

# CENTRAL ISLIP HIGH SCHOOL



**COURSE OFFERING GUIDE**

**2023-2024**

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# Course Offering Guide

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## Central Islip School District 2023-2024

### Board of Education

Mr. Luis Alcantara – Board of Education President  
Ms. Debra Cavanagh – Board of Education Vice President  
Ms. Michele Harriot – Board Member  
Ms. Maureen Esposito – Board Member  
Mr. Glenn C. Mitchell – Board Member  
Mr. Jim Musumeci – Board Member  
Mr. Ralph Delgado Jr. – Board Member

### Central Administration

631-348-5000

Dr. Sharon A. Dungee – Superintendent of Schools  
Mr. Matthew Matera – Assistant Superintendent for Administration  
Ms. Jessica Iafrate – Assistant Superintendent for Curriculum and Instruction  
Ms. Sharon Morgan – School Business Administrator

### Central Islip Senior High School Administration

631-348-5079

Mr. Eric Haruthunian, Principal  
Mr. Michael Blum, Assistant Principal  
Ms. Olivia da Silva, Assistant Principal  
Tanesha Hunter, Ed.D, Assistant Principal  
Mr. Jason Nemes, Assistant Principal  
Mr. Jose Ortiz, Assistant Principal

### Central Islip High School Guidance Counselors

Antoinette Brown  
James Howard  
Yvette Noriega  
Christian Costello  
Dennis Giordano  
Elizabeth Moldashel  
Megan Royce  
Veronica Santiago

### Reed Middle School Guidance Counselors

Migdalia Cruz  
Joan Koran  
Ericca Jones-Marshall

# Message from the Principal

## CENTRAL ISLIP UNION FREE SCHOOL DISTRICT

SHARON A. DUNGEE

SUPERINTENDENT OF SCHOOLS

MATTHEW MATERA

ASSISTANT SUPERINTENDENT FOR ADMINISTRATION

ANGELA AUSTIN, Ed.D.

ASSISTANT SUPERINTENDENT FOR SPECIAL EDUCATION AND PUPIL PERSONNEL SERVICES

JESSICA IAFRATE

INTERIM ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION

SHARON MORGAN

SCHOOL BUSINESS ADMINISTRATOR



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CENTRAL ISLIP HIGH SCHOOL – 85 Wheeler Road – Central Islip, NY 11722 - (631) 348-5079

Eric Haruthunian – Principal

Michael Blum – Assistant Principal

Olivia da Silva – Assistant Principal

Tanesha Hunter, Ed.D. – Assistant Principal

Jason Nemes – Assistant Principal

Jose Ortiz – Assistant Principal

Dear Students, Parents, and Guardians:

Central Islip High School offers a diverse selection of courses designed to help you not only fulfill graduation requirements but assist you in developing a career vision through the exploration of courses that are challenging, interesting, and rigorous. The purpose of this course guide is to provide you with the information you will need to, successfully, design a course plan for the upcoming school year.

Our course offering guide contains a wide range of courses and programs, as well as useful school information.

Students should become familiar with the graduation requirements outlined and base your course plan on meeting and/or exceeding the requirements necessary for graduation. You will find that there are many opportunities to challenge yourself and grow as a student. This includes a full and varied Advanced Placement program, dual enrollment courses, as well as courses in technology, business, art, music, and Long Island Tech Academy vocational programs. New York State requires that all students participate and pass physical education and health to meet the standards for high school graduation. As you develop your course plan for the upcoming school year, you are encouraged to speak with your counselor and teachers to answer any questions concerning course selection.

A good high school education includes getting involved in activities outside the classroom. We are proud of the high level of student participation in athletics and extracurricular activities at Central Islip High School. Being an active and involved member of the school community will enhance your overall school experience. We encourage all students to try new school activities.

The faculty and staff believe you can be successful, and we are always ready to help you achieve your goals.

Sincerely,

**Eric Haruthunian**

High School Principal

## Central Islip Public Schools Mission Statement

The mission of the Central Islip Public Schools is to enable all its students to fulfill their potential and become responsible, contributing adults able to thrive in a culturally diverse, changing world.

In partnership with the entire community, we will provide a quality educational experience that offers equitable learning opportunities in a safe environment. We will link home, school, and community to ensure a positive, supportive education that fosters student excellence and success.

# Curriculum

The Central Islip Senior High School curriculum has been developed to meet the needs and interests of all students. A student may prepare for college, technical school, other types of post-high school education, or a student may prepare to end formal education with high school and go to work in industry or business.

All students who graduate from Central Islip High School can earn a New York State Regents Diploma. A student can also earn a New York State Advanced Regents Diploma.

During their high school years, students make many important decisions, particularly those which relate to the selection of courses and programs of study. This educational planning is important because it helps students learn how to make decisions. Furthermore, the ability to make decisions is an important part of the maturing process.

## Title IX

The Central Islip School District at 50 Wheeler Road, Central Islip, NY 11722, does not discriminate on the basis of race, color, national origin or gender in the education programs or activities in which it operates. This policy on non-discrimination includes counseling services for students and student access to education programs, course offerings, and student activities.

**Please remember that the staff in the Guidance Department is always available to assist you.**

## General Information

### 1. Student Promotion Policy

The procedure for determining the grade of a student has changed from being credit based to cohort based. Student's grade at the High School will be determined by the year in which they enter grade 9. All students who enter grade 9 this fall, September of 2023 will be considered Grade 9. These will be the only grade 9 students.

