Welcome to the community which is Edward R. Murrow High School!

I. THE RIGHT TO A FREE PUBLIC SCHOOL EDUCATION
While public schools serve many age groups whose rights may differ according to their levels of maturity, the right to a free public education is a basic "student right" guaranteed to all children.

You have a right to:
1. attend school and receive a free public school education from kindergarten to age 21 or receipt of a high school diploma, whichever comes first, as provided by law; students who have been determined to be English Language Learners are entitled to bilingual education or an English as a second language program as provided by law; students with disabilities who have been determined to be in need of special education are entitled to a free appropriate public education from age 3 until age 21, as provided by law;
2. be in a safe and supportive learning environment, free from discrimination, harassment and bigotry;
3. receive courtesy and respect from others regardless of age, race, creed, color, gender, religion, national origin, sexual orientation, disability, marital status and political beliefs;
4. receive a written copy of the school's policies and procedures, including the Discipline Code and the New York City Department of Education Bill of Student Rights and Responsibilities, early in the school year or upon admission to the school during the school year;
5. be informed about diploma requirements, including courses and examinations and information on assistance to meet those requirements;
6. be informed about required health, cognitive and language screening examinations;
7. be informed about courses and programs that are available in the school and the opportunity to have input in the selection of elective courses;
8. receive professional instruction;
9. know the grading criteria for each subject area and/or course offered by the school and to receive grades for school work completed based on established criteria;
10. be informed of educational progress and receive periodic evaluations both informally and through formal progress reports;
11. be notified in a timely manner of the possibility of being held over in the grade or of failing a course;
12. be notified of the right of appeal regarding holdover or failing grades;
13. review your education records upon request, if in high school (The right to review records is always accorded the parent/adult in parental relationship and eligible student); until the student turns 18 when the student has control of his/her records unless the student provides the school with the DOE form granting his parents control until he/she graduates;
14. confidentiality in the handling of student records maintained by the school system;
15. receive guidance, counseling and advisement for personal, social, educational, career and vocational development.

II. THE RIGHT TO FREEDOM OF EXPRESSION AND PERSON
All students are guaranteed the right to express opinions, support causes, organize and assemble to discuss issues and demonstrate peacefully and responsibly in support of them, in accordance with policies and procedures established by the New York City Department of Education.

You have the right to:
1. organize, promote and participate in a representative form of student government;
2. organize, promote and participate in student organizations, social and educational clubs or teams and political, religious, and philosophical groups consistent with the requirements of the Equal Access Act;
3. representation on appropriate schoolwide committees that impact on the educational process, with voting rights where applicable;
4. publish school newspapers and school newsletters reflecting the life of the school and expressing student concerns and points of view consistent with responsible journalistic methods and subject to reasonable regulations based on legitimate pedagogical concerns;
5. circulate newspapers, literature or political leaflets on school property, subject to reasonable guidelines established by the school regarding time, place and manner of distribution, except where such material is libelous, obscene, commercial or materially disrupts the school, causes substantial disorder or invades the rights of others;
6. wear political or other types of buttons, badges or armbands, except where such material is libelous, obscene or materially disrupts the school, causes substantial disorder or invades the rights of others;
7. post bulletin board notices within the school, subject to reasonable guidelines established by the school, except where such notices are libelous, obscene, commercial or materially disrupt the school, cause substantial disorder or invade the rights of others;
8. determine their own dress within the parameters of the Department of Education policy on school uniforms, except where such dress is dangerous or interferes with the learning and teaching process;
9. be secure in their persons, papers and effects and to carry in the school building personal possessions which are appropriate for use on the premises;
10. be free from unreasonable or indiscriminate searches, including body searches;
11. be free from corporal punishment;
12. decline to participate in the Pledge of Allegiance or stand for the pledge.

III. THE RIGHT TO DUE PROCESS

1. Every student has the right to be treated fairly in accordance with the rights set forth in this document.
2. You have the right to:
3. be provided with the discipline code and rules and regulations of the school;
4. know what is appropriate behavior and what behaviors may result in disciplinary actions;
5. be counseled by members of the professional staff in matters related to your behavior as it affects your education and welfare within the school;
6. know possible dispositions and outcomes for specific offenses;
7. receive written notice of the reasons for disciplinary action taken against you in a timely fashion;
8. due process of law in instances of disciplinary action for alleged violations of school regulations for which you may be suspended or removed from class by your teachers;
9. know the procedures for appealing the actions and decisions of school officials with respect to your rights and responsibilities as set forth in this document;
10. be accompanied by a parent/adult in parental relationship and/or representative at conferences and hearings;
11. the presence of school staff in situations where there may be police involvement;
12. challenge and explain in writing any material entered in their student records.

IV. STUDENT RESPONSIBILITIES

Responsible behavior by each student is the only way in which the rights set forth in this document can be preserved. Violation of some of these responsibilities may lead, in accordance with the Discipline Code, to disciplinary measures. Full acceptance of responsibility with the exercise of rights will provide students with greater opportunity to serve themselves and society.

1. You have a responsibility to:
2. attend school regularly and punctually and make every effort to achieve in all areas of your education;
3. be prepared for class with appropriate materials and properly maintain the textbooks and other school equipment;
4. follow school regulations regarding entering and leaving the classroom and school building;
5. help maintain a school environment free of weapons, illegal drugs, controlled substances, alcohol and tobacco;
6. behave in a manner that contributes to a safe learning environment and which does not violate other students’ right to learn;
7. share information with school officials regarding matters which may endanger the health and welfare of members of the school community;
8. respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others;
9. show respect for school property and respect the property of others, both private and public;
10. be polite, courteous and respectful toward others regardless of age, race, creed, color, gender, religion, national origin, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria;
11. behave in a polite, cooperative manner toward students, teachers and other school staff;
12. promote good human relations and build bridges of understanding among the members of the school community;
13. use non-confrontational methods to resolve conflicts;
14. participate and vote in student government elections;
15. provide positive leadership by making student government a meaningful forum to encourage maximum involvement;
16. work with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students;
17. observe ethical codes of responsible journalism;
18. refrain from obscene and defamatory communication in speech, writing and other modes of expression in your interactions with the school community;
19. express yourself in a manner which promotes cooperation and does not interfere with the educational process;
20. assemble in a peaceful manner and respect the decision of students who do not wish to participate;
21. bring to school only those personal possessions which are safe and do not interfere with the learning environment;
22. adhere to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories and shops;
23. be familiar with the school discipline code and abide by school rules and regulations;
24. provide leadership to encourage fellow students to follow established school policies and practices;
25. keep parents informed of school-related matters, including progress in school, social and educational events, and ensure that parents receive communications that are provided by school staff to students for transmittal to their parents.
Promotion - In order to be promoted a student must meet certain promotion standards established by the State Education Department and the NYC Department of Education.

<table>
<thead>
<tr>
<th>REQUIREMENTS FOR PROMOTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To become a</td>
</tr>
<tr>
<td>Sophomore (10th grade)</td>
</tr>
<tr>
<td>Junior (11th grade)</td>
</tr>
<tr>
<td>Senior* (12th grade)</td>
</tr>
</tbody>
</table>

*20 credits (4 in English, 4 in the required global studies are mandated by the State Education Department, May 1997).

Note: Special education students whose IEPs specify that they will participate in state and local assessments, with or without modifications, will either be held to these promotion standards if their IEPs specifically adopt them or be held to a modified promotion standard as specified in their IEPs.

Note: All ELLs, except those with disabilities eligible for safety net provision, who first entered grade 9 in or after September 1996 must pass the Regents comprehensive examination in English. All ELLs except those with disabilities eligible for safety net provision, who first entered grade 9 in September 1999 must pass Regents exams in math, global history and geography, US history & government, and science.

Diploma Requirements - If you entered the 9th grade in 2001 and after, the total number of credits needed for graduation is 44 (8 semesters).

This chart shows the number of credits you need in each subject for a high school diploma.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Entered 9th Grade in 2001 and After</th>
<th>Subject</th>
<th>Entered 9th Grade in 2001 and After</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>8 credits</td>
<td>Art</td>
<td>1 credit, 2 credits in either art or music providing the year long class is a progressive sequential course of study (no core classes) or 1 credit</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits, 2 credits in Economics</td>
<td>Music</td>
<td>1 credit</td>
</tr>
<tr>
<td>Global History</td>
<td>2 credits in Social Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American History</td>
<td>1 credit</td>
<td>Health Education</td>
<td>1 credit</td>
</tr>
<tr>
<td>Government</td>
<td>1 credit in Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>1 credit</td>
<td>Physical Education</td>
<td>4 credits</td>
</tr>
<tr>
<td>Math</td>
<td>6 credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>6 credits (4 lab science credits) *</td>
<td>Electives</td>
<td>varies (7 minimum)</td>
</tr>
<tr>
<td>*2 credits in Liv. Envi.: *2 credits in Physical Science, Chemistry, Physics, or Earth Sci.: 2 credits in non-lab sci.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Language</td>
<td>6 credits*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>44 credits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*2 credits are required for a Regents diploma.

To graduate you must also pass the following exams with the designated passing grade listed below.
To graduate you must also pass the following exams with the designated passing grade listed below.

<table>
<thead>
<tr>
<th>Exams</th>
<th>Local Diploma*</th>
<th>Regents Diploma</th>
<th>Advanced Regents Diploma</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Regents</td>
<td>55 to 64*</td>
<td>65 to 100</td>
<td>65 to 100</td>
</tr>
<tr>
<td>Global Studies Regents</td>
<td>55 to 64*</td>
<td>65 to 100</td>
<td>65 to 100</td>
</tr>
<tr>
<td>American History Regents</td>
<td>55 to 64*</td>
<td>65 to 100</td>
<td>65 to 100</td>
</tr>
<tr>
<td>a Math Regents</td>
<td>55 to 64*</td>
<td>65 to 100</td>
<td>65 to 100</td>
</tr>
<tr>
<td>second and third Math Regents (integrated algebra, geometry, algebra/trigonometry)</td>
<td>55 to 64*</td>
<td>65 to 100</td>
<td>65 to 100</td>
</tr>
<tr>
<td>a Science Regents</td>
<td>55 to 64*</td>
<td>65 to 100</td>
<td>65 to 100</td>
</tr>
<tr>
<td>second Science Regents (one of the two Regents must be Living Environment)</td>
<td>55 to 64*</td>
<td>65 to 100</td>
<td>65 to 100</td>
</tr>
<tr>
<td>Foreign Language Regents</td>
<td></td>
<td></td>
<td>65 to 100</td>
</tr>
</tbody>
</table>

*Students entering the 9th grade in 2005 must pass 2 out of 5 Regents with a 65 or above to receive a local diploma.

**Students entering the 9th grade in 2006 must pass 3 out of 5 Regents with a 65 or above to receive a local diploma.

***Students entering the 9th grade in 2007 must pass 4 out of 5 Regents with a 65 or above to receive a local diploma.

Students entering the 9th grade in 2008 and thereafter must pass all 5 Regents with a 65 or above to receive a diploma.

Students entering the 9th grade in 2009 and thereafter must take 3 Regents examinations in mathematics: algebra, geometry and algebra2/trigonometry for the Advanced Regents Diploma.

Students with disabilities who fail a required Regents examination must pass the equivalent RCT for a local diploma without failing any classes.

*Local Diploma - is earned by passing all your required courses listed above. (Local Diploma no longer an option for 9th graders entering 2008 or thereafter).

Regents Diploma - is earned by passing all your required courses listed above and earning at least 65 on all the five required Regents exams listed above.

Advanced Regents Diploma - is the highest diploma available in New York State for the class entering in 2001 and after and all students should be striving for the best. It also adds special honor to your diploma by adding a special gold seal to it. If your high school average is over 90, you earn another gold seal “with honor.” If your high school average is over 80 without failing any classes, you earn a silver seal “with merit.” You will receive an Advanced Regents diploma with Honors if you have a 90+ average on all required Regents examinations.

Ranking - In order for a student to be eligible to be ranked as a senior he/she must meet the following criteria: The student must be a prospective graduate in the upcoming school year. The student must never have been ranked in a previous school year. The student must have been active in E.R. Murrow H.S. by October 31st of his sophomore year. Students who are not eligible for senior ranking will be given an unofficial rank that is appropriate to their average. A letter from the college office will accompany all college applications indicating the unofficial rank and percentile standing.

Graduation Ceremony - Chancellor’s Regulations state that only students who have successfully completed the requirements for a high school diploma in June, including the required 44 credits, courses and standardized tests, will be permitted to participate in graduation ceremonies.

Grading and Attendance - Your grade grows out of achievement which is demonstrated by classwork, homework, projects, papers, examinations, participation, and good attendance. Note that absences and cutting will prevent you from participating in class work and will contribute to a lower or failing grade. The fact that you are ill and bring in a doctor’s note does not excuse you from the work needed to pass the class. It explains the nature of the absence. If you are absent, you must make up your work in a timely manner and pass exams to earn an “S” or better.

Extended Absence
If you are absent or know that you will be absent for at least three consecutive days, you should call your guidance counselor to inform them. This will allow your counselor to notify your teachers to send work home. Also, for the beginning of the semester, this will reserve your seat in your classes.
Report Cards and Grades - You will receive three report cards each semester. The first two report cards will report your progress to date. The third report card in each semester will have a final grade which will appear on your permanent record.

<table>
<thead>
<tr>
<th>GRADEING SYSTEM</th>
<th>CLASS GRADE FALLS BETWEEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Excellent 100-90</td>
</tr>
<tr>
<td>G</td>
<td>Good 89-80</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory 79-65</td>
</tr>
<tr>
<td>N</td>
<td>No Credit 55 failed</td>
</tr>
<tr>
<td>F</td>
<td>No Credit 55/poor attendance, absences, insufficient body of work</td>
</tr>
<tr>
<td>IN</td>
<td>Incomplete Work Student must complete work.....</td>
</tr>
<tr>
<td>MI</td>
<td>MILE 98</td>
</tr>
</tbody>
</table>

In determining your grade, your teacher will take into consideration your class participation, quizzes, examinations, effort, extra reports, improvement, unexplained absences, etc. Note that all work through the semester is cumulative. Poor attendance and lateness will affect your participation in each subject and will lower your grade.

Avoiding Plagiarism
What is plagiarism? Plagiarism is the act of presenting someone else’s ideas as your own. It can happen in one of two ways:
- Word-for-Word-Plagiarism occurs when the writer repeats the exact words of the source without giving necessary credit to the author of the source with quotations and citations.
- Paraphrase Plagiarism occurs when the researcher repeats basically the same idea as an original source with only a few words changed. This kind of plagiarism also occurs when the researcher uses a source’s key words or phrases without placing them in quotation marks and without the proper citation.

Actions that constitute plagiarism:
- Buying, stealing, or borrowing a paper
- Hiring someone to write your paper
- Copying from another source without citing
- Copying from another student’s work
- Using the source too closely when paraphrasing
- Building on someone’s ideas without citation

The heart of avoiding plagiarism is to make sure you give credit where it is due. This may be credit for something somebody said, wrote, e-mailed, drew, or implied.

Penalties for Plagiarism:
Unacknowledged use of the work of others and presenting that work as your own represents cheating and, as such, can lead to academic sanctions including lowered or failing grades and/or suspension from school.

Entrance to School - In order to enhance school security, only one entrance is opened from 6:30 AM to 7:30 AM (East 17th Street). After 7:30 AM, three entrances are open: East 17th Street and two entrances on Chestnut Avenue. You must swipe your ID card at the scanning computer when you enter. If you forget/lose your photo ID card, you may only enter through East 17 Street (8:30 - 9:30), or Chestnut Avenue (7:30 - 8:30) to get a 1-day temporary ID slip. Keep this ID slip because it is your ID card for the day and you need to present it to staff upon request.

NOTE: NYPD conducts daily truancy sweeps. Students may be brought to track centers where parental contact is made for pick-up or to school. (Youth referrals are issued).

