvement. The student does not retake the full course again, but instead works with a teacher to make up and subsequently master only the particular portion of the course he/she still needs additional instruction in.

- Students can receive a temporary grade of “NX” (incomplete) or “NL” until work is completed a proper grade can be entered on the student’s transcript.

Clinton adds summer school and credit recovery credits using transcript updates, however in keeping with NYCDOE policy we may not change grades previously recorded for the original course the student failed, regardless if the student is making up credit by repeating the course or taking targeted credit recovery.

## **Annualized Grading Policy**

Clinton is on a semester schedule and follows an annualized policy for specific courses. All courses following our annualized grading policy must:

- (1) Be taught by the same teacher for both terms
- (2) Be taught over the course of two consecutive terms

Students are not eligible to recover credit under the annualization policy for one-term courses, including but not limited to Participation in Government and Economics. Students are not eligible to recover credit for term two of two-term courses.

If a student fails term one of a two-term course, he or she may be able to recover the credit through our annualized grading policy. The following conditions must be met:

- (1) The student must enter into a contract with a school administrator that details the student’s first term grade, the grade that the student must achieve in term two, and the assessment or work product that the student must pass at the end of term two.
- (2) The student must earn a grade of at least 75% in term two.
- (3) The student must pass the final assessment or work product as detailed in the contract.

This final may be a teacher-created assessment, Regents exam, or other work product.

If the student successfully meets the requirements laid out in the contract, then the student will retroactively receive a grade of 65% and 1 credit for the first term in that course.

Students may be required to repeat courses or earn missed credit in new courses until the student successfully meets the credit requirements to receive a New York State Regents diploma. We are a small school and cannot offer every online or independent study course.

# Course Selection

## Course Selection

Each spring current 9th and 10th grade students attend a presentation about the IB curriculum and course options and progressions for sophomore, juniors and seniors. They are then asked to complete course request surveys. Administrators and counselors place students in classes based on student course requests, teacher recommendations, and school resources. The majority of IB courses are two years in length. Therefore, sophomores completing course request surveys are making selections for both their junior and senior years of high school.

## Add/Drop Policy

Students can request to add or drop a course by the last Wednesday of September for full year and one-term fall courses and the last Wednesday of February for one-term spring course. Students can submit either paper or electronic add/drop requests to their school counselor. Add/drop request forms are available on The Clinton School's website on the Upper Grades counseling page or in the counseling office. All requests must be approved by a parent or legal guardian. School administration will either grant or deny the request within 5 days of submission, and you will receive notification by email.

# Course Directory

## International Baccalaureate Diploma Programme

### Standard and Higher Level Courses

In 11th and 12th grades, students are required to take 3 courses at the standard level (SL) and 3 courses at the higher level (HL). Two broad differences between standard level and higher level courses are the time and depth of study. Standard level courses require at least 150 hours, while higher level courses require at least 240 hours of study. The amount of time spent in higher level courses is higher because students study the content in greater depth.

All students take Language and Literature HL and History HL. All students take mathematics SL and Spanish Ab Initio. Clinton is working toward a course progression where students will have the option between Spanish Ab Initio and Spanish SL. Students must choose between taking either Biology HL and Film SL or Film HL and Environmental Systems and Societies SL.

### Theory of Knowledge (TOK)

TOK is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It is a core element which all Diploma Program students undertake. The TOK course examines how we know what we claim to know. It does this by encouraging students to analyze knowledge claims and explore knowledge questions. A knowledge claim is the assertion that “I/we know X” or “I/we know how to Y”, or a statement about knowledge; a knowledge question is an open question about knowledge.

The overall aim of TOK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

IB Internal and External assessments for this course are completed in 12th grade.

### Creativity, Activity, Service (CAS)

An integral part of the IB Diploma Programme, students will design an out of the classroom project(s) centered around creativity, action, and or service. Students will plan, participate, and reflect on their learning and development. Students will keep journals and reflection of their activities and achievements to show evidence of meeting the eight CAS learning outcomes. CAS projects are meant to be meaningful and does not have an hour requirement.