Although Cohort year will be used to determine a student's grade level, the following credit levels should help you determine where your child is in terms of graduation.

- 0 – 5.5 credits: (9th grade level)
- 5.5 – 11 credits: (10th grade level)
- 11 – 16.5 credits: (11th grade level)
- 16.5 +: (12th grade level)

### 2. Early Dismissal or Late Arrival

Seniors in good standing may apply for late arrival or early dismissal. This request is to be presented to the guidance counselor who will determine if the student's academic status and classroom schedule allows for an abbreviated schedule. This determination will be forwarded to the Building Principal for approval. Upon approval students will be held to that time and may not be on the campus other than during the time they are scheduled for classes. These students must provide their own transportation and neither lack of transportation nor inclement weather will be accepted as an excuse for a student being on campus during release time. This privilege is not in effect until after the student has followed the above procedures and has received the card described from the guidance counselor. This card must be always carried by the student and produced upon the request of school personnel. Students in violation of the above policy and procedures or who leave the building without permission will forfeit the right to this privilege and will be subject to disciplinary action which will include, but not be limited to, a warning on the first infraction, a letter to the parent after a second infraction and for subsequent incidents, suspension, or removal of this privilege.

### 3. Schedule Change Procedures

As the academic year progresses, it may be necessary for a student to adjust his/her program due to changes in career goals, the addition of part-time employment, or failure in courses which are beyond the student's abilities.

We in guidance encourage all students to continue in their chosen classes. We are aware that in the above cases changes may be needed. To assure an orderly procedure, it is necessary that the student adhere to these steps.

**Step 1.** The student is to confer with the guidance counselor to determine if a change is warranted. The counselor is to institute a conference with the parent and teacher if warranted.

**Step 2.** If a change is to be implemented, students will be given an application for a change with parental signature required. A faculty evaluation form is given to the teacher involved in the change as well as the department head.

**Step 3.** All forms are to be completed by the counselor and presented to the building principal for approval.

**Step 4.** If approved, the student will be given the change in schedule form by the counselor. The student must sign into the new class and out of the old class and return the form to the counselor.

**NOTE:** Please be advised that until all these above steps have been completed, you are required to attend the original class and to continue to do all the required work. Failure to attend class or do all the required work will result in disapproval of the request to transfer.

## Absences

### Absence from a Half-Year or Alternating Day Course:

**1st and 2nd Absence:** Parent/guardian will be notified through the automated notification system.

**3rd Absence:** A post card will be sent home by the classroom teacher with a list of the dates absent.

**5th Absence:** A letter will be sent home by the classroom teacher with a list of the dates absent. Copies of the letter will be sent to the Administrator and Guidance Counselor. Guidance Counselors/Attendance personnel will meet with the students to discuss attendance. Students may be subject to disciplinary consequences.

**9th Absence:** A letter will be sent home by the classroom teacher with a list of dates absent. It should be noted that all attempts to contact a parent/guardian should be documented with the proper dates and times that the phone contact was made, as well as the dates that the letters were sent. Failure of the teacher to document said attempts would limit any further action. If all documented attempts are exhausted, other school personnel should be utilized to notify the parent/guardian. Copies of the aforementioned letter will be sent to the Administrator and Guidance Counselor. Students may be subject to disciplinary consequences. A Principal's Conference for Attendance will be scheduled, at which time a final warning letter will be issued.

**15th Absence:** Student may lose credit for the course. Students who continue to be absent could be denied privileges such as those described for full-year courses. A letter will be sent to the parent/guardian by the Principal verifying the loss of credit. *An appeal can be initiated by the parent/guardian and student and submitted in writing to the Principal no later than five (5) school days after the student and parent/guardian have been notified of the denial of credit.*

**18th Absence:** Students who continue to be absent can be denied the opportunity to attend summer school. A letter will be sent to the parent/guardian and Guidance Counselor by the Principal verifying the loss of the summer school privilege.

### Absence From a Full-Year Course:

**1st – 4th Absence:** Parent/guardian can be notified through the automated notification system.

**5th Absence:** A post card will be sent home by the classroom teacher with a list of the dates absent.

**9th Absence:** A letter will be sent home by the classroom teacher with a list of the dates absent. Copies of the letter will be sent to the Administrator and Guidance Counselor. Guidance Counselors/Attendance personnel will meet with the students to discuss attendance. Students may be subject to disciplinary consequences.

**19th Absence:** A letter will be sent home by the classroom teacher with a list of dates absent. It should be noted that all attempts to contact a parent/guardian should be documented with the proper dates and times that the phone contact was made, as well as the dates that the letters were sent. Failure of the teacher to document said attempts would limit any further action. If all documented attempts are exhausted, other school personnel should be utilized to notify the parent/guardian. Copies of the aforementioned letter will be sent to the Administrator and Guidance Counselor. Students may be subject to disciplinary consequences. A Principal's conference for attendance will be scheduled, at which time a final warning letter will be issued.