Lateness to School - After 8:30 AM you may only enter the building through the East 17th Street entrance and swipe your ID card at the scanning computer. If you do not have your ID, you need to report to room 103 (deans’ office). You need to show some sort of proof to the safety agent that you attend Murrow High School. On Wednesdays only, the Chestnut Avenue entrance is open until 9:30 AM.

Lateness to Class - You are allowed approximately three minutes to travel from one subject class to another. Lateness to subject class disrupts instruction and will have an adverse affect on your classwork and overall achievement in the subject.

Programming
During the programming process which begins on Course Selection Day, you are required to select classes for the next semester. You will have two opportunities to make changes:
1. At the scheduled meeting with the Guidance Counselor during the course selection interview period.
2. On the white Student Request Verification Information Card (SRV)
When you elect a class, your commitment is for at least one semester. To drop a course in the Business Department you must have prior permission from the Business Coordinator in Room 476.
When a new semester begins, there are no program changes except when:
- The Assistant Principal of the department approves the change in writing and it is given to the counselor and
Assistant Principal Guidance for approval.
b. A medically documented physical problem exists and a doctor’s note is presented to the guidance counselor and Assistant Principal Guidance (a parent's note is unacceptable) for medically excused gym.
c. You are in the wrong level of the class.
d. There is a conflict between two classes selected.
e. There is a missing class.
f. The class had already been passed.
g. A student needs support services.
h. If you had the teacher twice and failed twice with that teacher.

Program changes are only permitted for these reasons during the first five days of a semester. Classes will not be changed or dropped later or at the end of a semester because you didn’t get the grade you want, need or expected or the class didn’t meet your expectations. If you drop a class and you have fewer than the required classes on your program card (seven classes for freshmen, sophomores, and juniors; or for seniors in semester I, six classes and in semester II five classes), you must pick up a new class. Please note that in order to take a MILE and obtain a program change, you must get permission from the MILE coordinator. This is only permitted during the first five days of a semester.

Guidance counselors are the only staff members who can make program changes. Teachers do not have the authority to drop students from their classes.

MILE courses, College Now, and PM School do not satisfy the minimum number of classes. Students must take a physical education class each semester they are in school except during the one semester they take health classes even if they have completed their physical education requirements. This is a New York State requirement.

Seniors may request a J band OPTA if they currently have a job. This is done only if the senior brings in a letter on the employer’s letterhead documenting that the senior has a job. It must be presented during the programming sequence the previous semester. Letters brought in at the beginning of a semester may not be processed if there is no space available. However, during Semester 1 seniors will be allowed to request a J band OPTA during the first week of that semester. The request will be granted only if there is space available in classes. ALL OTHER STUDENTS ARE EXPECTED TO BE IN SCHOOL UNTIL 2:45 OR 3:40 WHICHEVER IS THEIR LAST CLASS. We are sorry that we can not accommodate freshmen, sophomores and juniors with this privilege.

Illness in School - If you become ill in school, you must report to the infirmary, Rm.121, with a note from a classroom teacher. It is important for the school to have up-to-date information about where the school can contact your parent/guardian when necessary. Every school year you should provide room 121 with an updated Blue Home Contact Card. Make sure you know the telephone number of your parent’s or guardian’s job. An official dismissal pass will be given to you if your parent approves and comes to pick you up unless you are 18 years old. Upon your return to school you are to show the official pass to your subject class teachers. This will notify them that you were not cutting their classes. Then return the signed pass to the attendance office, room 127. If you leave without a pass, the classes you miss are considered cut.

Guidance Counselors - You are assigned to a guidance counselor who will help you succeed in school. You have the right to talk to your guidance counselor about any personal or school problems you may have in addition to obtaining advice about programming. Guidance counselors are not supposed to be in their offices at all times, and are given 45 minutes for lunch. They must do group guidance work in classrooms, advocate for students in the deans’ office, the principal’s office, etc. and do a great deal of paper work. If your parents/guardians wish to consult with your guidance counselor, an appointment must be made by the parent/guardian or student. If you wish to see your counselor and he/she is out of the office, place a note in the counselor’s mailbox with your name, SCS and a brief description of the problem or send an e-mail. If it is very serious, leave the note with the guidance secretary in Room 120. If you have any emergency situation, see an assistant principal or dean immediately.

Attendance if you have an B or C Band OPTA: - If you have a C Band OPTA listed on your program card, please go to the attendance office, Room 127, on Mondays to sign in. If you have a B Band OPTA listed on your program card, please go to the attendance office, Room 127, on Tuesday, Wednesday, Thursday & Fridays. When there is an SCS, your attendance will be taken during the SCS, you do not need to report to room 127.

Class Ranking - In order to provide college admission offices with required information concerning your performance, as compared to other students in the class, all graduating seniors are ranked. In order for a student to be eligible to be ranked they must meet the following criteria: The student must be a prospective graduate in the upcoming school year; The student must have been active in E.R. Murrow H.S. by October 31st of their sophomore year. Students who are not eligible for senior ranking will be given an unofficial rank that is appropriate to his average. A letter from the college office will accompany all college applications indicating the unofficial rank and percentile standing. Many colleges will re-rank you or recompute your average to serve their own purpose. For purposes of admission to City University, the only subjects averaged are Regents Level Courses in: English, Social Studies, Science, Language, and Math and the highest grades in their 1st year of Music and Art. This average is known as the College Academic Average (CAA).

Optional Time Activities - You have the right to make decisions as to how you will wisely use your optional time (OPTA). You have the responsibility to use this time judiciously by going to the library in Room 224, cafeteria, 285 student center, working in an office, participating in a club activity, attending a resource center; taking courses in Independent Study; or obtaining tutoring. If the ID is not clearly displayed, the senior will be escorted to a designated OPTA area. You have the responsibility to behave appropriately during OPTA. With the exception of seniors, students are not permitted to spend their
OPTA in the hallways. Students must choose between the above options and carry their program card and ID card at all times. Be prepared to produce these items to staff upon request, especially since it is required to enter certain areas of the building. **You are required to remain in the school building during your Optional Time.** If you are outside of the school building during the school day, you place yourself at risk or in harm’s way since you can no longer be safely supervised by school authorities. You also risk an encounter with police assigned to truancy patrols. **Kolbert Park** is off limits during school hours as per NYPD 70th Precinct. Students must carry their program cards and IDs to prove they have been dismissed from school. **NOTE:** Seniors have the privilege of spending their OPTA’s in the hallways. Seniors are given a special ID card that must be visible while in the halls on OPTA. They must also behave appropriately or risk the privilege being revoked.

**MINIMUM STANDARDS FOR PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES**

The purpose of establishing minimum standards for participation in extra-curricular activities is to guarantee that students will have the opportunity to benefit from and enjoy participation in these activities. Establishing these standards and the procedures connected to them is to guarantee that students will be treated fairly and that the rights of everyone who contributes to an activity will be protected.

A. **STANDARDS FOR ACTIVITIES THAT ARE LONG TERM** such as Academic Olympics, Mock Trial, SING, Student Alliance and Theatre Productions:

1. The grounds for barring and/or removing a student from an activity are that the student has established a pattern of cutting, absence and failing 50% or more of his/her classes which affects his academic performance.
2. All students who wish to participate in an activity must enter into a contract with the advisor for the activity. This contract must include acknowledgment of the minimum standard listed in section 1 as well as the specific standards established by the advisor for that activity.
3. Approximately 10 days into each semester, the Activity Advisor will use cutting information from the Program Office to determine whether the student involved in the activity has established a pattern of cutting, absence and failure which is affecting his/her academic performance. Students whose records place them at risk for removal from the activity will participate in the following procedure:
   a. Student will be spoken to by the advisor and informed of the risk. The advisor will determine from discussion with the student the student’s willingness to correct the behavior.
   b. Student will enter into a specific agreement with regard to willingness to reform and as to the specific expectations for improvement. This will be considered a contract not only between the student and the advisor but also between the student and his fellow students involved in the activity.
   c. Student will be considered to be on probation.
   d. During probation the student’s behavior and progress will be monitored to determine if the student is acting in good faith. If necessary, mediation will be used to help the student.
   e. Participating in the mediation will be the Activity Advisor, the Coordinator of Student Activities (COSA), the student’s Guidance Counselor and the Assistant Principal for Guidance. The goal of this mediation process will be to help the student make a realistic commitment to improving his behavior.
   f. During probation the student may be barred from the activity for a period of one week.
   g. If the student is a member of the Student Alliance Executive Board he will lose his voting rights and executive board privileges and be subject to impeachment proceedings during probation.
   h. If, after mediation and probation, the student’s behavior does not improve the student will be removed from the activity. 3

   i. The student may appeal his removal through an appeal process that includes the Activity Advisor, the COSA, his Guidance Counselor, Assistant Principal for Guidance and the Principal.

**Minimum Standards for Participation on School Trips and other Self-Contained Activities:**

Standards for Participation

1. Any student who has a pattern of cutting, absence and 50% or more failures which has a negative effect on school work will be barred from participation in school trips.
2. Any student who has a disciplinary record in the Dean’s office and/or a history of suspension will be barred from participation in school trips.
3. No students impaired by alcohol and/or substance abuse will be permitted to board a bus for a school trip.
4. Students who engage in dangerous and/or illegal behavior on trips or the senior weekend will have their parents notified and will be sent home. The parents will be required to come to school for a conference and the students will be subject to suspension. The students will be barred from the next trip.

**National Honor Society.** Candidates eligible for selection to this chapter must have at least a 91 average. In addition, at the beginning of the school year sophomores must have attained all credits offered and juniors must have at least 27 credits. All eligible students must have been in attendance at Edward R. Murrow High School for at least one semester. Students who meet these requirements are asked to fill out and return an information sheet on which they list extracurricular and community service activities as well as after school and summer employment and internships. The faculty committee reviews this information sheet and students are informed at the end of Semester 1 if they are offered provisional membership status. All members must comply with National Honor Society’s standards: **Scholarship.** Students must maintain at least a 91 average to remain members in good standing. **Character.** Each student’s information sheet must be accompanied by four recommendations; two of these recommendations must be from the supervisors of activities to which they devote the majority of their time and two must be from teachers or faculty members with whom the student has developed a relationship. In addition, exemplary character, as well as outstanding attendance with no outstanding cuts or dean’s record, is required. **Leadership.** Participation and membership in student organizations and activities will be considered as part of the criteria. **Service.** Students must show a devotion to community service activities when they submit their information sheet and must fulfill school and community service requirements between the time they are offered provisional status and induction in April.
All provisional members must complete at least 15 hours of service at an organization of their own choosing as well as devote at least 2 bands a week to a service activity within the school. After induction students must continue to devote 2 bands a week to school service in addition to completing 4 hours of community service per semester to remain members in good standing. Moreover, members are required to participate in fundraisers for our official charity, the Make a Wish Foundation.

**Lunch & Breakfast** - You may bring food from home or you may obtain breakfast and lunch in the cafeteria. However, you may not bring glass bottles or glass containers to school. Cafeteria food is not to be eaten outside of the cafeteria. You may not take food above the first floor. **Breakfast is free for all students.** In order to obtain free lunch, you must return the appropriate forms with all information which is required. **You may not leave the building during the school day to purchase lunch.** Our school is now connected to “mylunchmoney.com.” In order to purchase or receive any items from the cafeteria, your child will need to use their 6 digit PIN number. Further information will be distributed at the freshman orientation. If you have questions about your lunch application, go to Room 206.

**Identification Cards** - You have the responsibility of carrying your program card and wear your photo ID at all times and must pass the ID card through a scanner to be admitted to school each day. In addition, you must show your ID and/or program card to any teacher, school official or school safety agent when asked. Your program card and photo ID must be shown in order to gain entrance to the cafeteria, library or 285 student center during an OPTA band. If you lose your ID card, you must sign up for a replacement card in Room 103. You must obtain a temporary ID card when you enter the building. Hold onto that temporary ID for the day, since you need it to get into designated areas for OPTA bands. There is a charge for future replacements of ID cards, currently $1 for student cards, and $2 for senior IDs (for seniors in good standing only). Replacement program cards are available in Room 143, at a cost of 50 cents per program. However, you must present a photo ID to get a new copy of your program card.

**Passes** - You must obtain a room pass from the teacher before leaving the classroom. You have the responsibility of not making a habit of leaving class, of not staying out of class for too long a period, of not congregating in the halls or bathrooms. Your teacher has the right to limit your departure from the classroom. You must carry the bathroom pass (with the teacher's designation) in the hallway and return it to your teacher. Passes will not be given out during the first 10 minutes of a band or during the last 10 minutes of a band.

**Lockers** - You can register to use a school locker, but not all school lockers are useable. All students must register their locker usage with the deans' office each year. Deans will issue locker combinations only to those registered on the locker. Lockers in the Music Wing are registered by the Assistant Principal in room A19. You may only use locks issued by the school. Two or more students must register on a locker. Since the number of lockers is limited, upperclassmen will be given the first opportunity to register. If lockers still remain after this process, underclassmen will be given the chance. No classroom lockers are available. Additionally, you may only use a locker in the gym locker room during your Physical Education band. Do not keep valuables in your lockers. Locker privileges can be revoked for failure to abide by school locker policies.

**Physical Education** - is an important aspect of school life. As you develop your mental abilities in academic classes, you develop your physical self in physical education classes. If you are medically excused from physical education, you will register for a class called PM1A, Medically Excused Physical Education, in which you will be given assignments to complete in order to pass and get credit for physical education. Students must take physical education every semester except the two in which they take health education. Students must pass **7 semesters of physical education and 1 semester of health education** in order to graduate.

Our school’s physical education policies are:
1. Incoming freshman will take one semester of required physical education. This course stresses basic skills in a variety of sports and rhythmic activities. Following this sequence, students may choose from a wide range of selective courses.
2. If you are unprepared for physical education, you will not be allowed to participate in class activities. This lack of participation will affect your final grade. If you feel ill, you may be excused from participation after changing your clothing and reporting to class.
3. An absence note must be presented on the day following each and every absence. Any absence, lateness, or unpreparedness will limit the extent of your participation in class.
4. No make-up exams will be given to any student who does not present a valid absence note for the day the exam was originally administered. Be prepared to take a make-up exam on the day you return to school.
5. Class assignments must be handed in on the date announced.

Appropriate attire in physical education is necessary for ensured safety. Clothing with buckles, zippers, and rivets is dangerous. Hygiene is another concern. Clothes should be brought home on a weekly basis to be washed. Sanitary conditions must be kept in all areas where there are mats, benches and other equipment students may be sitting or lying on. Therefore, only short or long sleeved shirts are permitted. A button down shirt and sleeveless shirt is unacceptable. The t-shirt must cover your hips. No hats may be worn inside the gym.

**Acceptable Clothes**
- Sweats
- Tank tops
- Leggings
- Sweatshirts
- Regular sneakers (not shoes that look like sneakers)
- T-shirt short sleeved
- Doo Rags, Hats (indoors)
- Midriff shirts
- Denim shorts
- Tank tops

**Unacceptable Clothes**
- T-shirt long sleeved
- “Baby” t-shirts
- Cut off shorts
- Shorts (elastic waist)
- Pants that come underneath the sneakers
Dressing inappropriately or not dressing for physical education class will result in an unprepared/no work mark for the day.

**Transportation** - Metro Cards are provided to eligible students. The eligibility requirements are set by the Office of Pupil Transportation. If you live at least ½ miles from school, a free card will be provided. If you live less than ½ miles from school, you may be eligible for a reduced fare card. Go to room 206 to report a lost Metro Card.

**Elevators** - You have the right to use the elevator only if you have a pass authorizing its use. A pass may be obtained from Ms. Siegel-Graf's office in room 120 or from Ms. M. Abriano in room 130, if you have a valid reason which requires you to use the elevator. Give her your doctor's note authorizing use of the elevator.

**Lost and Found** - If you find a “lost” item, please return it to the Lost and Found in Room 106 immediately. Your assistance is greatly appreciated in returning lost items to their rightful owner. Students who lose items of clothing or other materials should check in this room to see if the items were returned to school authorities. Report lost items in room 103.