### Extended Essay (EE)

As part of the IB programme, students will develop a question and complete an in-depth study of a focused topic selected from one of the student’s six chosen subjects for the IB diploma.

This leads to a 4,000 word piece of formally presented writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. Students are assigned a faculty supervisor to guide them through the research, writing, and reflection process. Students are permitted up to five hours with their advisor outside of the classroom. Upon completion of the Extended Essay, students will participate in a concluding interview, or *viva voce*, with their supervisor.

## **Languages Department**

### **Author's Craft (Required - 9th grade)**

In this year-long, Common Core standards-based course, students will solve academic problems while building critical analysis and communication skills. Students will focus on the skills, understandings, and cultural perspectives that authors bring to their writing. They will examine the author's craft both as readers and as writers. Students will explore a variety of concepts in literature such as place, responsibility to others, curiosity, imagination, consequences, and fate. They will read, discuss, and write about informative and literary texts, and choose individualized reading and writing activities. Students will explore literary works by Caponegro, Carroll, Chopin, Collier, Giovanni, Shakespeare, Small, Steinbeck and Waheed, as well as films, and nonfiction texts. They will produce and present argumentative, informative, and narrative texts. By the end of the course, students will have formed opinions, developed arguments, and connected what they studied in class to the world around them. They will have become fully active members of an important learning community here, as well as begun their preparation to be part of larger communities once they venture out into the world beyond this school.

### **Visual Storytelling (Elective - 9th or 10th grade)**

In film, writers and filmmakers use specific elements and conventions to achieve a desired effect on an audience. In this semester-long course, students will explore the practice of visual storytelling by examining and evaluating how writers use literary elements to tell a story, as well as how filmmakers use specific film conventions to convey these stories visually. Students will continue to build their critical thinking and communication skills by viewing, reading, analyzing, evaluating, discussing, and writing about a selection of foreign and domestic films. Students will explore genres including drama, fantasy, animation, and documentary.

### **Literature of Peace and Conflict (Required - 10th grade)**

This class includes immersion in the content of language and literature, preparation for the New York State English Regents Exam, and the International Baccalaureate Diploma Programme in Language and Literature. To these ends, students build on their study of Author's Craft and develop their critical reading and analyses of texts both literary and non-literary from a variety of time periods, cultures, and genres. In addition, students contemplate the human condition with a specific focus on the kinds of conflicts people encounter and how they manage these conflicts. Students consider peace and conflict for individuals, communities, nations, and the environment.

*\*NYS ELA Regents Exam at end of course.*

### **Spanish and Latin American Language, Literature, and Cultures (Required - 10th grade)**

This course will be a survey of both Spanish and Latin American culture. As a humanities class, it will encompass history, literature and art. Language will be included in as much as it is relevant to compare cultures from different countries. The course will begin with studying the history of Spain, and proceed chronologically to study Spanish Colonization of the Americas, the

colonies Independence Movements of the 1800s, the Revolutions of the early to mid- 1900s, Modern conflicts of the 1960s-modern day. With each unit of study we will learn about the historical events and major figures/leaders as well as read the literature and art of the same time frame and analyze them within the historical context. We will explore the literary movements of the Renaissance, Romanticism, Realism, Modernism, "el Vanguardismo" (or avant-garde in French) and the "Boom" of Latin American literature. Modern day articles, literature and other mediums of artistic expression will be included as applicable.

### **Restorative Circles (Elective - 9th or 10th grade)**

This class familiarizes students with the restorative circle process to become adept at discussing, problem solving, building community, mediating, and repairing harm. The circle process provides students with an alternative to the style of discussion that involves debate and challenging each other. Instead, students learn to facilitate and participate in circles as a safe and non-hierarchical place in which each person can speak without interruption. Students develop communication skills that encourage respectful listening and reflection and explore important issues in the community.