**29th Absence:** Student may lose credit for the course. Students who continue to be absent could be denied privileges such as those described for half-year courses. A letter will be sent to the parent by the Principal verifying the loss of credit. *An appeal can be initiated by the parent/guardian and student and submitted in writing to the Principal no later than five (5) school days after the student and parent/guardian have been notified of the denial of credit.*

**36th Absence:** Students who continue to be absent can be denied the opportunity to attend summer school. A letter will be sent to the parent/guardian and Guidance Counselor by the Principal verifying the loss of the summer school privilege. Any student who is over the compulsory school attendance age and is being removed from a second class will be referred to the Superintendent of Schools for an attendance hearing.

## Advanced Placement (AP) & Early College Program

The AP curriculum is the highest-level curriculum a student can be involved in during his/her high school career. Based on the curriculum designed by the College Board, students are prepared to take the AP test in May.

Depending upon the score received on the test and the policy of the college students attended, students may receive college credit and/or advanced standing. There is a test fee that the student must pay which is collected in November. The AP program is designed to challenge students who have distinguished themselves by their interest and ability in academics. This interest and ability are manifested by the student's willingness to learn and participate in college level courses.

The curriculum of these college level courses is established to meet the standards of AP course descriptions. In order to achieve these standards, it will be necessary for the successful student to: read and study at a university level; participate in a wide variety of classroom activities; and participate in programs beyond the normal school day.

To meet such rigorous academic challenges, it is necessary for students to: complete required summer assignments in a timely manner; complete all projects and class assignments; and maintain a high rate of attendance.

## Syracuse Project Advance Program

The Syracuse Project Advance Program is recognized as a premier program of its kind that strengthens the ties between secondary and higher education so that students can transition smoothly from one learning environment to the next. The program offers qualified high school students the opportunity to enroll in introductory Syracuse University courses for credit. Students will receive a Syracuse University transcript. In addition, it offers participating teachers professional development opportunities as well as conducting research and evaluation related to the program and school-college partnership.

**FORENSIC SCIENCE** - Chemistry 113, Forensic Science, is focused upon the application of scientific methods and techniques to crime and law. Recent advances in scientific methods and principles have had an enormous impact upon law enforcement and the entire criminal justice system.

## **Farmingdale State College**

College credits may be available as a partnership between the Central Islip School District and Farmingdale State College to provide qualified students at our high school with the opportunity to accelerate their academic studies and begin pursuit of a baccalaureate degree. The individual instructor teaching the course must recommend the applicants. Enrollment is completed through the class with the teacher. This program enables qualified Central Islip High School students to complete several different college level courses in a variety of academic disciplines. The Curriculum Guide indicates which courses are participating in this program. All of this will be accomplished while simultaneously completing the requirements for graduation from Central Islip High School.

Participants in the program will have the facilities and services of Farmingdale State College available to them. Use of the library, computer center, and attendance at cultural events are among the opportunities at Farmingdale State College which are added to the array of support services already provided by Central Islip High School.

## **St. John's University College Advantage Program**

The University's commitment to academic excellence is manifested through the College Advantage Program. This program provides qualified students a concurrent enrollment in their high school and college credit-bearing courses for the University. This program is offered to qualified juniors and seniors during the academic year.

Specific courses are offered in the areas of English, mathematics, language, fine arts, science, and humanities.

The program provides students with an opportunity to earn college credit while still in high school. This benefits high-achieving students to be further motivated and get a "head start" on college.

It also provides reduced tuition costs to students and parents and serves as an assessment of a student's ability to do college level work.

All Syracuse St. John's, and Farmingdale State College courses may be transferable to other institutions of high learning. These courses are listed in the Mathematics, Music, Science, English, and Social Studies sections of this guide.

There is a nominal per credit fee payable to the respective college for each enrolled course.

## **Credit Recovery**

The make-up credit program is aligned with the applicable New York State learning standards for such subject, satisfactorily addresses the student's course completion deficiencies and individual needs, and ensures that the student receives equivalent, intensive instruction in the subject matter area provided, as applicable, under the direction and/or supervision of a school district teacher who is certified in the subject matter area. The make-up credit program includes receiving intensive instruction in the deficiency areas of the course.

## **Academic Intervention Services (AIS)**

All students are eligible for AIS, including those with disabilities and/or limited English proficiency, if they fail to meet the designated State performance standards or district approved criteria. Additionally, Limited English proficient (LEP) English Language Learner (ELL) students who do not achieve the annual designated performance standards as stipulated in CR Part 154 are eligible for AIS.

AIS services will be offered in ELA, math, science, and social studies, with the start date the semester following state assessment reports. Given our district's accountability status, priority will be given to ELA and mathematics. When possible, Science and Social Studies will be offered. Teacher input is a vital component of identifying students to receive services; however, building principals make the final determination of which students will receive services based on resources available and severity of need in each core subject area.



# Grading Information

## CRITERIA FOR DETERMINATION OF QUARTERLY GRADES

All teachers are required to grade students by means of a reasonable number of evaluations during each marking period. In addition to the quarterly examination, there should be a minimum of ten marks for each quarter. These marks may include projects, recitations, quizzes, homework, laboratories, reports, voluntary assignments, and the like. The uses and frequencies of these techniques are contingent upon the subject taught. However, there should be a combination of at least ten of the above in addition to the quarterly examination on which the quarterly grade will be based. A student illegally absent from a class at a time when he/she is being evaluated will receive zero (0) for that evaluation. A student should be made fully aware of all assigned grades and marks within educationally sound limitations.

## COMPUTING GRADES

The mark on a student's report card represents a summation of the class grade and a quarterly examination grade. Since the class grade is formulated over a ten-week period, its value is worth one-fifth (20%).