**Textbooks** - You have the right to the loan of textbooks and library books. These books are very expensive. You have the responsibility of returning these books when the course or semester ends. You have the responsibility of taking care of your books so that they are not damaged and may be used in some future semester by another member of the Edward R. Murrow High School community. Students who fail to return their books will have their names placed on an unreturned book list. Until the books are returned, new books will not be distributed to you. You will have access to copies of the textbooks which will be available in the library.

**Pledge to the Flag** - Early each day, the public address system will broadcast the pledge to the flag of the United States of America. Students are expected to show respect during the pledge and to listen to all announcements which follow the pledge.

**Murrow Independent Learning Experience (MILE)** - A MILE is when you want to go above and beyond the regular course of study. Many, but not all, departments offer the opportunity to earn credit for work in independent study. Most required subjects are not available as MILES. You must register for the course in advance. Upon registration, you will receive course outlines and text materials. At the end of 10 weeks, you must take and pass a final exam to earn course credits. Most departments require you to meet with independent study coordinators at least once a week. MILE (Murrow Independent Learning Experience) registration takes place at the start of each semester in designated offices of the subject areas.

**Fire Drills** - Fire Drills are conducted regularly. They are designed to help you leave the building in an orderly and speedy fashion in the event of an emergency. The fire alarm signals are four series of three bells followed by a single bell. You have the responsibility to silently follow all directions during a fire drill.

**Library/Media Center** - The library media center has over 23,000 volumes for you to use and offers orientation lessons, research lessons, individual and independent study, reference services, bibliographies, student use of forty computers, student use of VCR/DVD players in the library and classroom and photocopying at a 15 cent charge. Our library is fully automated.

**Internet Acceptable Use Policy** - Effective November 15, 2010, Murrow students will be permitted to use school computers in the library and appropriate classrooms without the requirement for signature of a separate computer use agreement. At the same time, the rules of use of library computers have been changed to permit students to access e-mail. Access to school computers is intended for education use only. Individual teachers and departments may establish additional rules. Computer Skills are an important part of literacy in today’s world. All students at Murrow may be permitted to use computers in classrooms and/or in the school library for educational purposes, consistent with the Department of Education’s Internet Acceptable Use Policy (IAUP). The IAUP is available at http://schools.nyc.gov/Offices/EnterpriseOperations/DIIT/WebServices/iaup/default.htm.

Intentional or negligent damage to the school’s computer equipment will be treated as an act of vandalism in accordance with school policy and the Chancellor’s regulations. This includes any malicious attempt to harm or destroy computer hardware, software or the data of another user or of the school and/or library, including but not limited to, the uploading or creation of computer viruses.

No data devices (disks, CDs, flash drives or other external media) may be introduced into any of the computers in the school without permission of the teachers in charge. Food, Drinks and Gum are not permitted anywhere in any of the computer rooms. Students are required to use only those materials found on the Internet which are educationally appropriate for their use and which are consistent with the educational goals of Edward R. Murrow High School and the New York City Department of Education.

The smooth operation of the school’s computer network relies upon the mature and responsible conduct of its users. All users must behave in a responsible manner and adhere to the rules and guidelines listed below. Failure to follow these guidelines may result in the denial of access to the school’s computers or other consequences, consistent with the Code of Conduct.
Administrative Offices - If you need help you can obtain it in the following rooms:

<table>
<thead>
<tr>
<th>Administrative Offices</th>
<th>Room</th>
<th>Departmental Office</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>110</td>
<td>Business Education</td>
<td>476</td>
</tr>
<tr>
<td>Assistant Principal, Adm., Computer &amp; Prog. Svc.</td>
<td>143</td>
<td>Communication Arts</td>
<td>227</td>
</tr>
<tr>
<td>Assistant Principal, Adm., Organization/Testing</td>
<td>104</td>
<td>Fine Arts/Technology</td>
<td>440</td>
</tr>
<tr>
<td>Assistant Principal, Adm., Pupil Personnel Services</td>
<td>120</td>
<td>Foreign Language</td>
<td>244</td>
</tr>
<tr>
<td>Assistant Principal Adm., Security</td>
<td>103</td>
<td>Mathematics</td>
<td>321</td>
</tr>
<tr>
<td>Assistant Principal, Admin. Special Education</td>
<td>128</td>
<td>Music</td>
<td>A-19</td>
</tr>
<tr>
<td>Guidance Counselors</td>
<td>124 Suite</td>
<td>Physical Education</td>
<td>192</td>
</tr>
<tr>
<td>Special Education Guidance Counselor for Programming</td>
<td>123</td>
<td>Science</td>
<td>385</td>
</tr>
<tr>
<td>Special Education Guidance Counselors</td>
<td>156/410/421</td>
<td>Social Studies</td>
<td>327</td>
</tr>
<tr>
<td>Attendance Office</td>
<td>127</td>
<td>Library</td>
<td>224/222</td>
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<tr>
<td>Records Office</td>
<td>120</td>
<td>Transportation</td>
<td>206</td>
</tr>
</tbody>
</table>

EDUCATIONAL AND OTHER SUPPORT SERVICES

<table>
<thead>
<tr>
<th>College Office</th>
<th>Co-op Education, Job Placement</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Office</td>
<td>145</td>
<td>401</td>
</tr>
<tr>
<td>C.O.S.A. &amp; Student Gov't &amp; Senior Activities</td>
<td>158</td>
<td>103</td>
</tr>
<tr>
<td>Infirmary</td>
<td>121</td>
<td>150</td>
</tr>
<tr>
<td>Social Worker</td>
<td>124P</td>
<td>285E</td>
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COMMUNICATION ARTS

In his office, Edward R. Murrow displayed a statement by Henry David Thoreau which said: "It takes two to speak the truth - one to speak and the other to hear."

This idea represents a common thread in all of the courses listed below. They encompass a wide range of interests and materials, yet they are all centered around a theme of communication. The improvement of your ability to communicate effectively through the written and spoken word is the primary aim of this department.

Course Selection
1. Every student must successfully complete a minimum of eight (8) semesters of Communications Arts for graduation.
2. Within these semesters, students are required to choose a minimum of the following:
   a. two semesters of writing courses
   b. one semester of speech, film, or media courses or one semester of acting courses
   c. three semesters of literature courses
3. Independent Study courses. They do not replace taking classes.
4. Students who need special help in the improvement of basic skills in reading, writing or speaking may be required to take laboratory courses.
5. Certain requirements will be waived for students who enter the scholarship sequence. A fifth year of
English/Communications will fulfill the requirement for a major group. Fifth year groups include: A.P.
English/Humanities/speech/drama/multi-ethnic literature.

Foundation Courses - All ninth grade students are required to take a year of introductory courses designed to expose them to
literature from those areas covered in Global Studies while concentrating on developing the basic skills of reading and writing.
Students reading at least two years above grade and writing with proficiency may substitute EHC1-4.

WRITERS WORKSHOP
Students practice the skills and techniques of writing the expository essay and the book report which will enable them to
express themselves more effectively. This course is a prerequisite for all courses designated writing classes and must be
taken by all students.

WRITE ON!
A continuation of Writers Workshop. Students write persuasive essays, focusing on style and structure. This course also
focus on developing basic research skills; students do library research in order to write a persuasive research paper.

GLOBAL HUMANITIES - SHORT STORY
Using literature from around the world, students will read, discuss and analyze both the works and aspects of the authors'
cultures. The course will also identify literary elements of the novel and short stories.

GLOBAL HUMANITIES - MYTH AND MAGIC
Myths play an important role in our culture in the world. Students will investigate the mythology of several cultures and
discuss their implications on Western culture. Literary elements will be explored through a novel and short works.

INTRO TO THEATER
This is a basic survey course. It is particularly recommended for all students who plan to enter the drama sequence. If a
freshman wishes to take Acting Studio or Acting for Non-Actors during the year, this course is a pre-requisite.

DRAMATIC LITERATURE
Students read a survey or dramatic literature and learn the fundamentals of literary analysis through readings of dramatic
literature.

Communicating Through Writing
WRITING IN FIRST PERSON
Exploration of autobiography and college essay preparation.

WRITERS STUDIO I
The same course as Writers Workshop for incoming 10th graders and any students who have not taken Writers Workshop.

WRITERS STUDIO II
The same course as Write On! for 10th graders and others who took Writers Studio I.

CREATIVE WRITING - POETRY
"Invention" is the keynote here. The course focuses on poetry.

CREATIVE WRITING II - FICTION
This course's focus is writing short stories.

WRITING FOR COLLEGE
Course will be offered every semester. Students will concentrate on editing, revision, research skills and writing college
essays.

LITERARY MAGAZINE WRITING
Students write for and lay out The Magnet, Murrow's literary magazine.

VOCABULARY FOR COLLEGE PREPARATION
This is an intensive vocabulary course designed to improve SAT verbal scores.
ADVANCED VOCABULARY FOR SAT PREPARATION
Study will continue in roots, prefixes, suffixes, analogies and diction.

JOURNALISM AND ADVANCED JOURNALISM
Students will learn to compose leads, headlines, news stories, feature stories and editorials.

NEWS PRODUCTION
The student needs Journalism or Advanced Journalism as a pre-requisite. Core and miscellaneous credit are granted. This course is designed for students who already have a strong background in journalism and have taken several journalism classes. The school newspaper will be produced by this class.

TECHNICAL WRITING FOR INTEL COMPETITION
The aim is to improve writing skills in science and social science research projects. When possible, students double-up on Communication Arts courses.

<table>
<thead>
<tr>
<th>9TH Grade</th>
<th>12th Grade</th>
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<tr>
<td>BIOTECHNICAL WRITING - Spring Semester</td>
<td>SOCIAL SCIENCE - Fall Semester</td>
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<tr>
<th>11th Grade</th>
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<tr>
<td>SOCIAL SCIENCE - Spring Semester</td>
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<td>SOCIAL SCIENCE - Spring Semester</td>
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<td>NATURAL SCIENCE - Spring Semester</td>
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TECHNICAL WRITING FOR SOCIAL SCIENCE (INTEL)
Advanced library and Internet research methods, professional correspondences (e-mail), testing instruments, and the research paper writing process for a literature review/introduction and instruments/sampling design are used in a hands-on workshop setting based on each students’ behavioral science research.

TECHNICAL WRITING FOR SCIENCE (INTEL)
Advanced library and Internet research methods, professional correspondences (e-mail), and the research paper writing process for an introduction are used in a hands-on workshop setting based on each students’ laboratory research.

YEARBOOK WRITING
Beginning at the end of the Junior year, students have the opportunity to work on the design, production, layout and business of their Senior Yearbook. Offers miscellaneous credit.

INTRODUCTION TO FILM REVIEW
Introduction to Film Review is a one-semester course intended to introduce students to film appreciation and analysis. Students will view film as texts and write essays about film. The course will include the basic terms of film discourse. In addition, students will discuss themes of identity, family and society. Finally, students will relate movie themes to their own lives through an interpretive or critical written project.

STUDIES IN FILM
Studies in Film explores the past century of comedy from the silent slapstick era to the talkies. Students view clips from the genre including parody, romantic, screwball, counterculture and political satire. Classes research directors, their contributions and stylistic choices in film making. Reading, writing and speaking skills are stressed.

REVIEWING FILMS
An overview of directors and movies that have helped shape the film culture of the 20th century. The course consists of screenings, writing reviews, research and discussion. Various alternative films are examined including animation, modern tragedy, comedy, surrealistc and independent/low/budget genres.

WOMEN IN FILM
Students critique films to understand the portrayal, experience, and concerns of women in film.

The following courses in writing and reading are designed to raise student achievement in reading/writing while exposing students to grade-level literature.

LITERACY 9th Grade
A full year for 9th grade. Students work on developing into good readers and writers.
RAMP-UP TO LITERACY  
10th Grade
A full year course for 10th grade students who need to develop reading and writing skills in preparation for 11th grade.

**Communicating Through Literature**  
10th Grade
**WESTERN WORLD LITERATURE**
Introduces the adventures, romance and ideas in works by William Shakespeare, Mary Shelly, Robert Louis Stevenson, Ann Frank and others.

**11th Grade**
**AMERICAN MULTICULTURAL EXPERIENCE**
The course explores themes in the American experience from a multiplicity of cultural viewpoints. Joy Luck Club, Down these Mean Streets, The Namesake, and The Kite Runner.

**MECHANICS OF WRITING**
Juniors and Seniors who have failed the English Comprehensive Exam must take this Regents preparation course.

**MAGICAL REALISM**
The course explores literature which blurs the lines between reality and fantasy, lies and truth, fiction and biography. This genre of literature, called “Magical Realism” is defined in the New York State New Standards booklet as “any piece of literature which has both real and fantastical components within it.” Students read works by Kobo Abe, Alberto Ios, Gabriel Garcia Marquez, Sherman Alexie, Isabel Allende and Beloved, by Toni Morrison.

**NARRATIVE VOICE**
This course explores the different narrative voices and points of view that authors use to tell their stories. Some of the writers that will be read are Alice Walker, Julia Alvarez, Maxine Hong Kingston, and Tillie Olsen. Ernest Gaines’ A Lesson Before Dying is the centerpiece of this senior literature class.

**MEMOIRS AND BIOGRAPHY**
Students read memoirs and biographies by current authors, write “in the style of” pieces and complete a project. The main texts are Angela's Ashes by Frank McCourt and The Color of Water by James McBride.

**LITERATURE OF THE VIETNAM WAR**
How has the Vietnam War shaped American culture? This course explores the Vietnam War through poetry journalistic coverage and eyewitness accounts by veterans. Students read the novel The Things They Carried by Tim O’Brien and watch the film Platoon.

**SCIENCE FICTION**
Students read classical and modern science-fiction literature. Students also read and discuss contemporary science articles from newspapers and journals.

**WOMEN IN LITERATURE**
A study of the portrayal and experience of women in literature in the short story and longer works.

These courses are alternatives to Senior Advanced Placement English. They are appropriately challenging for seniors and should be taken by all those not in the AP classes.

**LITERARY THEORY AND CRITICISM**
An advanced study of literature from various critical perspectives; alternate to senior advanced placement.

**Miscellaneous Core Courses (10th - 12th Grade)**

**PSYCHOLOGY IN LITERATURE**
Novels studied, Ordinary People, Finding Fish, The Bell Jar, will emphasize character motivation and discussion and will focus on evaluation in the light of modern psychology.

**YOUTH AND IDENTITY**
The youth in search of self is a favorite theme in literature. This course will explore the psychology of adolescence and relate such study to various forms of literature, including The Catcher in the Rye or Pardon Me, Go Ask Alice.

**NOVEL INTO FILM**
Three novels will be read and compared to their counterpart films. A project will be required. (To Kill a Mockingbird)
SHAKESPEARE - THE TRAGIC VISION
The plays Othello and Richard II are read as examples of Shakespearean tragedies.

SHAKESPEARE - THE COMIC VISION
Students read Taming of the Shrew and Twelfth Night as examples of Shakespearean comedies. One additional comedy is read as well.

THEATRICAL COMEDY
The purpose of this course is to help students understand comedy as a literary form and develop the necessary skills that will enable them to read and analyze comic literature.

CONTEMPORARY AFRICAN LITERATURE
Fiction and nonfiction by African writers will be studied, including Leopold Senghor, Birago Diop, Chinua Achebe, Ngugiwa Thiong'o, and Buchi Amecheta.

BLACK VOICES IN DRAMA
This course will examine images of African-Americans in the media including television, animation, cartoons, art, film, the blues, rap, and the stage. Students will view A Raisin in the Sun by Lorraine Hansberry and read The Piano Lesson by August Wilson. Students will write essays analyzing film, music, television, art, and drama.

LATINO/LATINA LITERATURE
A course in reading the novels, stories, and poems by and about Latino/Latina Americans. How the Garcia Girls Lost Their Accents and an anthology of Latino/Latina literature.

LITERATURE OF THE HOLOCAUST
Multimedia examination of Holocaust; also reading of Night by Elie Wiesel, and The Pianist by Szpilman.