### **IB Language and Literature, Higher Level (Required - 11th and 12th grade)**

This two-year course explores literature, language, and communication. During the first year, students build an understanding of the social constructs, e.g. gender, race, and how language is used to define social constructs. This study of language will be applied to various works of literature that explore the hero's journey across time, place, and gender. The second year provides students the opportunity to study mass communication and, finally, a literary critical study in which students wrestle with questions about how we shape our identity over time and the extent to which outside forces help or hinder us.

*IB Internal Assessments in the 11th and 12th grades*

*IB External Assessments in the 12th grade*

### **IB Spanish, Ab Initio (Required - 11th and 12th grade)**

This is a two-year course of beginner level Spanish. Students learn the Spanish language and build an understanding of the connections between language and culture. At the *end* of the 2-year course, students will need to, (1) Communicate clearly and effectively in limited contexts, (2) Comprehend and use spoken and written language in limited contexts, (3) Comprehend and use specific common vocabulary and essential grammar, (4) Communicate appropriately according to the audience, (5) Show sensitivity to characteristics of the culture related to the Spanish language. Proficiency will be required in all communication aspects of reading, writing, speaking and listening.

*IB Internal Assessments in the 11th and 12th grades*

*IB External Assessments in 12th grade*



# Individuals and Societies Department

## **Individuals & Societies Year 4, U. S. History (Required - 9th grade)**

This course will cover American history from the pre-Columbian to the modern eras and be based on the IB Criterion and Common Core Learning Standards for Social Studies. Students will focus on building their capacity in the processes of learning, specifically in the IB Learner Profiles and in historically oriented thought: such as visual and text source analysis, argument development, sharing and listening to opinions, investigating, and reflecting. Engagement in course assignments and activities will prepare students not only to pass the Regents Exam, but to prepare them for life in and beyond school.

*\*NYS US History Regents Exam at end of course.*

## **Get on your Soapbox (Elective - 9th or 10th grade)**

This semester-long course will explore the world of politics, personal beliefs, and civic participation. Students will focus on building their capacity in the processes of sharing, listening to, developing, and challenging opinions; critiquing the media, politicians, and political parties; investigating, and reflecting. Students will create their own political party based on their personal political ideology and create a speech in the grand old tradition of the soapbox.

## **Philosophy (Elective - 9th or 10th grade)**

In Philosophy, students examine topics in moral and political philosophy in addition to questions about nature of knowledge. Some fundamental questions explored in the course include: How do we know what is right? How do we know what is true? What are the limits of ability to know? Students engage with rigorous texts and ideas and demonstrate their understanding through discussion, writing, and presentations.

## **Participation in Government (Required - 10th grade)**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

*Required ½ year course for all NYS Students.*

## **Economics (Required - 10th grade)**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

*Required ½ year course for all NYS Students.*

## **IB History, Higher Level (Required - 11th and 12th grade)**

This two-year course requires students to evaluate and create historical interpretations of military leaders Richard 1 of England and Genghis Khan in year one and Asian regional topics of the Silk Road, Feudal Japan, and the Mughal Empire in year two. There is a heavy focus on understanding the legitimacy of multiple perspectives, strengths and limitations of historical sources, influence of bias, the legacy of important historical figures and civilizations, continuity and change, and historical reasoning.

*IB Internal Assessments in the 11th and 12th grades*

*IB External Assessments in the 12th grade*

## **Sciences Department**

### **Living Environment (Required - 9th grade)**

In Living Environment, students will explore various units of study in biology and further their critical thinking skills. Biology is the study of life. Throughout this course, students will work both independently and collaboratively in the laboratory to collect and analyze data. As growing scientists, students will learn how to draw conclusions and communicate their experimental findings in order to gain a deeper appreciation of their place in the living world around them. They will evaluate and discuss how ethical issues often arise with technological and scientific research. Students will build investigative and problem-solving skills in order to understand the application of science outside of the classroom, and its relevance to their everyday lives. Inquiry is at the heart of any science course, and we will work together to support all students as they grow as scientists throughout the year.

### **Introduction to Anatomy and Physiology (Elective - 9th or 10th grade)**

This semester-long course is a research and project-based enrichment elective about the human body. Throughout this course, students will explore how our various body systems work together to maintain homeostasis. Students will be learning how to further their scientific literacy skills and analyze scientific research. They will be writing their own research papers, creating visual presentations, and presenting their findings to their classmates.