## FINAL EXAMINATIONS

FINAL EXAMINATIONS

## REGENTS EXAMINATIONS

All Regents Examinations offered by the New York State Department of Education and appropriate to the offerings in the Central Islip Senior High School will be administered. Courses which culminate in a Regents Examination grade will follow the aforementioned procedure for computing the final grade. Examples:

Quarter 1 Grade – 70, Quarter 2 Grade – 80, Quarter 3 Grade – 75, Quarter 4 Grade – 80, Regents Grade – 75

$$(70+80+75+80+75) = 380$$

$$380 / 5 = 76\%$$

## HONOR ROLL

An 85 average with no grades below 65 is required to be placed on the Honor Roll. The Honor Roll will be published each quarter. Please see your guidance counselor for a certificate if you qualify.

## TRANSFER STUDENT

All previous data and records concerning the student's progress should be examined before a quarterly or final grade is assigned. Teachers will confer with the guidance counselors to receive interpretation of data received from previous schools.

# Grade Level Timelines

## Grades 9 & 10

### October

- Register for PSAT/NMSQT and PLAN
- College Consortium (Central Islip, Brentwood)
- College representatives come to Central Islip – First visitation.

### February

- Course Offerings Guide distributed.
- Students begin selecting new courses.

- Register for ACT & SAT

## Grade 11

### October

- Register for PSAT/NMSQT and PLAN

### December

- Take ASVAB

### February

- Course Offerings Guide distributed.
- Students begin selecting new courses.

### March

- Register for SAT, SAT II, ACT

### April

- Complete activities sheet
- Distribute recommendation sheets to Faculty.
- Participate in school's college visitation program.
- Attend mini-college day program.

### May

- Parent and Student participate in Central Islip College Night
- SAT, ACT or ASVAB
- College Day in May, at Suffolk County Community College.

## Grade 12

### September

- Senior checklist
- Register for Regents Scholarship(s)
- Register or ACT, SAT
- Continue the research for college applications.

### October

- Complete College applications
- College and Career Night
- College representatives come to Central Islip – First visitation.
- Attend mini-college day program.
- Financial Aid Night
- File FAFSA (Financial Aid Form) and or the CSS profile form where necessary

### November

- ACT, SAT
- College Applications
- College representatives come to Central Islip – Second visitation.

### December

- Most College Applications due
- College representatives come to Central Islip – Third Visitation.
- ASVAB

### March – April

- Make final for next year.
- Inform your counselor of your plans.

### May

- Take ASVAB, fill out information cards, contemplate.
- Summer visitation to school(s) of interest
- Write for summer visitation privilege.

## Regents Diploma Requirements

### Degree Type

#### Regents Diploma

Course	Credits	Regents Exams
English	4	English Regents
Social Studies	4	Math Regents
Math	3	Global History
Science	3	US History Regents
Foreign Language (L.O.T.E.)	1	Science Regents
Music/Visual Arts	1	
Health	.5	
Physical Education	2	
Electives	3.5	Total Exams Required: 5
Credit Total	22	

\*Students may substitute a 5-year Music/Art sequence for 2 of the Foreign Language (LOTE) credit requirements. In addition to the successful completion of one unit of study in LOTE, a student may complete a five-credit sequence in Career and Technical education or a five-credit sequence in the Arts (dance, music, theatre, visual arts). Please see your counselor for details.

## Advanced Regents Diploma Requirements

### Degree Type

#### Advanced Regents Diploma

Course	Credits	Regents Exams
English	4	English Regents
Social Studies	4	Algebra 1 Regents
Math	3	Geometry Regents
Science	3	Algebra 2/Trigonometry Regents
Foreign Language (L.O.T.E.)	3	Global History
Music/Visual Arts	1	US History Regents
Health	.5	Living Environment Regents
Physical Education	2	Physical Science Regents
Electives	1.5	Checkpoint B
Credit Total:	22	Total Exams Required: 8

\*Students may substitute a 5-year Music/Art sequence for 2 of the Foreign Language (LOTE) credit requirements. In addition to the successful completion of one unit of study in LOTE, a student may complete a five-credit sequence in Career and Technical education or a five-credit sequence in the Arts (dance, music, theatre, visual arts). Please see your counselor for details.

**To earn a Regents diploma with an advanced designation a student must complete, in addition to the requirements for a Regents diploma:**

Two additional units in a language other than English (LOTE) for a total of three units and the Regents comprehensive assessment in that language. A student identified as having a disability which adversely affects the ability to learn a language may be excused from the language other than English requirement set forth in this subparagraph if such student's individualized education program indicates that such requirement is not appropriate to the student's special educational needs. Such a student need not have a sequence in a language other than English but must meet the requirements for the total number of credits required for a diploma. Students completing a five-unit sequence in career and technical education, or the arts (visual arts, music, dance, and theatre) are not required to complete the additional two units of the language other than English requirement for the Regents diploma with advanced designation but must still meet the requirements for the total number of units of credit.

### **Three-Unit Sequence in Fine Arts**

To fulfill the requirements for a three-unit sequence in fine arts for Regents Diploma credit, a student must successfully complete the following:

- 1 unit of credit in Studio in Art: A Comprehensive Foundation Course;
- 1 unit of credit in Musical Knowledge;
- 1 unit of credit in dance, humanities, media arts, music, theatre or visual arts.