Speech Communication Courses
PERSON TO PERSON
Selected communication skills will be developed through speech experiences. This is the Basic Communication Course.

GROUP DISCUSSION
Person to Person is recommended as a first course
The contents of this course focus on the nature, principles, and purposes of discussion, argumentation, leadership attitudes, decision-making, problem solving and policy making.

ACTING STUDIO (Open to Freshman who have taken Intro to Theater)
Use your imagination and explore the dynamic world of the theater. Beginners are welcome! Theater games, mime, sensitivity training and improvisation will be covered. This course is not open to students who have passed Acting for Non-actors.

ADVANCED ACTING (Pre-requisite=Acting Studio)
A more comprehensive look at the various areas of acting and scene study.

SCENE STUDY (Pre-requisite=Advanced Acting)
A continuation of scene study techniques introduced in advanced acting. Scenes from several plays will be memorized and performed.

MUSICAL THEATER (Pre-requisite=THREE OTHER ACTING CLASSES)
The Broadway musical will be studied and students will be given the opportunity to perform using both music and dialogue.

THEATER PRODUCTION
Contributions to major school productions may gain elective credit. Requires approval of department supervisor.

ORAL INTERPRETATION
Development of the art of reading aloud stories, poems, plays.

Scholarship Sequence - A special sequence of courses has been designed to develop those skills of logical reasoning and organization necessary for the challenges that advanced studies require. Students who wish to take the Advanced Placement Examination in their senior year are encouraged to take the sequence of courses that will prepare them for that examination.
Scholarship Sequence—Advanced Placement
GLOBAL CLASSICS
  9th year students who are reading at least two or more years above grade level may take this course in place of foundation courses. Classics will serve as an introduction to World Literature based on classical themes. Foundation in writing and speech will be stressed. Works include Julius Caesar, The Iliad, Things Fall Apart and others.

HUMANITIES - Taken in Conjunction with Social Studies
  10th year students who have a special interest in social studies and literature should take this course. Students should be reading one-to-two or more years above grade level. The course parallels the Global Experience Western Civilization course in Social Studies. It focuses on the Modern World, Development of Realism in literature and the arts, including, Voltaire, Victor Hugo, and John Hersey. Literature of social protest as well as "experimental" tendencies (Ionesco) will be studied. This course confronts the problems of warfare, conformity, and social change in modern society.

EUROPEAN LITERATURE (Enriched)
  Students will follow English, French, Spanish and Italian literature from Chaucer and Shakespeare to Dickens and Moliere. Courses will continue to reinforce historical events with Literary insights. All 2 semesters should be taken by those who wish to take Senior Advanced Placement English. The course focuses on the late classical era and the European Middle Ages, including works by Aeschylus, Vergil, Chaucer and Dante. It develops themes of the Renaissance, and includes selections from Petrarch and Cervantes, as well as Shakespeare's Romeo and Juliet, views Revolution and the growth of Romanticism. The course includes Dickens Tale of Two Cities, romantic poetry, and the growth of interest in "the common man", Pride and Prejudice", and more.

AMERICAN HUMANITIES (Enriched) - Taken in Conjunction with American Humanities History
  This is a suggested course for students who wish to continue the scholarship sequence. Throughout the year, the student will approach short stories, essays and novels that relate to various American themes. Works include The Scarlet Letter, The Assistant, The Grapes of Wrath and more.

*JUNIOR ADVANCED PLACEMENT AND SENIOR ADVANCED PLACEMENT ARE YEAR-LONG COURSES.

STUDENTS ARE ADMITTED TO THE AP PROGRAM BASED ON A SET OF SCHOLASTIC CRITERIA. STUDENTS ARE EXPECTED TO SIT FOR THE COLLEGE BOARD'S ADVANCED PLACEMENT EXAMS

JUNIOR ADVANCED PLACEMENT—LANGUAGE AND COMPOSITION (11TH GRADE)
  This one year college-level course culminates in the Advanced Placement Exam in Language and Composition. A score of 4 or 5 on the exam may translate into 3-4 college credits in English Composition. Works studied include elements of rhetoric, classic and modern essays, and major non-fiction titles.

SENIOR ADVANCED PLACEMENT—LITERATURE AND COMPOSITION (12TH GRADE)
  This one year college level course culminates in the Advanced Placement Exam in Literature and Composition. A score of 4 or 5 on the exam may translate into 3-4 college credits in English Literature. Works studies include Hamlet, Crime and Punishment, Invisible Man, and The Great Gatsby.

Theater Scholarship Sequence - Students who successfully complete this sequence will be awarded a certificate of merit for advanced academic achievement. This sequence is open to sophomores, juniors, and seniors.

SCENE STUDY  (No Pre-requisite)
  Students will perform two scenes with a partner in class from plays they’ve read and analyzed. A play report and a character analysis for each scene will also be included as part of the preparation. The class will meet in Murrow’s intimate Black Box, The Joseph Papp Theater.

THEATER PROJECTS  (No Pre-requisite)
  The theaters of New York City are the classroom for this course. Students will attend seven live performances, usually plays, sometimes opera and dance, and will write reviews. In addition to attending performances, the class meets once a week in school.

PLAYWRITING 1 AND 2  (No Pre-requisite for Playwriting 1: Playwriting 1 is a Pre-requisite for Playwriting 2)
  Students will learn the basic techniques of playwriting: plot, character, theme, mood, conflict and resolution by writing dramatic scenes in Playwriting 1. Near the end of Playwriting 1, students will have begun writing a one-act play, which they will develop and complete in Playwriting 2. The teacher often team-teaches with a professional playwright provided by Young Playwrights Inc.
CONTEMPORARY DRAMA

Using the great plays of the 20th Century, this course helps the actor develop the skills needed to analyze plays for performance. Students will explore the influences that have helped shape some of the finest works by America's most renowned playwrights.
One class in Technical Theater.

Ensemble Theatre Program - Students are admitted to the Ensemble Theatre Program through competitive auditions and academic achievement. Over a four year sequential curriculum, students develop knowledge and skills through coursework and participation in a unique community dedicated to acting and dramatic arts. Upon completion of the program, students are prepared to take the New York City Theatre Arts Comprehensive exam and be awarded an arts-endorsed diploma.

9th Grade Sequence
Introduction to the Theatre
Introduction to Performance
Playwriting and Analysis
Introduction to Playmaking

10th Grade Sequence
Contemporary Drama
Theatrical Comedy
Acting Studio
Advanced Acting

11th Grade Sequence
Playwriting I: The Basics
Playwriting II: The Rewrite
Scene Study
Musical Theatre

12th Grade Sequence
Theatre Research and Criticism Lab.
Ensemble Theatre
Senior Theatre Seminar I
Senior Theatre Seminar II

Murrow Independent Learning Experience (MILE) - Independent Study in English is not designed to take the place of regular courses but to supplement and implement current courses. MILEs are offered for advancement and enrichment. Meetings are held once a week and attendance is required to discuss each week's work. A paper and a final exam or its equivalent are part of each MILE. All MILEs are not available every semester. Students wishing to take a MILE should see the Independent Study teacher about which MILEs are being offered.

MILEs in Communication Arts

Writings of Love and Romance
Authors on Stage
Uprooted and Immigrant
Satire and Irony
World Literature
20th Century Drama
Writers of the American South
Shakespeare’s Roman Plays

Journals and Letters
Reading Tutor
Information Retrieval
Great Short Stories
The Outsider in Literature and Art
Science Fiction Literature
Shakespeare's Italian Plays

Hemingway and FItzgerald
6 Writing Assistant
Protest Literature
Liberated Women and Their Men
Detective Story
Rebels with a Cause
Shakespeare’s Greek Plays

6th Grade Sequence
Musical Theatre

SOCIAL STUDIES

The Social Studies department offers students the opportunity to explore the wide range of disciplines that encompass the life and growth of humankind--economics, history, the humanities, psychology, law, political science, and ethnic studies. The department offers over forty courses with career-oriented opportunities in behavioral science and law studies. Students are required to complete 8 semesters of Social Studies course work for graduation, including 4 semesters of Global Studies, 2 semesters of American History, 1 semester of Economics, and 1 semester of Participation in Government. Moreover, all students must pass a Regents Examination or a Regents Competency Test (R.C.T.) at the end of Global Studies in the 10th grade and in United States History and Government at the end of the 11th grade.

Upon completion of the Social Studies program, students will be able to demonstrate the ability to make informed decisions about economic, social and political questions confronting the individual, the society and the interdependent world. Such decisions will draw upon the lessons of history and the social sciences. The Social Studies program will lead students to develop and reinforce understandings of the following fifteen concepts:

CHANGE CULTURE ENVIRONMENT INTERDEPENDENCE POWER
CHOICE DIVERSITY HUMAN RIGHTS JUSTICE SCARCITY
CITIZENSHIP EMPATHY IDENTITY POLITICAL SYSTEM TECHNOLOGY
Grades 9 and 10: Global History & Geography (4 SEMESTERS)
The syllabus for grades 9 and 10 provides students with the opportunity to study other nations, and their cultures within a chronological and thematic framework that is designed to develop a global perspective of historical events. This approach aims to cultivate in students knowledge, skills and attitudes needed to function effectively in a world characterized by ethnic diversity, cultural pluralism and increasing interdependence.

Grade 9 GLOBAL HISTORY & GEOGRAPHY (2 SEMESTERS)
GLOBAL WORLD 1
Introduction to Global History that focuses on the development of ancient and classical civilizations and religions (4000BC - 500 AD). And a study of the expansion and growth of global commercial and cultural exchange and encounter (500 - 1200 AD).

GLOBAL WORLD 2 (2 SEMESTERS)
A study of global interactions during the Age of the Renaissance, Reformation, and Rise of Nation - States (1200 - 1650 AD). And, a study of the first global age with encounters between Europeans with the people of Africa, the Americas and Asia (1450-1770 AD).

GLOBAL SAGA 1 and 2 (2 SEMESTERS)
A ninth grade course of study of the same scope and content as Global World 1 and Global World 2 (above) with a focus on helping pupils enhance their basic reading, writing and social studies skills.

GLOBAL ACADEMY 1 and 2 (2 SEMESTERS)
A ninth grade course of study of the same scope and content as Global World 1 and Global World 2 (above) that block schedules the ELA teacher to help pupils enhance literacy skills. The collaboration of ELA and social studies curriculum.

GLOBAL EXPERIENCE 1 and 2 (2 SEMESTERS)
An enriched 9th grade course of study for the avid reader. This course integrates the humanities into the Social Studies and follows the same sequence as above. This course involves a substantial amount of research and writing. Students who wish to pursue an interdisciplinary approach to studying the art and culture of the non-western world may also enroll in Global Art. This course also involves a substantial amount of research and writing.

Grade 10: GLOBAL HISTORY & GEOGRAPHY

GLOBAL EXPERIENCE 3 (2 SEMESTERS)
A study of the global impact of political, scientific, agrarian, and industrial revolutions as well as the growth of nationalism and imperialism during the 18th and 19th centuries. And a study of the European policies of imperialism and their effects on the world as well as a study of the causes and consequences of World War I and World War II.

GLOBAL EXPERIENCE 4 (2 SEMESTERS)
A study of the causes and effects of WWII and the challenges, conflicts, and changes throughout the world during the Cold War and Post-Cold War periods. And a study of contemporary global issues and interactions as the world begins The third millennium.

GLOBAL SAGA 3 and 4 (2 SEMESTERS)
A 10th grade course of study of the same scope and content as Global Experience with a focus on helping pupils enhance their basic reading, writing and social studies skills.

GLOBAL ACADEMY 3 and 4 (2 SEMESTERS)
A 10th grade course of study of the same scope and content as Global Experience with a block scheduling of English Language Arts that focuses on helping pupils enhance their literacy skills.

GLOBAL-HUMANITIES PROGRAM
SOCIAL STUDIES/COMMUNICATION ARTS (2 SEMESTERS)
An interdisciplinary approach to studying Global History, Literature, and Art. This enriched course satisfies the requirement for 10th grade global studies and is a two-semester sequential course that is taught through the cooperative efforts of the Social Studies and the Communication Arts Departments. This course involves a substantial amount of research and writing with an emphasis on student creativity.

ADVANCED PLACEMENT WESTERN CIVILIZATION (2 SEMESTERS)
A college level course designed to introduce students to the major developments and interpretations of Western European and Global History. Students will be expected to do research projects and to read extensively in general historical works as well as primary source materials. All students will be encouraged to take the Advanced Placement Examination which may
lead to advanced standing in the college of their choice. Registration requires the advance approval of the department chairperson.

**Grade 11: AMERICAN HISTORY** (2 SEMESTERS)
The syllabus for grade 11 begins with an overview of the structure and evolution of United States constitutional government to the Civil War and then traces our nation's history to the present with a special focus on key constitutional issues, called the "13 Enduring Issues" of our democracy:

2. "Federalism" - the balance between nation and state.
4. "Civil Liberties" - balance between government and the individual
5. "Rights of the Accused and Protection of the Community."
7. "The Rights of Women under the Constitution."
10. "Separation of Powers and the Capacity to Govern."
11. "Avenues of Representation."
13. "Constitutional Change and Flexibility."

**THE AMERICAN EXPERIENCE 1 and 2** (2 SEMESTERS)
A one-year sequential course for 11th grade students in preparation for the American History Regents Examination. The students will use films, panel discussions, literature, poetry, music, and cartoons, as well as written primary source documents, to enrich their study on American history from the formation of our system of government to the problems facing our nation today.

**ADVANCED PLACEMENT AMERICAN HISTORY 1 and 2** (2 SEMESTERS)
A college level course to introduce students to the major developments and interpretations of American History. Students will be expected to do research projects and to read extensively in general historical works as well as in primary source material. All students will be encouraged to take the Advanced Placement Examination which may lead to advanced standing in the college of their choice. This course is for Juniors and Seniors only, and registration requires the advance approval of the department chairperson.

**THE AMERICAN SAGA 1 and 2** (2 SEMESTERS)
A full year sequential course in American History for English Language Learners to prepare for the American History Regents Examination. This course focuses on content as well as vocabulary, language and writing skills development as it surveys American History from the formation of our system of government in the first semester to the present problems facing the nation in the second semester.

**Grade 12 ECONOMICS (1 Semester) AND PARTICIPATION IN GOVERNMENT (1 Semester)**

**Economics** (1 SEMESTER)

**PRINCIPLES AND PRACTICES OF ECONOMICS**
A course designed to introduce students to the nature of economics and the function of the market system in the U.S. This course focuses on the topics of scarcity, opportunity costs, supply and demand, business organizations and combinations, comparative economic systems, and business finances, regulation, acquisitions and personal finance. This course will also examine the topics of: labor, money and banking, inflation, business cycles, government monetary and fiscal policies, Federal Reserve System, taxation, and international trade.

**ADVANCED PLACEMENT ECONOMICS**
(2 SEMESTERS: 1 Sem AP Econ. + 1 Sem Participation in Govt) (Seniors Only)
This is a year long commitment of AP Economics and a connected Participation in Government course designed together to prepare pupils for the Advanced Placement Economics Exam. AP Economics is a college level course that will introduce students to the basic principles of macroeconomics and microeconomics. The fundamental economic issues of scarcity, opportunity costs, comparative advantage, supply and demand, inflation, unemployment, banking, labor, production, international trade, and the role of the government will be analyzed and discussed. All students will be encouraged to take the Advanced Placement Examination which may lead to advanced standing in the college of their choice. NOTE: This course is connected to a one semester Participation in Government course that will focus on economic issues in US government that will fulfill the Participation in Government requirement. One semester of AP credit and one semester of regular credit will be earned.
PARTICIPATION IN GOVERNMENT  (1 SEMESTER)
The purpose of this course is to prepare students to function as responsible citizens in a democratic society and to motivate them to participate in the political process. The course will focus on the nature of the American government, the political process, and constitutional developments and will be enriched with problem-solving simulations, mock legislative hearings, poll-taking, letter writing, independent projects, and other practical participatory learning experiences.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS  (2 SEMESTERS: 1 Semester  AP US Govt. + 1 Semester Principles of Economics) (Seniors Only)
This is a year long commitment of AP Government and a connected Principles of Economics course designed together to prepare pupils for the Advanced Placement US Government and Politics Exam. AP Government is a college level course that is designed to give students a critical perspective on government and politics in the United States. The course will focus on the constitutional foundations of the American government, political beliefs and behaviors, political parties and interest groups, civil rights and civil liberties, and the institutions and policy processes of the national government. All students will be encouraged to take the Advanced Placement Examination which may lead to advanced standing in the college of their choice. Registration requires the advanced approval of the department chairman. NOTE: This course is connected to a one semester Economics course that will focus on the role of the Federal government in Economics and will fulfill your Economics requirement. One semester of AP credit and one semester of regular credit will be earned.