### **Chemistry (Required - 10th grade)**

This course is designed to give students an in-depth view of chemistry and introduce them to the basic physical and chemical principles and their applications to the properties and transformations of materials. Throughout, students will make connections to the importance of chemistry in their everyday lives and help them understand some of the most pressing scientific issues of our time. This course also includes a lab component, where students will perform scientific investigations, and compare their experimental data against the universally accepted data. Students will explore scintillating topics such as atomic structure, the periodic table, chemical bonding, energy and phase changes, gas laws, kinetics and equilibrium, stoichiometry, solutions, and acids and bases.

### **Physics (Elective - 10th grade)**

This introductory course is based on the New York State Learning Standards (the Core Guide for Physical Settings: Physics) and covers a broad range of topics that help to explain and increase understanding of the physical world we live in. Physics is often called the mathematical science it is learned best by practicing with the concepts and equations. In order to be successful in this course, students need skills in basic algebra, basic trigonometry and graphing. Through practice students will learn how and when use learned math tools while 'doing' physics. One of the best life skills student can develop is to become a critical thinker and expert problem solver. Studying Physics will provide students with an excellent opportunity to develop these skills. Physics is the science that seeks to answer the most basic questions about the physical universe. Students will study broad range of fundamental phenomena, including motion, force, heat, energy, electricity, magnetism, atomic structure, wave behavior,

and optics. Students will be required to complete and document 1200 minutes of physics laboratory to receive full credit for this course. Students will need access to a graphing calculator (Ti-84 series graphing calculator is strongly recommended) on a regular basis.

### **IB Diploma Programme Science Courses in 11th & 12th Grades:**

All students must choose one science course to take over the course of two years. The course may be either higher level or standard level, depending on the arts course that is chosen. Regardless of content and level, all students learn what the IB refers to as the “nature of science,” which include scientific methods across disciplines and the ethical questions with which scientists and intellectuals grapple.

#### **IB Biology, Higher Level**

This two-year course covers biology concepts including cellular and molecular biology, genetics, ecology, human physiology, and evolution and biodiversity. As this is a higher level IB course, students also study nucleic acids, metabolism, cell respiration, photosynthesis, plant biology, and animal physiology.

#### **IB Environmental Systems and Societies, Standard Level**

This two-year course provides students with in-depth study of environmental systems and human interaction with those systems. Students also explore and learn how to think critically about the cultural, political, economic, social, and ethical issues that arise from human societies in the natural world.

# Mathematics Department

## **Algebra 1 (Required - 9th grade)**

The fundamental purpose of this Common Core standards-based course is to extend the mathematics that students learned in the middle grades. Students will continue their study of mathematics, and continue developing alternative solutions, strategies and algorithms. Within this course students will learn multiple ways of representing numbers, relationships among numbers, and number system. Students will be able to represent and analyze algebraically a wide variety of problem solving situations. Students will develop practical methods of solving first- and second-degree equations and inequalities.

Topics will include using expressions and equations, linear equations and inequalities, functions: linear, quadratic, exponential, polynomial, system of equations, and descriptive statistics. Students will need access to a graphing calculator (Ti-84 series graphing calculator is strongly recommended) on a regular basis.

## **Algebra 2 (Required - 9th grade if Algebra 1 completed in 8th grade)**

This course focuses on four critical areas of the Common Core model pathway for Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions, to solidify a foundation for learning new functions. Students will learn how to make connections between verbal, numeric, algebraic, and graphical representation of functions. Students will study how to create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students expand their algebraic skills, they will be able to draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions.

Topics will include linear functions and equations, quadratic and polynomial equations with real and complex solutions, exponential and logarithmic equations and functions, transformations, rational expressions, systems of equations, matrices, probability including permutations and combinations, sequences and series, conics, and trigonometry through advanced trigonometric identities. Students will need access to a graphing calculator (Ti-84 series graphing calculator is strongly recommended) on a regular basis.