### **Five-Unit Sequence in Fine Arts**

To fulfill the requirements for a five-unit sequence in fine arts for Regents Diploma credit, a student must successfully complete the following:

- 1 unit of credit in Studio in Art: A Comprehensive Foundation Course;
- 1 unit of credit in Musical Knowledge or Attitude Development;
- 3 units of credit in dance, humanities, media arts, music, theatre, or visual arts.

### **Three-Unit and Five-Unit Fine Arts Sequences in Theatre or Dance**

To receive Regents Diploma credit for each of these sequences, each course must address the Commencement General Education Level performance indicators in the Learning Standards for the Arts and be submitted to the Department for approval as a Regents level course. It is recommended that the students pass a locally prepared comprehensive examination designed to cover the concepts presented in the specific courses taken to fulfill the fine arts sequence.

### **Three and Five-Unit Sequence in Visual Arts Education**

- Three-Unit Sequence in Comprehensive Visual Arts. To receive Regents credit for this sequence, students must pass the foundation course Studio in Art: A Comprehensive Foundation Course and earn at least two additional units of credit in advanced art selected from the Visual Arts Education flow chart. One of these units may be earned in Design and Drawing for Production: Syllabus.
- Three-Unit Sequence in Art History and Appreciation. To receive Regents credit for this sequence, students must successfully complete a state-approved locally developed course in Art History and Appreciation, and earn two additional units of credit in advanced art history courses selected from the Visual Arts Education flow chart.
- Three-Unit Sequence in Design and Drawing for Production: Syllabus. To receive Regents credit for this art sequence, students must pass the foundation course, Design and Drawing for Production: Syllabus and two additional units of credit selected from the Visual Arts Education flow chart.
- Three-Unit Sequence in Media Arts. To receive Regents credit for this art sequence, students must pass a state-approved locally developed foundation course in Media Arts plus two units of credit selected from the Visual Arts Education flow chart.
- Three-Unit Sequence in Creative Crafts. To receive Regents credit for this art sequence, students must pass a state-approved locally developed foundation course in Creative Crafts plus two units of credit selected from the Visual Arts Education flow chart.
- Five-Unit Visual Arts Education Sequence. To receive Regents credit for a five-unit visual arts sequence, students must pass one of the five foundation courses and earn at least four additional units of credit in advanced courses selected from the Visual Arts Education flow chart.

# Courses

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## Bilingual/ENL Program

### **BIL: Algebra 1:**

This course is considered to be the first course in a three-year sequence in Mathematics. Students will develop a deeper understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. Students will take the Integrated Algebra Regents.

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Prerequisites**

Recommendation of teacher and requisite score of a 3 or a 4 on the NYS 8th Grade Mathematics Assessment and a final grade of C or higher.

### **BIL: Algebra II And Trigonometry:**

This is the third course in the three-year sequence of the NYS Regents Mathematics. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will take the Algebra II/Trigonometry Regents.

**Code**

R

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Prerequisites**

Pass Geometry and Geometry Regents and Teacher Recommendation

### **BIL: Earth Science & Lab:**

The course content includes a study of the Earth's surface, constructive and destructive forces, history of our planet and its place in the universe. The Earth Science course is concerned with the understanding of the entire earth, from the outermost limit of its atmosphere to the innermost depth of its center. Earth Science introduces the student to many aspects of geology, oceanography, astronomy, and meteorology. Laboratory exercises are an integral part of this course and written reports must be satisfactorily completed to gain admission to the Regents Examination. The final exam for this course is the New York State Regents Examination in Earth Science.

**Code**

R

**Program**

Bilingual/ENL Program

**Credits** 1.0

## **BIL: Economics:**

This course centers on a problematic approach to contemporary economies. Among the major considerations are studies on capitalism, socialism, and communism; the involvement of the US Monetary System and the status of the dollar today; industry in America and the farmer in America, both in historical perspectives; modern determinants of prices; the banking system; the various systems of taxation; and examination of the future of the American economy.

### **Program**

Bilingual/ENL Program

**Credits** 0.5

## **BIL: Geometry 1:**

This course is the second in the three-year sequence of the NYS Regents Mathematics. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized throughout this course. Students will take the Geometry Regents.

### **Code**

R

### **Program**

Bilingual/ENL Program

**Credits** 1.0

### **Prerequisites**

Successful completion of Algebra I and Integrated Algebra Regents and Teacher Recommendation.

## **BIL: Global Studies 9:**

Students will investigate civilization from pre-history up to the late 1700's. Topics covered will include: An Introduction to Global History, The Ancient World, Expanding Zones of Exchange and Encounter, Global Interaction, The First Global Age, The Age of Revolutions – Part I.

### **Code**

R

### **Program**

Bilingual/ENL Program

**Credits** 1.0

## **BIL: Global Studies 10:**

As a continuation of Global History 9, students will continue their study of civilization from the late 1700's up to the present. Topics covered will include: The Age of Revolutions – Part - II, A Half Century of Crisis and Achievement, The later 20th Century, Global Connections, and Interactions.

### **Code**

R

### **Program**

Bilingual/ENL Program

**Credits** 1.0

### **Notes**

A combined 2-year Regents Exam in Global History will be given at the conclusion of Global History 10.