ADVANCED PLACEMENT HUMAN GEOGRAPHY  (An elective course for juniors and seniors only)
An elective course introducing students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface using the themes of space, place, region, scale and connections. Throughout the course, major worldwide current issues are examined, including population, development and the third world, urbanization and resource problems.

WE THE PEOPLE
A minimum of one semester course which explores the basic principles of American Government, political science and public speaking. Students investigate the origins of liberty, equality and justice, what they meant to the nations’ Founders and to the Framers of our Constitution. Students focus on the basic principles of government intended to protect each individual’s right to the enjoyment of those ideas as well as what it means to be a citizen in a country committed to them. Students will also learn about the basic function of a Congressional Hearing and how the hearing plays an integral role in the law making process. Students are required to participate in a Mock Congressional Hearing in a nation wide competition sponsored by the Center for Civic Education, funded by the U.S. Department of Education.

ELECTIVE COURSES: LEGAL STUDIES, BEHAVIORAL SCIENCES, SOCIAL HISTORY
Students may "major" in Social Studies by taking a 5th year of Social Studies courses in any of the following three areas of concentration: "Legal Studies," "Behavioral Science (Psychology)," and "Social History."

Program of Legal Studies
The Program of Legal Studies exposes students to the fundamental concepts of civil, constitutional and criminal law to ultimately encourage a life long appreciation of jurisprudence in their professional, educational and personal lives. Students at the end of each academic year are eligible for academic recognition, based on the number of classes taken and extracurricular participation within legal studies. Students apply for the “law degree” by submitting their transcripts and an essay for review.

CONCEPTS IN LAW
An introduction to the basic concepts of the U.S. legal system. This course is a pre-requisite to all courses in The Program of Legal Studies.

CRIMINAL PROCEDURE
A study of our criminal legal system including arrest, plea bargaining, court proceedings, sentencing, forensics and domestic violence.

MOCK TRIAL
MOCK TRIAL is offered to students who are members of the MOCK TRIAL TEAM. Students receive intense training in trial preparation while preparing for the NYS Mock Trial Competition.

Behavioral Science  (Psychology):
INTRODUCTION TO PSYCHOLOGY
In this course students are introduced to a number of areas of psychology including learning, development, attitude formation, intelligence, memory, mental illness and its treatment. Students will study the ideas of Freud, Erikson, Jung, Pavlov, and Skinner, among others. This course is a prerequisite for all other psychology (HB) classes.

SOCIAL PSYCHOLOGY: AN INTRODUCTION TO BEHAVIORAL SCIENCE
A study of human behavior and thought as influenced by the social context in which it occurs.

ABNORMAL PSYCHOLOGY
In this course, students explore a number of different mental illnesses and psychological disorders including mood disorders, anxiety disorders, personality disorders, and psychotic disorders. Students take an in-depth look at causes and treatments of each disorder.

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<th>Advanced Placement Scholarship Sequence</th>
<th>Basic Scholar’s Sequence</th>
<th>9th Grade:</th>
<th>10th Grade:</th>
<th>11th Grade:</th>
<th>12th Grade:</th>
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<td>9th Grade: Global Experience</td>
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<td>Global Experience</td>
<td>Western Civilization</td>
<td>American History</td>
<td>Economics or Government &amp; Politics</td>
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Intel Social Science Research Program: (1 SEMESTER JUNIOR YEAR & 1 SEMESTER SENIOR YEAR)
Students complete an independent research project in behavioral or social science with the guidance of a faculty advisor. The projects focus on psychological, cognitive, and sociological topics. Students apply for admission to the program in spring of their sophomore year. Projects are completed by November of their senior year, when they are submitted to competitions such as the Intel Science Talent Search. MILE credit is earned during the junior year for independent research.

Murrow Independent Learning Experience (MILE)
Independent study opportunities in Economics and Government are available for students to earn extra course credits and/or make-up previous academic deficiencies under the direction of the department's independent study coordinator. Weekly readings, written assignments, research projects, and exams submitted on line must be completed to earn credit. Independent study opportunities are offered in the following areas:

- Participation in Government (1 Semester)
- Principles and Practices of Economics (1 Semester)

(Seniors are not permitted to take MILES during the Spring Semester of their senior year.)

SCIENCE
The Science Department at Edward R. Murrow High School is fortunate to have a magnificent physical plant which includes the Planetarium, the Greenhouse, the Marine Biology Laboratory, and a Student Research Laboratory, as well as Chemistry, Physics, Earth Science and Biology laboratories. We pride ourselves on the variety of Science classes, which are designed to meet the wide range of students’ interests.

Course Selection
1. Every student must successfully complete a minimum of three units of study for a high school diploma. One unit of study must include Living Environment. A second unit must consist of one of the Physical Setting courses - Chemistry, Earth Science or Physics.
2. Students interested in health-related careers should take a science class every semester of their stay at Murrow.

Course Descriptions -Except for selected students, all students entering Murrow follow the Regents sequence of Science courses. Although most entering students will take Living Environment, alternatives include Regents Chemistry for strong math students or Regents Earth Science.

Regents Level Courses
Living Environment 2 SEMESTERS
A one year, standards based course where students study how organisms carry on basic life processes, evolve, reproduce and interact with one another and their environment. Students complete a minimum of 1200 minutes of
laboratory instruction, as mandated by the New York State Education Department. This course culminates in a Regents exam. Students enrolled in this class will take the New York State Regents Examination upon completion of its sequence. This course is also offered in Chinese and Spanish. A Cooperative Team Teaching class is also offered.

**Physical Setting: Chemistry**

2 SEMESTERS

Prerequisites: Living Environment and 2 semesters of Algebra or its equivalent.

A one year, standards based course where students study the structure of matter, physical and chemical changes, acid-base chemistry, oxidation and reduction, radioactivity and organic chemistry. Students complete a minimum of 1200 minutes of laboratory instruction, as mandated by the New York State Education Department. Students enrolled in this class will take the New York State Regents Examination upon completion of its sequence.

**Physical Setting: Physics**

2 SEMESTERS

Prerequisite: Living Environment and 4 semesters of Algebra & Geometry or its equivalent.

A one year, standards based course where students study motion, forces, energy, light and electricity. Students complete a minimum of 1200 minutes of laboratory instruction, as mandated by the New York State Education Department. Students enrolled in this class will take the New York State Regents Examination upon completion of its sequence.

**Physical Setting: Earth Science**

2 SEMESTERS

A one year, standards based course where students study the history of the Earth and dynamic processes that formed and changed our planet, including plate tectonics, weather and astronomy. Students complete a minimum of 1200 minutes of laboratory instruction, as mandated by the New York State Education Department. Students enrolled in this class will take the New York State Regents Examination upon completion of its sequence. This course is also offered in Chinese. A Cooperative Team Teaching class is also offered.

**Third Year Non-Regents Courses**

Marine Science

2 SEMESTERS

Students will study marine biology and oceanography, exploring how the physical and biological characteristics of the ocean interact to affect marine life.

Astronomy

2 SEMESTERS

Students will explore the cosmos in the Hubble Planetarium and in the classroom, discovering the worlds of the solar system, the stars of the Milky Way, and the origin and evolution of the universe. Students complete laboratory work once a week in the Planetarium.

Environmental Science

2 SEMESTERS

Students will examine topics related to living ecology, energy and technology, environmental pollution and environmental analysis.

Food Science

2 SEMESTERS

Prerequisite: Living Environment

Students will discuss the processing, production, evaluation and use of food, covering the chemistry, biology and physics of nutrition.

Forensic Science I, II

2 SEMESTERS

Students will investigate scientific methodologies used to solve crime, including DNA analysis, handwriting and fingerprinting analysis, blood splatter studies and crime scene recreation.

Human Biology

Human Biology is a class for incoming freshmen. It serves as an introduction to how we study science. Students will learn about the scientific method by performing experiments. They will learn how the human body functions from the cells to the whole body systems.

**Advanced Electives**

Genetics

1 SEMESTER

Prerequisite: Living Environment

Students will study genetics laws and principles as they relate to modern theories.

Organic Chemistry

1 SEMESTER

Prerequisite: Chemistry

Students will analyze the science behind hydrocarbons, alcohols, aromatics, synthesis and mechanism.
Anatomy & Physiology 1 SEMESTER  Prerequisite: Living Environment
Students will examine the essential principles of human anatomy and physiology, including basic chemistry, cell and tissue studies, and an overview of all the body systems.

Parasitology 1 SEMESTER  Prerequisite: Living Environment
Students will be introduced to the unique relationships that exist between a variety of parasites and their human hosts, as well as a description of their identification, morphology, behavior, distribution, and control.

Space Science 1 SEMESTER  Prerequisite: Living Environment
Students will uncover the latest astronomical discoveries, from the lives of the stars to planetary landscapes, and from the skies of the Hubble Planetarium to the beckoning universe outdoors.

Special Programs
MURROW MED - This is an honors science program designed for those students interested in careers related to medicine, pharmacy, dentistry, psychiatry, veterinary medicine or pure research. Graduates of this program must complete a minimum of six years of science study at Murrow. Within this six year sequence, students must take Living Environment, Chemistry & Physics, one year of advanced placement science, two semesters of Murrow Med electives, and one additional year that must be either Earth Science, a second AP course or additional electives. Prior to graduation, students must file a Murrow Med certification form with the Science Department to verify completion of the above requirements. Students will be eligible for special awards at graduation.

M.S.T.A.R. PROGRAM (Murrow Science Technology and Research) - This program is designed for students who are interested in the Murrow Med program but would like to major in Science Research. Students who are part of the MSTAR program will complete the full Murrow Med program but take Science Research as their concentration of electives. Each student in the MSTAR program will be provided with the opportunity to do independent work at a research lab in the New York metropolitan area. Students will be expected to enter their projects in the school-wide science fair, as well as other competitions such as the Intel Science Talent Search, Otto Burgdorf Competition, and the New York City Science and Engineering Fair.

Science Research Program: 2 semesters
Research Living Environment for 1st year research students: SLF41QJ
Research Chemistry for 1st year research students who have passed Living Environment: SC1ARF
Research Chemistry for 2nd year research students: SVF41QJ
Research Physics for 2nd year research students who have passed Regents Chemistry: SPF41QU
Research Physics for 3rd year research

Prerequisite: Approval of the Science Department Chairman & Research Coordinator.

INTEL SCIENCE SEMINAR 1 SEMESTER (P=SPR)
Seniors who have already completed a science project will be provided with guidance and assistance in preparing the application and report for the Intel Science Talent Search. Students will be assisted with statistical analysis of their data.

Advanced Placement Courses
ADVANCED PLACEMENT BIOLOGY 2 SEMESTERS (P= LIVING ENVIRONMENT, CHEMISTRY, BIOLOGY)
ADVANCED PLACEMENT CHEMISTRY 2 SEMESTERS (P= CHEMISTRY)
ADVANCED PLACEMENT PHYSICS 2 SEMESTERS (P= PHYSICS)
ADVANCED PLACEMENT ENV. SCIENCE 2 SEMESTERS (P= LIVING ENVIRONMENT)

The Advanced Placement courses in biology, chemistry, and physics are rigorous, college-level, laboratory-based courses. Students meet for a double band each week and cover a comprehensive curriculum.

AP Environmental Science is an up-to-date introduction to the most important concepts in the study of the environment. The approach is interdisciplinary in nature and integrates the natural sciences with environmental ethics, environmental economics, environmental law, environmental impact and environmental planning.

All students who complete our AP courses are eligible to apply for and take an advanced placement examination which may earn them college credit.
MATHEMATICS

Regents eligibility policy – Any student who has not passed the first semester of two semester Integrated Algebra or Geometry or Algebra 2/Trigonometry or two semesters of the three semesters of the Integrated Algebra or Geometry will not be permitted to take the Regents exam in that course, since these students have not completed the majority of the course.

INTEGRATED ALGEBRA

A one and a half year course that prepares students to take the Integrated Algebra assessment. The three semesters (year and a half) of a statewide three-year sequence in mathematics, the disciplines of algebra, identify and justify mathematical relationships, and develop mathematical reasoning ability when solving problems. This course terminates in the New York State Regents. All students are expected to take the Regents at the end of the course.

INTEGRATED ALGEBRA (Bilingual Spanish)

A one and a half year course that prepares bilingual Spanish students to take the Integrated Algebra assessment. The three semesters (year and a half) of a statewide three-year sequence in mathematics, the disciplines of algebra, identify and justify mathematical relationships, and develop mathematical reasoning ability when solving problems. This course terminates in the New York State Regents. Students enrolled in this class will take the New York State Regents Examination upon completion of its sequence.

INTEGRATED ALGEBRA

A one year course that prepares students to take the Integrated Algebra assessment. The two semesters (one year) of a statewide three-year sequence in mathematics, the disciplines of algebra, identify and justify mathematical relationships, and develop mathematical reasoning ability when solving problems. This course terminates in the New York State Regents. All students are expected to take the Regents at the end of the course.

INTEGRATED ALGEBRA (Bilingual Chinese)

A one year course that prepares bilingual Chinese students to take the Integrated Algebra assessment. The two semesters (one year) of a statewide three-year sequence in mathematics, the disciplines of algebra, identify and justify mathematical relationships, and develop mathematical reasoning ability when solving problems. This course terminates in the New York State Regents. Students enrolled in this class will take the New York State Regents Examination upon completion of its sequence.

ENRICHED INTEGRATED ALGEBRA

A one year enriched course that prepares students to take the “Integrated Algebra” assessment. This course terminates in the New York State Regents. All students are expected to take the Regents at the end of the course.

GEOMETRY

A one and a half year course that prepares students to take the “Geometry” assessment. The second of three required Regents for students intending to apply for an Advanced Regents Diploma. Students will identify and justify geometric relationships, formally and informally. Students will present a valid argument, expressed in written form, justified by axioms, definitions, and theorems using properties of perpendicularity, parallelism, congruence, and similarity with polygons and circles. This course terminates in the New York State Regents. All students are expected to take the Regents at the end of the course.

GEOMETRY

A one year course that prepares students to take the “Geometry” assessment. The second of three required Regents for students intending to apply for an Advanced Regents Diploma. Students will identify and justify geometric relationships, formally and informally. Students will present a valid argument, expressed in written form, justified by axioms, definitions, and theorems using properties of perpendicularity, parallelism, congruence, and similarity with polygons and circles. This course terminates in the New York State Regents. All students are expected to take the Regents at the end of the course.

GEOMETRY (Bilingual Chinese)

A one year course that prepares bilingual Chinese students to take the “Geometry” assessment. The second of three required Regents for students intending to apply for an Advanced Regents Diploma. Students will identify and justify geometric relationships, formally and informally. Students will present a valid argument, expressed in written form, justified by axioms, definitions, and theorems using properties of perpendicularity, parallelism, congruence, and similarity with polygons and circles. This course terminates in the New York State Regents. Students enrolled in this class will take the New York State Regents Examination upon completion of its sequence. The Geometry course is required for students intending to apply for an Advance Regents Diploma.
ENRICHED GEOMETRY
A one year enriched course that prepares students to take the “Geometry” assessment. This course terminates in the New York State Regents. All students are expected to take the Regents at the end of the course.