## **Topics in Algebra 2 - Summer Intensive (Elective - summer between 9th & 10th grades)**

Students who have not taken at least one term of Algebra 2 and who intend to take Physics in 10th grade must successfully complete this intensive in order to be programmed for Physics. Students will participate in 5 days of direct instruction with a math teacher, followed by an independent study to be completed online before the start of school.

## **Geometry (Required - 10th grade)**

The purpose of the Geometry course is to introduce students to formal geometric proof and the study of plane figures, culminating in the study of right triangle trigonometry and circles.

Students begin to prove results about the geometry of the plane formally, by using previously defined terms and notions. Similarity is explored in greater detail (previously discussed during the middle grades), with an emphasis on discovering trigonometric relationships and solving problems with right triangles. The correspondence between the plane and the Cartesian coordinate system is explored when students connect algebraic concepts with geometric ones. The major mathematical ideas in the Geometry course include geometric transformations, proving geometric theorems, congruence and similarity, analytic geometry, right-triangle trigonometry, and circle concepts. If there is extra time at the end of the year, students will explore geometric probability and apply it to real-world situations.

*\*NYS Common Core Geometry Regents Exam at the end of course.*

## **IB Diploma Programme Mathematics Courses in 11th & 12th Grades:**

Students must choose to take either IB Mathematics and IB Mathematical Studies. IB Mathematical Studies prepares students for their first year math courses at university. IB Mathematics explores content taught in first year math courses at university.

### **IB Mathematics, Standard Level**

This two-year course covers math taught in the first year of university. Students are also expected to investigate an area of mathematics as an individual. Areas of study in the course include: algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, calculus.

This course is recommended for students pursuing admission to university programs in a STEM field.

*IB Internal Assessments in the 11th and 12th grades*

*IB External Assessments in the 12th grade*

### **IB Mathematical Studies, Standard Level**

This two-year course covers math taught to prepare students for math courses in their first year of university. Students are also expected to investigate an area of mathematics as an individual. Areas of study in the course include: numbers and algebra, descriptive statistics, logic and probability, statistical application, geometry and trigonometry, mathematical model, and an introduction to differential calculus. Students will use graphing calculators to enhance their understanding and development of each mathematical concept.

*IB Internal Assessments in 11th grade*

*IB External Assessments in 12th grade*

## **Arts Department**

### **Art and Design (Required - 9th grade)**

In Art and Design 9<sup>th</sup> grade students will explore different methods through which artists develop their artistic practices. Students will be encouraged to experiment, observe and reflect as they work with a variety of different materials. Each project will offer an opportunity to engage with

sophisticated conceptual and compositional challenges. In order to supplement the art making process students will look at, discuss and write about other artists and their work.

### **Digital Photography (Required - 10th grade)**

Digital Photography students will be engaged in a rigorous yearlong quest to better understand the unique role that photos play in our understandings of ourselves, the world around us and of history. Students will be challenged to use their cameras to investigate ways that they can frame what they see to give it meaning to other viewers. Students will study the history of photography with the intention of better understanding contemporary uses of photography in art.

### **IB Film, Standard Level or Higher Level (Required - 11th and 12th grade)**

This is a two-year course of study in film genre and production. During the second year of the student's film studies course they are required to produce a short documentary. The process and planning of this piece will require students to develop and strengthen their research skills. Two broad differences between standard level and higher level courses in film are the time and depth of study. Standard level course require at least 150 hours, while higher level courses require at least 240 hours of study. The amount of time spent in higher level courses is higher because students study the content in greater depth.

*IB Internal Assessments in the 11th and 12th grades*

*IB External Assessments in the 12th grade*

## Physical Education & Health Department

The Clinton physical education philosophy is to develop and enhance each individual student's self esteem, leadership and awareness of the importance of physical fitness. The curriculum consists of lifetime activities, individual and team sports, group initiatives, and problem-solving activities. We strive to present an athletic, educational and safe environment to help all students of all abilities succeed at their own skill levels, while having fun!