## **BIL: Integrated Algebra I:**

This is the first year of a two-year sequence which prepares students for the Integrated Algebra Regents. Students will develop a deeper understanding of linear relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also become skilled at arithmetic with polynomial and rational expressions.

### **Program**

Bilingual/ENL Program

**Credits** 1.0

### **Prerequisites**

A score of a 1 or a 2 on the NYS 8th Grade Math Assessment.

## **BIL: Integrated Algebra II:**

This is the second year of a two-year sequence which prepares students for the Integrated Algebra Regents. Students will develop a deeper understanding of exponential relationships. Students will also engage in methods for analyzing, solving, and using quadratic functions. Students will take the Integrated Algebra Regents.

### **Program**

Bilingual/ENL Program

**Credits** 1.0

### **Prerequisites**

Successful completion of Integrated Algebra I.

## **BIL: Intermediate Algebra:**

This course is a college preparatory course which extends the students' knowledge of algebra and trigonometry to include second degree and exponential equations, logarithms and trigonometric functions and equations.

### **Program**

Bilingual/ENL Program

**Credits** 1.0

### **Prerequisites**

Successful completion of Algebra and Geometry

## **BIL: Introduction To Geometry:**

This course will cover the essentials of Geometry, including an introduction to deductive reasoning and formal proofs. This course can be a second or third credit in the three-year math sequence.

### **Program**

Bilingual/ENL Program

**Credits** 1.0

### **Prerequisites**

Successfully passing Integrated Algebra I and Integrated Algebra II

### **Notes**

Course does not end in a Regents Examination.

## **BIL: Life Science:**

The Academic Living Environment course teaches about the beauty and organization of life and the value of scientific methods. Above all, it is hoped that the student will learn to recognize some of the problems they face and all mankind faces to gain insights into possible solutions. The basic approach is that humanity is the central theme and plants and other animals are included as they relate to humanity. The student should learn to appreciate the workings of their body and gain an awareness of some of the problems which face society.

### **Program**

Bilingual/ENL Program

**Credits** 1.0

## **BIL: Living Environment & Lab:**

This course includes seven basic core units and six optional areas of study. The basic core units consist of: Uniqueness and Diversity among living things, maintenance in living things, human physiology, reproduction and development, modern genetics, and ecology. The optional areas involve a more extensive study of any two of the following: biochemistry, human physiology, reproduction and development, modern genetics, and ecology. It is the intent of this course to provide students with a basic understanding of biological processes and generalizations. Laboratory exercises are an integral part of this course and written reports must be satisfactorily completed to gain admission to the Regents Examination. A final exam for this course is the New York State Regents Examination in Living Environment.

**Code**

R

**Program**

Bilingual/ENL Program

**Credits** 1.0

## **BIL: Participation In Government:**

Student "participation" is the essence of this course, which examines societal issues, and public policies will include having students define societal issues as well as gather current and historical data related to these issues. In addition, identifying individuals and groups directly and indirectly interested in the resolution of these specific issues are among some of the requirements on this course.

**Code**

R

**Program**

Bilingual/ENL Program

**Credits** 0.5

## **BIL: US History And Government:**

This is a course on the History of the United States. The course will include a chronological survey of United States History, with consideration of the United States' past influence on and current participation in the greater world community. Constitutional and legal issues will be explored in depth, as will the problems of a dynamic and industrial society in an increasingly complex and technology-oriented world.

**Code**

R

**Program**

Bilingual/ENL Program

**Credits** 1.0

## **ENL - SIFE:**

This course is for students at the Beginner level of proficiency, Emphasis is on listening and speaking. It must be taken in conjunction with

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Course Length**

2 periods



## **ENL/SHL: Algebra 1:**

This course is considered to be the first course in a three-year sequence in Mathematics. Students will develop a deeper understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also engage in methods for analyzing, solving, and using quadratic functions. Students will take the Integrated Algebra Regents.

**Code**

R

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Prerequisites**

Recommendation of teacher and requisite score of a 3 or a 4 on the NYS 8th Grade Mathematics Assessment and a final grade of C or higher.

## **ENL/SHL: Earth Science & Lab:**

The course content includes a study of the Earth's surface, constructive and destructive forces, history of our planet and its place in the universe. The Earth Science course is concerned with the understanding of the entire earth, from the outermost limit of its atmosphere to the innermost depth of its center. Earth Science introduces the student to many aspects of geology, oceanography, astronomy, and meteorology. Laboratory exercises are an integral part of this course and written reports must be satisfactorily completed to gain admission to the Regents Examination. The final exam for this course is the New York State Regents Examination in Earth Science.

**Code**

R

**Program**

Bilingual/ENL Program

**Credits** 1.0

## **ENL/SHL: Economics:**

This course centers on a problematic approach to contemporary economies. Among the major considerations are studies on capitalism, socialism, and communism; the involvement of the US Monetary System and the status of the dollar today; industry in America and the farmer in America, both in historical perspectives; modern determinants of prices; the banking system; the various systems of taxation; and examination of the future of the American economy.

**Program**

Bilingual/ENL Program

**Credits** 0.5

## **ENL/SHL: Geometry:**

This course is the second in the three-year sequence of the NYS Regents Mathematics. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized throughout this course. Students will take the Geometry Regents.

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Prerequisites**

Successful completion of Algebra I and Integrated Algebra Regents and Teacher Recommendation.