ALGEBRA 2 & TRIGONOMETRY
A one year course that prepares students to take the “Algebra 2/Trigonometry” assessment Regents exam. The final 2 semesters (year) of a statewide three-year sequence in mathematics, continuing the discipline of algebra, trigonometry, probability and statistics. This course will only be offered to students intending to apply for an Advanced Regents diploma. The focus continues to apply to real world problems designed to enhance problem solving skills. The use of the graphing calculator is mandatory. This course terminates in the New York State Regents upon completion of its sequence. Students enrolled in this class will take the New York State Regents Examination upon completion of its sequence. The Algebra 2/Trigonometry course is required for students intending to apply for an Advance Regents Diploma.

INTERMEDIATE ALGEBRA
This course is designed for students who scored between a 55 – 64 on the Integrated Algebra Regents exam and who want to receive a higher grade to qualify for a Regents diploma. This course probes into Algebra 2 topics. This course’s main objective is to improve students’ algebraic skill and provide a bridge to Geometry. This course can be used as a required math course for graduation.

DISCRETE MATHEMATICS
This is a project based course. The focus of this course is to develop analytical and problem solving skills, using real world applications. This is not a formula based class. This course is for students who are not interested in an Advance Regents Diploma or for students who are not taking the Algebra 2/Trigonometry course. This course can be used as a required math course for graduation.

INTEGRATED ALGEBRA REVIEW
This is a miscellaneous credit course designed for students who failed the Regents exam with a grade below 55 but who passed all semesters of Algebra. This course can not be used as a replacement for the required 6 mathematics credits to graduate.

GEOMETRY REVIEW
This is a miscellaneous credit course designed for students who failed the Geometry Regents exam with a grade below 65 but who passed all semesters of Geometry. This course can not be used as a replacement for the required 6 mathematics credits to graduate.

INTRODUCTION TO COLLEGE MATHEMATICS
Introduction to College Mathematics is a one-year course in which each semester focuses on a different area of Mathematics. Some topics covered are linear programming, game theory, matrix algebra, number theory and infinity and beyond. Algebra 2 is a prerequisite for this course.

PRE-CALCULUS
A one-year course to prepare students for calculus. The pre-requisite for this course is a grade of 75 or higher on the Geometry Regents. This course is a pre-requisite for Calculus AB or BC, and is one component of the Murrow Mathematics Seminar program.

PRE-CALCULUS (College Credit)
A one-year course to prepare students for calculus. The pre-requisite for this course is a grade of 75 or higher on the Geometry Regents This course is a pre-requisite for Calculus AB or BC, and is one component of the Murrow Mathematics Seminar program. The college credit will be awarded by the University of Albany.

CALCULUS (College Credit)
This course covers the same topics that are covered in Advanced Placement AB Calculus, but does not completely prepare students for the Advanced Placement exam. The college credit will be awarded by the University of Albany.

CALCULUS (AB)
A one-year college level Advanced Placement course in differential and integral calculus. Students enrolled in this course are prepared for the Calculus AB Advanced Placement examination.
CALCULUS (BC)
A double-period advanced placement calculus course which goes beyond the material covered in the Calculus AB course. Students enrolled in this course are prepared for the Calculus BC Advanced Placement examination.

ADVANCED PLACEMENT COMPUTER
An Advanced Placement course in computer programming in Java, preparing students for the Advanced Placement exam in the Spring, college credit may be earned.

ADVANCED PLACEMENT STATISTIC
An Advanced Placement course in descriptive and inferential statistics, preparing students for the Advanced Placement examination in the spring; college credit may be earned.

SAT PREPARATION
A one semester, non-credit preparation course designed to help students prepare for the Scholastic Aptitude Test. The course will be offered only in the first semester.

Murrow Mathematics Seminar – An intensive special program in mathematics for highly motivated students. With department approval, a student takes the equivalent of 4 years of mathematics during the junior and senior years. In the junior year, he or she completes Algebra 2 and takes Pre-Calculus. In the senior year, he or she takes Calculus and one of the following: Introduction to College Mathematics, AP Statistics or AP Computer Programming. As an alternative, the student may take BC Calculus, which counts as two mathematics classes, in the senior year. These courses may also be taken as individual electives by students who cannot carry the full program but who have the prerequisite of Algebra 2.

Extracurricular Activities
JUNIOR MATH TEAM
Interested freshman and sophomores may experience enrichment topics in mathematics and move towards participation on the Math Team.

MATH TEAM
Our students compete with the teams of other schools in our league for contest points earned by solving challenging problems.

INTEGRATED ALGEBRA TUTORING ELECTIVE
This elective credit is for advanced students who wish to tutor in a Integrated Algebra class. Tutors must have a full OPTA in order to tutor the four days a week the band meets. Students must apply to the mathematics department each semester they wish to tutor.

The AMC Exam – Students try to score as high as possible on this challenging exam sponsored by the Mathematical Association of America and other professional groups and win awards for high scores.

RESOURCE CENTER TUTORING - S.W.A.T Team (Success With A Tutor)
During OPTA bands each day, students in need of help can get free mathematics tutoring in Resource Center 310 from peer tutors.

THE USE OF CALCULATORS IN MATHEMATICS CLASSES – Calculators of the following types are used in the following classes:
Integrated Algebra – Scientific Calculators and Graphing Calculators (TI-83)
Algebra 2 – Graphing Calculators (TI-83)
Advanced Placement Calculus – Graphing Calculators (TI-83)
Pre-Calculus – Graphing Calculators (TI-83)
Advanced Placement Statistics – Graphing Calculators (TI-83). For the best opportunity for success, students should have their own calculators. Calculators are available for loan on a limited basis in the Fall Semester.

FOREIGN LANGUAGE
Second Language - The study of a second language is an aid to a fuller life. It is a means of communication that broadens interest in the world, allows the student to become involved with different people and gives the student the opportunity to gain additional skills for successful careers. Chinese, French, Italian, Russian, and Spanish are currently offered. A minimum of one year of a second language is required for the New York City High School Diploma. Pupils are urged, however, to complete three or more years of a second language for the following reason:
In order to obtain a New York State Regents Diploma with Advanced Designation students must complete a three year sequence in language and pass a level 3 Comprehensive Exam.

**LEVEL ONE FRENCH**
This first year sequence provides students with an introduction to French language. Students will be introduced to French language and culture through a variety of activities with emphasis on communication.

**LEVEL TWO FRENCH** (Prerequisite Level one French)
This second year sequence of courses provides students with in depth exposure to the linguistic elements of French.

**LEVEL THREE FRENCH** (Prerequisite Level two French)
This sequence exposes students to situational readings and dialogs in French. In this class, students will enhance their French communication skills. Students enrolled in this class will take the Comprehensive French Examination upon completion of its sequence.

**LEVEL FOUR FRENCH** (Prerequisite Level three French)
This course will increase a student’s fluency in French while simultaneously developing critical and analytic thinking skills through selected readings. It is recommended for students with a strong French language skills.

**ADVANCED PLACEMENT FRENCH**
The focus of this course is on advanced grammar, reading and literary analysis and essay writing. This course prepares students to take the A.P. French Language examination. Students must have a strong background in French language.

**LEVEL ONE ITALIAN**
This first year sequence of courses provides students with an introduction to Italian language. Students will be introduced to Italian language and culture through a variety of activities with emphasis on communication.

**LEVEL TWO ITALIAN** (Prerequisite Level one Italian)
This second year sequence of courses provides students with in depth exposure to the linguistic elements of Italian.

**LEVEL THREE ITALIAN** (Prerequisite Level two Italian)
This sequence exposes students to situational readings and dialogs in Italian. In this class, students will enhance their communication skills in Italian. Students enrolled in this class will take the Comprehensive Italian Examination upon completion of its sequence.

**LEVEL FOUR ITALIAN** (Prerequisite Level three Italian)
This course will increase a student’s fluency in Italian while simultaneously developing critical and analytic thinking skills through selected readings.

*Juniors and Seniors with G averages are eligible to take this course and receive 6 college credits via the College Advantage Program.

**ADVANCED PLACEMENT ITALIAN**
This course will focus on intensive study of Italian literature and culture through selected reading. Essay writing skills will be developed through thematic literary pieces. This class is recommended for students with a strong Italian language background.

*Juniors and Seniors with G averages are eligible to take this course and receive 6 college credits via the College Advantage Program or take the College Board A.P. Examination.

**ACCELERATED ITALIAN**
This course is designed for students who have completed a three year sequence of another language. The course will cover level one and level two at an accelerated pace. Through a communicative approach students will receive in depth exposure to the Italian language. This sequence will satisfy the prerequisite for level III Italian.

*Juniors and Seniors with G averages are eligible to take this course and receive 6 college credits via the College Advantage Program.

**LEVEL ONE SPANISH**
This first year sequence provides students with an introduction to Spanish language. Students will be introduced to Spanish language and culture through a variety of activities with emphasis on communication.

**LEVEL TWO SPANISH** (Prerequisite Level one Spanish)
This second year sequence provides students with in depth exposure to the linguistic elements of Spanish.
LEVEL THREE SPANISH  (Prerequisite Level two Spanish)
This sequence exposes students to situational readings and dialogs in Spanish. In this course, students will enhance their communicative skills in Spanish. Students enrolled in this class will take the Comprehensive Spanish Examination upon completion of the sequence.

LEVEL FOUR SPANISH PORTFOLIO
This elective course emphasizes culture. Traditional tests are replaced with projects and homework assignments that are completed in Spanish. Students with E or G average in level 3 are invited to participate in this course. Students will be engaged in movie reviews, cultural exploration activities, musical experiences, and reading Spanish literature. Many assignments are completed in groups and each semester a cultural excursion is planned.
*Juniors and Seniors with G averages are eligible to take this course and receive 6 college credits via the College Advantage Program.

LEVEL ONE SPANISH NATIVE SPEAKER  (Department Approval Required)
This course is designed for native speakers of Spanish. The class will focus on teaching Spanish writing skills. Students who complete this course will continue with Level 2 Spanish native Speaker Courses.

LEVEL TWO SPANISH NATIVE SPEAKER  (Department Approval Required)
This course is designed for native speakers of Spanish. The class will focus on enhancing writing skills. Students who complete this course will continue with Level 3 Spanish native Speaker Courses.

LEVEL THREE SPANISH NATIVE SPEAKER  (Department Approval Required)
This course is designed for native speakers of Spanish. The class consists of grammatical, cultural and writing components. Students registered for this course will take the Comprehensive Spanish Examination. Upon completion of this course, students are eligible for the AP Spanish Language Course.

LEVEL FOUR A.P. SPANISH LANGUAGE
The focus of this course is on advanced grammar, reading and literary analysis and essay writing. This course prepares students to take the A.P. Spanish Language examination. Students must have a strong background in Spanish language and have passed the Spanish Regents examination.

LEVEL FIVE A.P. SPANISH LITERATURE
This class is designed for students who are deeply motivated by Spanish literature and advanced writing. It is recommended to students interested in continuing the study of the history, culture, civilization and literature of Spain. The AP Literature examination is offered to students taking this class. AP Spanish language class is a prerequisite to this course. The Spanish AP Literature exam will cover works from the Medieval and Golden Age and the 19th and 20th Centuries.

LEVEL ONE RUSSIAN
This first year sequence provides students who possess some background in Russian language with exposure to the rules of the Russian language. Russian culture is explored through a variety of activities. Emphasis is on writing.

LEVEL TWO RUSSIAN  (Prerequisite level one Russian)
This sequence strengthens students’ skills in Russian linguistics.

LEVEL THREE RUSSIAN  (Prerequisite level two Russian)
This course exposes students to Russian literature. The class consists of grammatical, cultural, and writing components. Students registered for this course will take a Comprehensive Russian examination.

LEVEL FOUR RUSSIAN  (Prerequisite level three Russian)
This class is designed to meet the needs of students who are deeply motivated in the areas of Russian literature and advanced Russian writing. It is recommended to students interested in continuing the study of the history, culture and civilization of Russia.

RUSSIAN AS A SECOND LANGUAGE
This class is designed for non-natives. If you want to learn Russian at an accelerated pace, this class is for you.
*Juniors and Seniors with G averages are eligible to take this course and receive 6 college credits via the College Advantage Program.
ADVANCED PLACEMENT RUSSIAN  
(Prerequisite level four Russian)
This course will focus on intensive study of Russian literature and culture through selected reading. Essay writing skills in Russian will be developed through thematic literary pieces. This class is recommended for students with a strong Russian language background. This course prepares youngsters for the Advanced Placement Russian examination.

LEVEL ONE CHINESE
This first year sequence provides students who possess some background in Chinese language with exposure to the rules of the Chinese language. Chinese culture is explored through a variety of activities. Emphasis is on communication.

LEVEL TWO CHINESE  
(Prerequisite Level one Chinese)
This sequence strengthens students’ skills in Chinese linguistics.

LEVEL THREE CHINESE  
(Prerequisite Level two Chinese)
This course exposes students to Chinese literature. The class consists of grammatical, cultural and writing components. Students registered for this course will take a Comprehensive Chinese Examination.

LEVEL FOUR CHINESE  
(Prerequisite Level three Chinese)
This class is designed to meet the needs of students who are deeply motivated in the areas of Chinese language, literature and advanced writing. It is recommended to students interested in continuing the study of the history, culture and civilization of China.  
*Juniors and Seniors with G averages are eligible to take this course and receive 6 college credits via the College Advantage Program.

CHINESE AS A SECOND LANGUAGE
This class is designed for students with NO knowledge of Chinese. It is highly recommended for students who have completed one 3 year language sequence and wish to continue foreign language study.

ADVANCED PLACEMENT CHINESE  
(Prerequisite Level four Chinese)
This course will focus on intensive study of Chinese literature, history and culture through selected reading. Essay writing skills will be developed through thematic literary pieces. This class is recommended for students with a strong Chinese language background. This course prepares students for the Advanced Placement Chinese examination.

English as a Second Language - E.S.L. is a course that is designed to improve the English language skills of pupils who are new to the U.S. and who have not passed the N.Y.S.E.S.L.A.T examination. Beginning through advanced levels are offered. Students are no longer required to take ESL classes when they receive a score of “Proficient” on the N.Y.S.E.S.L.A.T.

Bilingual Education - Bilingual Education courses in Mathematics, Science, Social Studies and Native Language Arts are offered in CHINESE (Mandarin) and Spanish only. Students who have not passed the N.Y.S.E.S.L.A.T. examination qualify for these courses. Students who are enrolled in bilingual education courses must also be enrolled in ESL (English As A Second Language) classes until they meet the exit criteria of the NYSESLAT.

BUSINESS EDUCATION  
(CAREER AND TECHNOLOGY EDUCATION)

The American economy will eventually recover from the current recession and when it does, there will be tremendous new opportunities for students who have business skills and college degrees in business. There will be challenging and rewarding careers in the fields of Accounting, Marketing, Technology, Business Management, Information Processing, Retailing, Finance and Office Administration. The Business Education Department at Murrow offers a program designed to prepare students for the business world of the 21st century, and the course offerings emphasize the teaching of technology skills and computer applications. We offer a variety of courses which develop knowledge, technical skills and attitudes required for success. Computer courses also offer the opportunity for all students to learn technology skills that will help them in college work, no matter what their intended major. All students are permitted to select courses in this department as electives or as part of an approved “Business Sequence.” The sequence assures that courses are taken in a logical order in order to build skills and knowledge.

3-Unit Business, Career and Technology Education Sequence:  
Effective September 2011
1 UNIT - INTRODUCTORY UNIT - This two semester course is designed to help every high school student develop essential computer skills with MSWord software.