Clinton health education is an essential academic subject that teaches young people to take care of their minds, their bodies, and the people around them. Health education builds a foundation for academic success by teaching all students how to make healthy and informed decisions. Clinton 9th grade students will be exploring a wide variety of units such as mental and emotional health, sexual health, the impact of drugs/tobacco/and alcohol, the importance of nutrition and physical activity, and injury prevention.

***Medical Excuses for Physical Education:*** All students must receive a .5 credit of physical education in order to graduate with a New York State diploma. Students who have long term illnesses and injuries (greater than 2 weeks) that prevent them from participating in physical education must provide our Upper Grades Athletic Director medical excuse documentation from a health care provider and a letter of parental consent. Students who are injured or ill and are not able to participate in physical education, but are healthy enough to attend school, will be given non-physical, athletic-related tasks and assignments tha by their physical education teacher (e.g., assisting with score keeping in games, writing a paper on an athletic-related topics). Students who are medically excused from physical education for the greater part of the term (more than 9 weeks) will be graded on a pass/fail basis.

## Independent Studies

A handful of students enter Clinton either having taken and passed our core courses in middle school or in the 9th grade, if they are transferring in for 10th grade. In these cases, students may be enrolled in an independent study program that can be taught on a one-on-one or small group basis or through online learning. All independent study courses at Clinton are matched to the appropriate academic content, are academically rigorous and aligned to NYSED commencement-level learning standards, and are either taught or overseen, in the case of an online class, by Clinton faculty. After successful completion of these classes, students are awarded elective credits.

## College Now Program

College Now is CUNY's largest collaborative program with the New York City secondary public school system. The program offers dual enrollment and college-readiness programs in more

than 400 NYC high schools and enrolls over 20,000 students annually. The goal of College Now, much like many dual enrollment programs, is to help students meet high school graduation requirements and prepare for success in college, both academically and socially. The Clinton School is a College Now Partner with Baruch College. Beginning in the spring of their sophomore year, students are able to apply for admission into College Now classes and programs in the summer before junior year and during their junior and senior years of high school. Sophomores, Juniors and Seniors are also eligible to apply to selected College Now STEM Academy programs. Our College Counselor alerts all students of College Now opportunities as they become available.

# Clubs and Sports

The Clinton School offers students a wide range of clubs, athletics and extracurricular activities to participate in offering students opportunities for experiential learning, developing leadership skills, exploring personal interests and fun. As a growing high school, we encourage our students to create new clubs and groups bring their interests, talents and skills to our community.

## **Anime Club**

The anime club helps participants learn about different types of anime, how anime is part of Japanese culture, and how anime influences teens and adults today.

## **Art Club**

The art club gives students a space to create art. Participants are encouraged to submit art to the Clinton Soup.

## **Basketball**

The Clinton boys basketball team consists of 9th and 10th graders. The basketball team is part of the NYSAA basketball league and competing within the JV division. The team practices multiple days per week along with a one day per week study hall session. Throughout the season, students are required to maintain a balance between academics and athletics while working towards developing their basketball skills, ability to work together, and commitment towards representing the Clinton school among competition. Basketball will be offered as a club for all upper grades boys and girls during the spring season to develop their basketball skills while beginning an intramural program. All students are welcome to join the basketball intramural club.

## **Cheerleading**

The Clinton Cheer Squad currently includes both 9th and 10th grade girls. Girls learn to build communications skills to get more school students involved in school spirit events. The team practices once a week and cheers at all home boys basketball games. Together, the girls plan and practice original choreography to develop norms for teamwork.

## **Chess**

Members enjoy the game and improve their skills. The Chess Club plans to work with a chess instructor and to participate in a tournament in the 2017-2018 academic year.

## **Clinton Post**

The Clinton Post, our school newspaper, is published monthly. In addition to editorial positions, the Post has non-writing opportunities for students in media, business, photography, and design.

## **Clinton Soup**

The Clinton Soup is our art and literary magazine. Students meet once a week to work on their written and artistic creations. They spend considerable time reviewing and discussing all submissions including poetry, fiction, non-fiction, and artwork. Club members are responsible for all tasks leading to distribution including editing, layout, and printing.