## **ENL/SHL: Global Studies 9:**

Students will investigate civilization from pre-history up to the late 1700's. Topics covered will include: An Introduction to Global History, The Ancient World, Expanding Zones of Exchange and Encounter, Global Interaction, The First Global Age, The Age of Revolutions – Part I.

**Code**

R

**Program**

Bilingual/ENL Program

**Credits** 1.0

## **ENL/SHL: Global Studies 10:**

As a continuation of Global History 9, students will continue their study of civilization from the late 1700's up to the present. Topics covered will include: The Age of Revolutions – Part - II, A Half Century of Crisis and Achievement, The later 20th Century, Global Connections, and Interactions.

**Code**

R

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Notes**

A combined 2-year Regents Exam in Global History will be given at the conclusion of Global History 10.

## **ENL/SHL: Integrated Algebra I:**

This is the first year of a two-year sequence which prepares students for the Integrated Algebra Regents. Students will develop a deeper understanding of linear relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students will also become skilled at arithmetic with polynomial and rational expressions.

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Prerequisites**

A score of a 1 or a 2 on the NYS 8th Grade Math Assessment.

## **ENL/SHL: Integrated Algebra II:**

This is the second year of a two-year sequence which prepares students for the Integrated Algebra Regents. Students will develop a deeper understanding of exponential relationships. Students will also engage in methods for analyzing, solving, and using quadratic functions. Students will take the Integrated Algebra Regents.

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Prerequisites**

Successful completion of Integrated Algebra I.

## **ENL/SHL: Intermediate Algebra:**

This course is a college preparatory course which extends the students' knowledge of algebra and trigonometry to include second degree and exponential equations, logarithms and trigonometric functions and equations.

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Prerequisites**

Successful completion of Algebra and Geometry

## **ENL/SHL: Life Science:**

The Academic Living Environment course teaches about the beauty and organization of life and the value of scientific methods. Above all, it is hoped that the student will learn to recognize some of the problems they face and all mankind faces to gain insights into possible solutions. The basic approach is that humanity is the central theme and plants and other animals are included as they relate to humanity. The student should learn to appreciate the workings of their body and gain an awareness of some of the problems which face society.

### **Program**

Bilingual/ENL Program

**Credits** 1.0

## **ENL/SHL: Living Environment & Lab:**

This course includes seven basic core units and six optional areas of study. The basic core units consist of: Uniqueness and Diversity among living things, maintenance in living things, human physiology, reproduction and development, modern genetics, and ecology. The optional areas involve a more extensive study of any two of the following: biochemistry, human physiology, reproduction and development, modern genetics, and ecology. It is the intent of this course to provide students with a basic understanding of biological processes and generalizations. Laboratory exercises are an integral part of this course and written reports must be satisfactorily completed to gain admission to the Regents Examination. A final exam for this course is the New York State Regents Examination in Living Environment.

### **Code**

R

### **Program**

Bilingual/ENL Program

**Credits** 1.0

## **ENL/SHL: Participation In Government:**

Student "participation" is the essence of this course, which examines societal issues, and public policies will include having students define societal issues as well as gather current and historical data related to these issues. In addition, identifying individuals and groups directly and indirectly interested in the resolution of these specific issues are among some of the requirements on this course.

### **Code**

R

### **Program**

Bilingual/ENL Program

**Credits** 0.5

## **ENL/SHL: US History And Government:**

This is a course on the History of the United States. The course will include a chronological survey of United States History, with consideration of the United States' past influence on and current participation in the greater world community. Constitutional and legal issues will be explored in depth, as will the problems of a dynamic and industrial society in an increasingly complex and technology-oriented world.

### **Code**

R

### **Program**

Bilingual/ENL Program

**Credits** 1.0

## **ENL IA:**

This course is for students at the Beginner level of English proficiency. Emphasis is on reading and writing. It must be taken in conjunction with ENL Beginner.

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Course Length**

1 period

## **ENL IA - SIFE:**

This course is for students at the Beginner level of English proficiency. Emphasis is reading and writing. It must be taken in conjunction with ENL Beginner.

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Course Length**

1 period

## **ENL I Beginning:**

This course is for students at the Beginner level of proficiency. Emphasis is on listening and speaking. It must be taken in conjunction with ENL IA.

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Course Length**

2 periods

## **ENL III Advanced:**

This course is for students at the Advanced level of English proficiency. Students are expected to work with the skills covered in ENL Beginning and ENL Intermediate with an emphasis on comprehension and writing skills to prepare them for mainstream English classes. This class should be taken in conjunction with an appropriate grade level ELA class.

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Course Length**

1 period

**Prerequisites**

Must pass ENL Intermediate or either NYSITELL or NYSENLAT

## **ENL II Intermediate:**

This course is for students at the Intermediate level of English proficiency. Increased emphasis is on reading, writing, listening and speaking skills. This is a two-period class.

**Program**

Bilingual/ENL Program

**Credits** 2.0

**Course Length**

2 periods

**Prerequisites**

Must pass ENL Beginning and ENL IA or either NYSITELL or NYSENLAT

## **ENL IV - Read 180:**

Read 180 is a comprehensive program designed to provide early intervention and remediation in the areas of Reading and English Language Arts. Students use a combination of computerized activities, a work text, and independent reading activities to increase their reading and writing capabilities. Classes are kept at a minimum number of students to facilitate individualized instruction.