- Computer Communications 1 - Introductory computer course
- Computer Communications 2 - Intermediate computer course
- Computer Communications 3 - Advanced computer course
- Computer Communications 4 - Advanced computer course

1 UNIT - Intermediate Unit - Students should select two out of the following pairs:

- Career Management / Financial Management
- Business Computer Applications - Spreadsheet + Databases
- Business Powerpoint Presentations
- Business Law

1 UNIT - Advanced Unit - Students select one of the following full year courses:

- Any 2 pairs not taken in the Intermediate Unit
- Accounting
- College Accounting
- Business Management/Entrepreneurship
- Virtual Enterprise
- Fundamentals of Web Design

Notes: 1. Students who are considering applying for the Virtual Enterprise program, should prepare by taking as many of the above classes as possible but especially: Computer Communications, Business Computer Applications, Business Management, Entrepreneurship.

2. The above sequence is highly recommended for students who are considering a Business-related major in College.

Course Descriptions:

**Computer Communications (Two Semesters)** Who needs a basic computer course if you already know how to use a computer? Everyone does! The skills you learn in this class will help you to master the software on your computer and do all your school work better and faster. **The first semester** teaches basic keyboarding and word processing skills. **The second semester** teaches advanced document formatting skills using advanced features of Microsoft Word software.

**Fundamentals of Web Design (Two Semesters)** - Students will learn how professional designers create Web pages using ADOBE and MACROMEDIA Software. Topics include basic web page design techniques, inserting images and multimedia files, creating forms and frames. They will also learn design elements involving layouts, navigation and interactivity. (No pre-requisite, but students need to have good computer skills before taking this class)

**Business Powerpoint Presentations (One Semester)** - Students learn how to plan, create and present professional quality multimedia presentations that include slides, visual and sound effects. Powerpoint is used at all levels of business management and many college courses require student presentations with Powerpoint.(No pre-requisite for this course)

**Business Computer Applications (One Semester)** - Students learn how to record, report and analyze information using computer spreadsheets(BNC1) and computer databases(BNC2). Business managers use these tools regularly to analyze business performance, manage resources, plan strategies and make decisions. **Microsoft Excel and Microsoft Access** is the software used in this course. (No pre-requisite for this course)

**Accounting (Two Semesters)** - This one-year course will teach you the financial language of the business world. By using an accurate system of keeping records, businesses can compute their profits and losses, evaluate their performance and plan strategies. Accounting is a language of numbers, but this is not a "math" class. You will use calculators and computers in this class. Knowledge of the Accounting system is a must for anyone interested in a career in business.

**College Accounting (Two Semesters)** - This one-year course covers the same curriculum as a one-semester Accounting course in most colleges. The emphasis of the course is on how financial information is used as the basis for most business decisions. You will learn how to record, report and analyze financial information and be able to evaluate the profitability of a business. Students will be prepared to take advanced placement in a business program at the college of their choice. (Note: This course is for Seniors only)

**Career & Financial Management (One semester)** - Students are introduced to the realities of the working world. A person’s career or occupation is an important part of the “total” life of an individual. This course is designed to provide students with information and experience that will help them analyze their aptitudes, set realistic goals and make intelligent
career choices. In addition this course emphasizes economic decisions related to financial management. Students will study a range of financial alternatives and explore basic decisions necessary to become informed employees, consumers and citizens. Topics include Banking, Budgeting, Savings, Credit, Taxes, Investing, Purchasing and Insurance. Decision-making skills are used to solve problems. Students will be guided to develop critical skills towards becoming more financially responsible individuals.

**Stocks and Investments (One Semester)** - Students will learn the stages of investing and understand the relationship between risk and potential return. Students will also learn how the different securities markets operate, how to plan effective investment strategies, the criteria for choosing investments, and the steps for investing wisely. (Juniors and seniors only) Course culminates in college level stock market game simulation.

**International Business (One Semester)** - The “Global Economy” is all around us! This course teaches how businesses operate within the complex global economy. Topics include: cultural influences on business, trade relations and agreements, foreign exchange, global marketing, international laws, and other aspects of doing business around the world. (Course is most appropriate for Jrs and Srs)

**Business Law (One Semester)** - Students will learn the basics of business and personal law. The emphasis of the course is on learning the rights and responsibilities of individuals in various business situations (contracts, torts, criminal law, financial agreements, tenant/landlord relationships, lawsuits, sales/purchases, etc.) Legal procedures and legal terminology are also discussed.

**Business Management (One Semester)** - This course is designed to teach the basics of starting and running a business. The class is taught as a business simulation, with each student developing a business plan for a small business. In the process, students will learn about business organization, raising capital, marketing strategies, employee motivation, promotion, legal considerations, and protection of intellectual property.

**Entrepreneurship - (One Semester)** - This course is a continuation of the Business Management course. The course will provide students with the background knowledge necessary to understand how a business functions in a competitive environment. Students will develop the concrete skills they will need to plan and operate an entrepreneurial venture successfully. Students who complete BR31/32 and BR33/34 will be qualified for the Virtual Enterprise class in the following year.

**Virtual Enterprise (Two Semesters)** – In this double-period class, the students will learn the operations of marketing, advertising, management, finance, and human resources as they conduct transactions, run a simulated business and compete with other “virtual” businesses throughout the city and country. The class is conducted in our business office/classroom with modern equipment. Every student/employee of V.E. has a work cubicle with computer. Students in V.E. will have the opportunity to gain economics credit upon successful completion of the coursework. Students who complete V.E. are eligible for V.E. scholarships and V.E. internships. (Notes: [1] Department permission and interview are required for this course [2] Sr. and Jr. only [3] Preference will be given to students who have taken preparatory courses in business and computer applications.)

**FINE ARTS & TECHNICAL THEATRE**

**Minimum Requirements for a Diploma** - In order to earn a high school diploma, every student must complete a minimum of one semester of art. All students must take and pass 1 semester of any of the Intro Studio courses such as: Intro to Painting, Intro to Architecture or Intro Drawing and Cartooning. Students may also successfully complete the required credits by taking and passing 1 semester of Stage and Set Design, or one year/2 semesters of Art Survey in order to meet this requirement.

**THE ART INSTITUTE** is a screened program for students in the city who are committed to developing their skills in the visual arts and who are considering careers in the art and design related industries. Along with the required courses in other academic areas, these students will receive special training in the field of art. Students apply for the Art Institute in the 8th or 9th grade and are selected on the basis of an audition, review of a portfolio and a review of the student’s record. All Art Institute students will graduate with a 3-5 year sequence in art by doubling up in art during their sophomore and junior year. See Department Supervisor in room 440 for the sequence of courses.

**FINE ARTS SEQUENCE** - Students must take a minimum of 3 years of art to be considered for any of the art awards offered by the art department. Included in this must be the following courses: 2 semesters of Foundation, 1 semester of Drawing from the Figure, 1 semester of Printmaking, 2 semesters of Advance Studio, 2 semesters of Painting Studio, 1 semester of Portfolio Development, and 1 semester of Art History. The Fine Arts sequence culminates in the Three Year
Comprehensive Exam. All students who take and pass the exam are eligible for the Advanced Regents Diploma with Chancellor’s endorsed diploma in the Arts.

**TECHNICAL THEATRE SEQUENCE**
Concentrations in the following areas are possible: Lighting Design/Stage Lighting, Technical Direction/Production & Stage Management, Costume Design/Costuming, Set Design and Scene Painting.
Three year sequence: a student is to choose a concentration and spend 3 semesters focused in that subject. The other 3 semesters are to be chosen from other classes in technical theater (see list).

Five year sequence: a student is to choose a concentration and spend 4 semesters focused in that subject. The other 6 semesters are to be chosen from other classes in technical theater (see list).

Students should consult with the technical theater teachers to choose courses best suited to their interests.

*All students taking the Fine Arts sequence must exhibit work in the senior show during the last semester of their senior year.*

**Course Offerings** - not all courses are offered every semester

| Art History | Intro to Painting |
| Art Survey | Printmaking |
| Advanced Studio Art | Stage Lighting |
| Black and White Photography | Painting Studio |
| Ceramics | Portfolio Development |
| Computer Art | Sculpture |
| Drawing from Life | Set Construction |
| Drawing from the Figure | Costuming |
| Fashion Illustration | Set Painting |
| Foundation | Stage and Set Design |
| Intro to Drawing and Cartooning | Advanced Studio Production |
| Intro to Architecture |

If you are interested in taking a 3 or 5 year sequence in Art, or if you have any questions regarding the above courses, please see Ms. Kontarinis in room 440.

**INTRO TO PAINTING** 1 SEMESTER

Learn the basics of painting by creating two dimensional designs using line, color, shape, texture, and pattern. Emphasis is on the principles of design, color theory, and basic painting skills using a variety of media.

**INTRO TO ARCHITECTURE** 1 SEMESTER

Students will learn to draft basic floor plans, elevations and perspectives. Activities will include analyzing designs, comparing architects and designs, and discussions on impact on the environment. Students will create models, draft plans, elevations and perspectives.

**INTRO TO DRAWING AND CARTOONING** 1 SEMESTER

Students will explore anatomy, ratio and proportion, storytelling, comic strip development, caricature, and the art of storyboards. Students will learn to sequence, work on character profiles, develop and construct an actual book/graphic novel in full color.

**ART SURVEY** 2 SEMESTERS

Students will receive a 2 week introduction to the world of art. Students will explore different periods and movements throughout history and create finished works of art in similar styles. The course includes at least one museum trip, films and powerpoint presentations. This is a hands-on course and there is no prerequisite.

**FOUNDATION** 2 SEMESTERS (Screened Freshman/Permission Only)

Learn to observe and draw the world around you using a variety of graphic media such as pencil, ink, charcoal, wash, etc. This course includes observation and practical techniques that will improve your proportions, representation of form, and composition. Advanced drawing assignments include the application of color theory, interpretation of subject matter, and development of individual style using media such as colored pencils, pastel and/or watercolor. During the second half of the year, students will learn about Graphic Design. Graphic Design teaches students to communicate an idea through the use of
visual symbols. Students solve design problems using positive/negative space, balance, repetition, proportion, emphasis and movement.

**DRAWING FROM THE FIGURE** 1 SEMESTER
Students will learn the proportions, gestures, anatomy, and form of the human figure as they work from a model in a variety of black and white media such as pencil, charcoal, conte crayon and ink. Students will create finished work from the figure. Emphasis will be placed on portraiture done in both black and white and color.

**PRINTMAKING** 1 SEMESTER
Students will translate drawings into prints. Printmaking techniques such as linoleum block and etchings will be covered. Students will translate drawings into prints using printmaking techniques such as collagraphs, embossing, lithography and monoprints.

**PAINTING STUDIO** 2 SEMESTERS (Screened Art Juniors/Permission Only)
Students will explore acrylic, oil or watercolor painting techniques while working on a still life. They will continue their painting explorations while painting a variety of subject matter in a variety of sizes and surfaces. Students are encouraged to build on their strengths and work independently as well as in class.

**SET PAINTING** 1 SEMESTER
Students will paint the sets for Murrow’s theatrical productions. Various skills such as stenciling, woodgraining, and marbleizing with latex paint will be taught. Students will learn to grid backdrops and recreate painting elevations to scale.

**CERAMICS** 1 SEMESTER (SENIORS ONLY)
This is a basic course in ceramic design and construction. Students create ceramic pottery and figures using pinch bowl and coil pottery techniques. Students become more advanced as they learn to glaze bisque ware, and use slab and coil techniques for hand built projects.

**FASHION ILLUSTRATION AND DESIGN** 2 SEMESTERS
Students will be introduced to the world of fashion by developing an original "croqui" fashion figure and learning how clothing is constructed. Various collars, necklines, sleeves and skirt styles will be explored as students develop a seasonal line of clothing. Final sketches will be rendered using professional markers. A fashion "diary" will be kept during the year. As students progress, they will develop lines of clothing including evening and casual wear. Primary research of historical garments will be used as a source of inspiration. Various media such as colored pencils and watercolor paints will be used to render finished designs. The work of past and current designers will be explored as well. Students will also design a line of accessories and will create an actual shoe or bag based on their design.

**ADV. FASHION ILLUSTRATION & DESIGN** 1 SEMESTER
Students will continue to refine their design and illustration skills while working more independently. Croquis (fashion figures) will be developed with an emphasis on personal style. Students will develop their own textile designs. A line of clothing will be created utilizing these designs. Flats (mechanical drawings) will be incorporated into layouts. A variety of media will be used. Assistance with assembling a portfolio for college admission will be given.

**ART HISTORY** 1 SEMESTER (Screened Art Seniors/Permission Only)
After a two (2) week introduction to the world of art, students will explore the history of art from prehistoric times through early Christian and Byzantine Art. During the second half of the class, Middle Ages through the art of the 19th century is covered. The course includes at least one museum trip, films, and powerpoint presentations. This is not a hands-on course and there is no prerequisite, however you will need permission from the A.P. of art, unless you are a screened senior. This course is required for students taking the 3 year comprehensive exam in art.

**PORTFOLIO DEVELOPMENT** 1 SEMESTER (Screened Art Seniors/Permission Only)
Students will work on a variety of projects in different media in order to assemble a portfolio for admission into an art college or for one's own personal satisfaction. Each student's strengths and weaknesses will be assessed with the goal of developing a well rounded portfolio showing numerous skills. Open only to juniors or seniors who have completed a minimum of two years of art courses or by permission of the Assistant Principal/Fine Arts.

**BLACK AND WHITE PHOTOGRAPHY** 1ST SEMESTER
Learn the basics of using a 35mm camera. Become comfortable with words such as exposure, f/stop, shutter speed, depth of field, etc. Film development, contact printing, and basic printing techniques will introduce the beginning photographer to darkroom work. Students must have their own 35mm camera and be able to purchase film and printing paper. Students will learn to improve their printing skills. Dodging, burning-in, and the use of filters will be taught. Photographic assignments
covering topics such as action shots, the visual elements of art, and shooting in limited light will give students the sense of being a working photographer.

**BLACK AND WHITE PHOTOGRAPHY  2ND SEMESTER**  
The emphasis will be on the photograph as an art form. Composition, the visual elements of art, and viewer impact will be discussed as students perfect their printing techniques and discuss the work of famous photographers. Assignments include still-life, portraits, and self-portraits. A trip to a museum will be required as well. Students will develop a photographic essay of their own choosing. After studying the work of famous photojournalists a photo montage of a student selected topic will be completed as well.

**BLACK AND WHITE PHOTOGRAPHY  3RD SEMESTER**  
This course gives advanced photography students the opportunity to work independently to explore personal projects of their own choosing. A theme related photo essay must be presented. A museum or gallery visit to see a current photography show will be required as well.

**ADVANCED STUDIO ART  (Screened Art Juniors/Permission Only)  2 SEMESTERS**  
Students will work in a self made sketch book which will contain concepts and ideas on a variety of projects in a variety of media. In addition, the sketch book will serve as a spring board for the students to begin to assemble their portfolios for college admission. Open only to juniors who have completed a minimum of 2 years of art courses, or by permission of the Assistant Principal/Fine Arts.

**SET CONSTRUCTION**  
Set preparation for theatrical productions. Students will learn the safe use of shop power tools and how to build from drafted plans. Using standard theatrical carpentry and rigging techniques, students produce the scenery for dramas and musicals in black box and proscenium theaters. These courses demand class participation and regular production responsibilities after school involving varied tasks and experiences backstage.

**STAGE LIGHTING**  
Students will learn: the theories and mechanics of stage lighting equipment and electricity; how to read and execute stage lighting plans and cue sheets for school productions; the fundamentals of lighting design - supporting the needs of a script through angle, color, and intensity. These courses demand class participation and regular production responsibilities in lighting. Advanced students will design the lighting plots and cue sheets for Murrow drama and musical productions.AAS1-2 STAGE.

**STAGE AND SET DESIGN**  
This is a one semester course that focuses on designing for a play. Students will read the script for a current Murrow production and will create a floor plan, elevations, color renderings, and technical drawings for that play. They will also learn the basics of drawing, color theory, linear perspective, composition and three dimensional design. Students will have the opportunity to actually work on the current theatrical production.

**COSTUMING**  
Students will create costumes for Murrow’s theatrical productions. Each student will learn a variety of hand stitching skills as well as the use of a sewing machine. No prior sewing skills are required. Students who continue with this class will have the opportunity to assist in the costume designs of the shows as well as actually designing themselves. Selected students will work on the wardrobe crew during the performances.