### **Feminism Club**

The Feminism Club meets weekly to discuss issues of gender bias and discrimination in our school and in the world. Our goal is to raise awareness of women's issues and raise money for women-friendly non-profits. The Feminism Club is open to all people regardless of gender affiliation.

### **Film**

Film club meets once a week to watch films of different genres (ie., The Godfather, Goodfellas, The Fantastic Mr. Fox, Zootopia, etc.) and to discuss cinematography and how it relates to today's world. Film club helps to develop students' analytical and critical thinking skills through discussions facilitated by the film club leaders and by the film club advisor. We will watch a variety of genres. All students are welcome and prior knowledge of film theory/cinema studies are not necessary.

### **GSA**

The GSA is a safe place to discuss gender and sexuality related topics, as well as brainstorm informative projects for the school.

### **Math Team**

The math team practices and competes in competition.

### **Model UN**

MUN meets once per week and attends at least one conference during the school year. The club develops students' skills in public speaking, research, role-play/acting, writing, negotiating, consensus building, networking, and self-motivation. Students become better acquainted with the work of the United Nations, the difficulties and rewards of international diplomacy, and the multitude of current issues the world faces.

### **National Honor Society**

Students apply for application to NHS in the middle of their Sophomore year. To be considered for National Honor Society, we are looking for candidates who exhibit the five major qualities of an exceptional NHS member: Scholarship, Leadership, Service, Citizenship, and Character. Clinton's chapter serves to recognize individuals who are not only academic leaders (min 85% average), but leaders in the school and community. The club will meet at least once a month to discuss leadership, take care of chapter business, and build community.

### **Peer Leaders**

The goal of the Peer Leadership Program is to develop a group of older students who provide ongoing support and guidance to incoming freshman. Student apply to the program and are accepted based on their ability to be effective role models to younger students. We also accept students who communicate well with others, work successfully in groups, and are open-minded and empathic. Peer Leaders help at our new student orientation in June, our freshman retreat in September and throughout the year as needed.

### **Rock Climbing**

Upper grades students are offered a rock climbing club one morning per week during the winter season. Students are required to complete a series of rock climbing challenges and fitness related challenges each week. Throughout the club, students are tasked with various challenging fitness related/rock climbing exercises. All students are welcome to join.

### **Runners Club**

Once a week in the fall season kids meet in the morning to run throughout the city training and developing a passion for running being active. All students are welcome to join.

### **SETA (Students for the Ethical Treatment of Animals)**

Students for the Ethical Treatment of Animals is an animal rights club that focuses on education. Participants learn about issues of animal rights and teach peers what they know.

### **Student Council**

The Student Council works with peers, teachers and administrators to ensure that Clinton remains a supportive and enjoyable learning community. Our goal is to make sure that students have the option to join diverse clubs and activities, to plan and organize community building events and to advocate for students.

### **Table Tennis**

The table tennis club meets once a week. We play ping pong or table tennis, as some call it. All students are welcome.

### **Theater**

The UG Theater program puts on one production a year. Student have the opportunity to participate in all aspects of stage production, including: acting, singing, dancing, directing, stage managing, stage design, costuming, makeup, etc.

### **Theater Board**

The purpose of this committee is to support students in producing the annual musical. The UG Theater Board is a small committee of that consists of: three students in the Theater club, a member of the Clinton faculty, the Upper Grades Director, and representatives of the Parent Association. Students on the Theater Board are expected to plan for the annual theater production. Students on the Theater Board serve as liaisons between the Theater club and the Theater Board, ensuring students have a voice in the production process.

**Volleyball**

The Clinton girls volleyball program consists of 9th and 10th grade students. Volleyball is offered during the fall and spring season. The fall and spring volleyball program allows students to work on developing their volleyball skills while arranging scrimmages against other schools throughout the city. All girls are welcome to join.

**Yearbook**

Our yearbook editors collect photos and news for the ultimate publication of a senior class yearbook. Our first yearbook will be published in June 2019.