**SET PAINTING**  
Students will paint the sets for Murrow’s theatrical productions. Various skills such as stenciling, wood graining, and marbleizing with latex paint will be taught. Students will learn to grid backdrops and recreate painting elevations to scale.

**THEATER PRODUCTION  (K Band)**  
This class, which is open to all students, meets after J band on a regular basis to execute the design for Murrow’s theatrical productions. Students will learn to build sets and props, and to hang and focus lights. Advanced students will have the opportunity to serve as running crew for Murrow’s many productions.
MUSIC

Murrow has the largest and most comprehensive high school music department in Brooklyn. Students have an opportunity to go beyond the one semester of music needed to fulfill their diploma requirement. Student may take a general music survey style class or learn how to play the guitar, piano, percussion, a band instrument or recorder or sing in a beginning chorus without any prerequisite or audition. As well, with a placement audition, a student may also sing in any one of the following choirs: Mixed chorus, Women’s chorus, Gospel chorus and Madrigal choir. If you have played an instrument in junior high school, we encourage you to continue your studies by participating in one of our many performance classes. Consult with your guidance counselor or the assistant principal of music for an appropriate placement. Any student interested in pursuing music beyond the minimum graduation requirement, may continue in a sequence of study in the guitar, piano or band program. Also, with permission from a music teacher, any student may take specialized classes in vocal technique, instrumental technique or music theory (including dictation and sight-singing.)

The Music Institute is an auditioned program for students who are committed to developing their skills in music. Music Institute students will fulfill the requirements for a Chancellor’s Endorsed Arts diploma. Students who receive this diploma along with passing a second Math and Science regents will graduate high school with an Advanced Regents Diploma.

Course Offerings

BEGINNING Band (No Prerequisite)
Instruction for students interested in learning trumpet, trombone, baritone horn, flute, clarinet, or saxophone. It could be the start of your progression to Concert Band

CONCERT BAND (Prerequisite - Passed one year of Begin. Brass, Wind or Percussion)
Performance ensemble. Open to all students with a minimum of 1 year playing experience on a band instrument. Students develop ensemble techniques, improve performance skills, play music of the popular and standard band repertoire.

SYMPHONIC BAND (Prerequisite - Passing one year of Concert Band)
Performance ensemble. Open to students with 2 or more years playing experience on a band instrument. Students will further develop performance skills through study of advanced band literature and competitions.

JAZZ BAND (Prerequisite - Passing one year of Concert Band)
Performance ensemble. Open to all students with 2 or more years playing experience on a band instrument. Students develop Jazz performance and improvisation skills through the study of Jazz repertoire and appropriate theory and competitions.

STRING ORCHESTRA (SPECIAL PERMISSION)
Performance ensemble. Open to all students with a minimum of 1 year playing experience on a string instruments. Students develop ensemble techniques, improve performance skills, and perform music of popular and standard orchestral literature and study appropriate theory and competitions.

BEGINNING WOMEN’S CHORUS (No Prerequisite)
Instruction for students interested in learning how to sing in a chorus.

WOMEN’S CHORUS (SPECIAL PERMISSION)
Performance ensemble. Instruction for all students interested in developing their singing skills. No previous experience necessary, however, students will be auditioned.

MIXED CHORUS (Prerequisite - Women’s Chorus or audition)
Performance ensemble. Open to all students with a minimum of 1/2 year choral experience. Develop vocal Performance skills through the study of advanced choral literature.

GOSPEL CHORUS (SPECIAL PERMISSION & Prerequisite - Women’s Chorus or Mixed Chorus 1-4 or audition)
Performance ensemble. Open to all students interested in the study and performance of Gospel Music. Students develop vocal performance skills through a wide spectrum of traditional and contemporary Gospel/Sacred literature. Students are prepared to perform in competitions, festivals and other venues serving the community.

MADRIGAL CHOIR (SPECIAL PERMISSION)
Madrigal Choir is an advanced a capella choir that performs serious literature in various languages from the 14th century to the present. Students are prepared to perform in music competitions and festivals. See Choir Director for audition.
BEGINNING PIANO (No Prerequisite) (For Beginners Only - No Advanced Students)
Instruction for all students interested in playing piano. No previous experience required.

INTERMEDIATE PIANO (Prerequisite - Beginning Piano or audition)
Instruction for all students interested in continuing their piano studies

ADVANCED PIANO (Prerequisite - Intermediate Piano or audition)
Instruction for all students interested in more advanced piano techniques. Open to students with a minimum of 1 year playing experience.

PIANO PRACTICUM (Prerequisite Advanced Piano)
Open to all students who wish to continue their piano studies after completing advanced piano.

BEGINNING GUITAR (For beginners only - no advanced students) (No Prerequisite)
Instruction for all students interested in playing guitar. No previous experience required.

INTERMEDIATE GUITAR (Prerequisite - Beginning Guitar 2)
Instruction for all students interested in continuing their guitar studies

GUITAR ENSEMBLE (Special Permission)
Performance ensemble. Open to all students with a minimum of 1 year playing experience on guitar. Students develop performance skills through the study and performance of appropriate literature.

BEGINNING PERCUSSION (No Prerequisite)
Instruction for all students interested in playing percussion instruments. No previous experience required.

MUSIC IN OUR LIVES (INTRO) (No prerequisite)
A General Music class exploring the elements of Music, instruments of the orchestra, instrumental and vocal music forms, and the role of Music in our lives.

BAND TECHNIQUES **SPECIAL PERMISSION FOR NON-SCREENED STUDENTS - SEE AP OF MUSIC
In addition to an assigned performance group, 1st year screened band students will receive one year of embouchure development, articulation, phrasing, practice techniques, and technical development.

MUSIC APPRECIATION (SELF-CONTAINED)
Through the use of Orff instruments (a special group of instruments, including soprano and alto glockenspiels, and alto and bass xylophones and metallophones) and through the use of other percussion instruments, students learn about basic rhythms, melody, harmony, texture, form, mallet technique, and other elements of music. By learning to follow a conductor and working and performing together as a class, students learn to appreciate and understand more about how practical music-making works. There is no homework but active daily class participation is essential. This one semester course fulfills the music requirements for graduation from high school in the state of New York. No previous musical study required.

VOCAL TECH I - Basic Musicianship and Sightsinging for Screened Vocal Students **SPECIAL PERMISSION FOR NON-SCREENED STUDENTS - SEE AP OF MUSIC
The second in a three course sequence which includes Vocal/Piano and Vocal Tech II, Vocal Tech I covers basic music theory skills, score reading and sightsinging. Students also prepare solo repertoire for in-class and Vocal Fest showcase performances.

CHAMBER ORCHESTRA
A performance ensemble for string players. Prerequisite is AUX String Orchestra or by permission of the ensemble director. Students develop ensemble techniques, improve performance skills and perform music of popular and standard string orchestral literature and study of appropriate theory.

STRING TECHNIQUES **SPECIAL PERMISSION FOR NON-SCREENED STUDENTS - SEE AP OF MUSIC
In addition to an assigned performance group, 1st year screened band students will receive one year of technique development, articulation, phrasing and practice techniques.
**Advanced Placement Courses**

**ADVANCED PLACEMENT MUSIC THEORY**  (SPECIAL PERMISSION - Prerequ. Music Theory 1 or Music Theory2)

Students will develop the ability to recognize (visually and aurally) and understand the tonal-rhythmic nature of any music that is heard or read in score. Course includes harmony, theory, musical dictation, sight singing and ear-training. The course ends with an advanced placement examination which may earn college credit.

**PIANO THEORY**

This one year course called Musicianship is required for all second year screened students in the instrumental program. It consists of three components: Music Theory, Piano, and Ear Training, which together contribute to a basic development of musicianship. Students study “the grammar of music” including scales, chords, intervals, harmony, melody, rhythm, transposition, and both written and aural analysis. In addition, a significant portion of the course is devoted to the development of aural skills through dictation examples, error-detection exercises, sight-singing and basic piano skills. The course culminates with a piano composition project. Successful completion of this course serves as a prerequisite for the Advanced Placement Music Theory course offered.

**Murrow Independent Learning Experience (MILE)**

- Performance - Music Composition/Computers
- Performance - Symphonic Band
- Performance - Concert Band
- Performance - Jazz Band
- Performance - Orchestra
- Performance - Piano
- Performance - Guitar
- Performance - Chamber Chorus
- Performance - Gospel Chorus
- Performance - Junior Chorus

Limited to a selected group of musicians who will accompany the performers in major musical productions.

- Performance - Mixed Chorus
- Wind Ensemble
- Musical Theatre Orchestra
- Performance - NYSSMA Evaluation Performance - Chamber
- Music

**HEALTH AND PHYSICAL EDUCATION**

In order to obtain a New York City High School Diploma, a student must pass 7 semesters of Physical Education and 1 semester of Health Education.

The Health and Physical Education Department offers a wide variety of required, and elective courses. These courses, many of which are offered on several ability levels, are geared toward providing each student with an opportunity to satisfy their individual interests and needs.

**Course Offerings - Physical Education**

**Required Courses**

**INTRODUCTION TO PHYSICAL EDUCATION**  (2 semesters are required for ALL incoming students)

This course is designed to introduce entering students to a wide variety of courses and activities offered in physical education.

**INTRODUCTION TO DANCE**

This course can be used as the required introduction course during the Spring semester. Students will be selected by teacher recommendation. Students will be introduced to the basic fundamentals of dance. The course is designed so that students will explore different dance genres, simple choreography and improvisational movements.

Selected options in Physical Education are open to all students after they have completed the required Introduction to Physical Education sequence.

**Elective Courses**

**Team Sports**

**BASKETBALL**

America’s premier playground sport. Basketball skills and strategies will be taught along with team and tournament play.

**FOOTBALL**

Modified, touch and/or flag football provides an activity where everyone can improve their skills in throwing, catching, running and planning strategies.
SOCCER
Students will learn the basic skills and team play of the world’s most popular sport.

SOFTWARE
Softball popularity continues to grow, especially since the women’s team won the Olympic Gold Medal. Students will learn basic skills and team play.

VOLLEYBALL
Students will learn basic skills and cooperation through team play. Tournament play is a culminating activity.

Individual Sports
BADMINTON
Students will learn the basic skills of the world’s fastest game which is played with a racket and shuttlecock. Tournament play is a culminating activity.

TEennis
Tennis is a life-time activity that is played in singles and doubles. You will learn basic skills, rules and match play. Tournament play is a culminating activity.

WALL SPORTS
Students will learn handball and paddleball skills culminating in both singles and doubles tournaments.

POLAR BEAR
The Polar Bear class is our cold weather outdoor class. Students will participate in a variety of activities including wall sports, football, paddleball and soccer. This course is linked with soccer.

GROUP GAMES
This is an indoor class incorporating group games and activities such as whiffle ball, cage ball, parachute activities as well as games from long ago played in the street.

Physical Fitness
WEIGHT TRAINING
Students learn to safely lift weights, strengthen their bodies, and make positive physical changes.

WALK, JOG, RUN
Students will discover the lifelong benefits of cardiovascular fitness, muscle toning, improving stamina and burning calories.

YOGA
Yoga postures are designed to improve your breathing, balance, poise and flexibility. Students will also learn relaxation techniques.

YOGA/PILATES
Method of body conditioning that stretches, strengthens and tones muscles, improves posture, provides flexibility and balance. Unites mind and body, and creates a more streamlined shape.

FIT FOR LIFE
Students will learn how to build muscular endurance, flexibility and cardiovascular endurance with an emphasis on the importance of lifetime fitness.

Dance
MODERN DANCE
Students will have the opportunity to learn modern dance techniques and styles and develop improvisational and dance making and performance skills.

JAZZ DANCE
One of the most popular styles of dance found in many TV shows, movies, music videos and broadway. It is a form of dance that showcases every dancer’s style and originality.
LATIN DANCE
Learn the most popular social dances in New York City. Dance your way to the next party with salsa, merengue and bachata.

THEATRE MOVEMENT 1
This introductory course focuses upon the body as the source of creativity. This course explores various exercises and methodologies for encouraging appropriate alignment and execution of basic steps within a theatrical context.

THEATRE MOVEMENT II (Prerequisite PDTM1)
This class follows Theatre Movement I. It provides ways to explore active imagination through physical action. Students develop and create characters through movement and gesture.

DANCE ENSEMBLE
This course blends Commedia dell’arte, a 16th-17th c. style of Italian street theatre emphasizing stock characters, physical stunts, and improvised text, with the Goldwyn Follies (circa.1930's). In this class, students prepare scenes and movement pieces that will inform choreography.

CHOREOGRAPHY
Students explore the art of creating and arranging movement for theatre and dance and develop a working knowledge of choreographic principles. This class, together with Dance Ensemble, culminates in a performance. Students can become members of The Murrow Dance Ensemble, a repertoire company comprised of Murrow students.

MEDICALLY EXCUSED PHYSICAL EDUCATION
This class is provided to meet the needs of any student who cannot participate in physical education due to a legitimate medical excuse. A doctor's note describing the condition and length of time to be excluded is necessary each semester. Students will do independent study activities, and must report to the assistant principal in room 192.

ADAPTIVE PHYSICAL EDUCATION
This course is designed for the physically challenged student to learn the fundamentals of games, sports and exercises. Students will improve their motor skills, coordination and fitness.

Course Offerings in Health Education
HUMAN SEXUALITY
This course is designed to help students understand themselves as a sexual being and use this awareness to make responsible decisions and live a healthful lifestyle.

AMERICAN RED CROSS FIRST AID AND CPR WITH AUTOMATED ELECTRICAL DEFRIBRILATORS (AED)
This follows the (ARC) American Red Cross CPR/AED course requirements. Students who become fully certified will be able to be a part of a Murrow First Aid Squad. This course leads to American Red Cross Certification. There is a course fee to the ARC.

CONTEMPORARY HEALTH ISSUES
Students will discuss current issues in health and evaluate their own behavior in order to improve their well being and quality of life.

PARENTING (Prerequisite - Human Sexuality)
Students will examine all aspects of relationship management, social skills, budgeting and financial planning and how they relate to parenting and teen parenting. This is a class open to juniors and seniors.
SPECIAL EDUCATION DEPARTMENT

In conjunction with the legal mandates of P.L. 94-142 and IDEA, Special Education students are educated in the least restrictive environment. They are enrolled in many of the mainstream courses described in this student guide. Mainstreaming or team teaching setting is mandated by each student's Individualized Education Plan (IEP).

In addition, classes for self-contained students are available in all subject areas for most mainstream courses. These courses parallel their mainstream counterparts in content. They offer full diploma credit. At the present time, occupational education courses in business education and work study are available. A Bilingual Special Education program is available in Spanish. Literacy Studio and workshop classes are available to all students.

In order to provide the extended time for tests and assistance for effective functioning in mainstream classes, a non-credit mainstream support class is offered to our Special Education students. Other specialized programs such as Reading, Sign Language and Adaptive Physical Education contribute to a well rounded program designed to meet the educational needs of youngsters with various disabilities.

TRANSPORTATION TO THE SCHOOL:
Driving:
A. From New York City:
   A. Brooklyn Battery Tunnel. Upon exit bear left to Prospect Expressway to end, Ocean Parkway
   B. Ocean Parkway to Avenue M, turn left.
   C. Avenue M to East 17th Street, turn left.
   D. East 17th Street, 100 feet to rear of school. Park, enter school to General Office.

A. From Long Island
   1. Belt Parkway to Ocean Parkway Exit North. (#7)
   2. Ocean Parkway to Avenue M, turn right.
   3 & 4) Same as above.

C. Train - Independent Life.
   1. “Q” local train to Avenue M.
   2. Off station turn right to East 17th Street, turn left.
   3. Walk to entrance on East 17th Street.
   4. Enter and ask for General Office.

D. Bus
   B9 - Avenue M
   B49 - Ocean Avenue

Transit Info - 330-1234