**Program**

Bilingual/ENL Program

**Credits** 2.0

**Course Length**

2 periods

**Prerequisites**

Placement test and teacher recommendation

## **ENL V:**

ENL V is an advanced ENL course specifically designed to help students gain mastery of the academic reading and writing skills necessary for success in mainstream classes. An emphasis will be placed on developing literacy skills needed to obtain proficiency on the NYSENLAT assessment.

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Course Length**

1 period

**Prerequisites**

Students must have had 7 or more years of Bilingual/ENL services; and have not scored proficient on the NYSENLAT.

## **Native Language Arts 1:**

Native Language 1 is a beginning level course intended for native speaking students who have limited language art skills in Spanish or need to continue developing NLA skills until the full mastery of English is attained. The curriculum has a basic concentration in the areas of reading, writing, listening, and speaking. This is a fully integrated language arts program; therefore, it includes instruction, reinforcement, application of reading skills and vocabulary enrichment; lessons in grammar, including usage and mechanics; varied experiences in communication skills using multi-media aids, and an in-depth study of literary materials. This program presents, as part of its curriculum a study of linguistics and structure, and a history of the Spanish language, including an emphasis on the Spanish/Hispanic/Latino culture. This course is conducted exclusively in Spanish.

**Code**

R

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Course Length**

1 period

## **Native Language Arts 2:**

Native Language 2 is a course that offers a progression from Spanish 1A and a continuance of those processes that emphasize higher attainment of Spanish language art skills in reading, speaking, listening, and writing. This fully integrated program continues to develop the students' mastery of these necessary practical skills. Students will be exposed to varied literary works highlighting the achievements and life experiences of peoples of culturally diverse Spanish/Hispanic backgrounds. Also, grammar and usage is taught within the framework of the writing process. Along with writing proficiency, reading comprehension and vocabulary development are emphasized. This program presents, as part of its curriculum, a study of linguistics and structure, and a history of the Spanish language including an emphasis on the Spanish/Hispanic/Latino culture.

**Code**

R

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Course Length**

1 period

**Prerequisites**

Native Language Arts 1

## **Native Language Arts 3:**

Native Language 3 is a course that offers a progression from the NLA 2 and a continuance of those processes that emphasize higher attainment of Spanish language art skills in reading, speaking, writing, and listening. This fully integrated program continues to develop the students' mastery of these skills with a greater concentration in grammar and its usage as well as writing and vocabulary development. Students are encouraged to develop deeper competence skills through expository and creative writing. This program presents, as part of its curriculum, a study of linguistics and structure and a history of the Spanish language including an emphasis on the Spanish/Hispanic/Latino culture.

**Code**

R

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Course Length**

1 period

**Prerequisites**

Native Language Arts 2

## **Native Language Arts 4:**

Native Language 4 is a course that offers an in-depth study of the Spanish language art skills at an advanced level in listening comprehension, oral communication, reading and writing. This fully integrated program continues to strengthen the students' mastery of these skills with greater emphasis upon extensive and intensive reading of varied literacy works and increased writing development. Critical and creative thinking skills are emphasized through speaking and listening proficiency. Students who will take the Regents Exam will receive extensive preparation. This program presents, as part of its curriculum, a study of linguistics and structure and a history of the Spanish language including an emphasis on the Spanish/Hispanic/Latino culture.

**Code**

R

**Program**

Bilingual/ENL Program

**Credits** 1.0

**Course Length**

1 period

**Prerequisites**

Native Language Arts 3 and Teacher Recommendation

## **SIFE - SIFE NLA - (Spanish):**

Native Language is a beginning level course intended for native speaking students who have limited language art skills in Spanish. The curriculum has a basic concentration in the areas of reading, writing, listening and speaking. This is a fully integrated language arts program; therefore, it includes application of reading skills and vocabulary enrichment, lessons in grammar, varied experiences in communication skills through the use of multimedia aids, and in-depth study of literary materials. This program presents, as part of its curriculum a study of linguistics and history of the Spanish language, including an emphasis on the Spanish/Hispanic/Latino culture. This course is conducted exclusively in Spanish.

### **Program**

Bilingual/ENL Program

**Credits** 1.0

## **SIFE: SIFE Global Studies:**

For those students whose education in their country and language was interrupted, the SIFE designation indicates an attempt by the school to fill in gaps in student learning. All SIFE students will take Bilingual courses in addition to their ENL classes, which will be oriented towards helping the students catch up on the formal instruction they missed in their native countries. Some high school credit will be awarded.

### **Program**

Bilingual/ENL Program

**Credits** 1.0

## **SIFE: SIFE Mathematics Pre-Algebra:**

For those students whose education in their country and language was interrupted, the SIFE designation indicates an attempt by the school to fill in gaps in student learning. All SIFE students will take Bilingual courses in addition to their ENL classes, which will be oriented towards helping the students catch up on the formal instruction they missed in their native countries. Some high school credit will be awarded.

### **Program**

Bilingual/ENL Program

**Credits** 1.0

## **SIFE: SIFE Science Living Environment:**

For those students whose education in their country and language was interrupted, the SIFE designation indicates an attempt by the school to fill in gaps in student learning. All SIFE students will take Bilingual courses in addition to their ENL classes, which will be oriented towards helping the students catch up on the formal instruction they missed in their native countries. Some high school credit will be awarded.

### **Program**

Bilingual/ENL Program

**Credits** 1.0

# Business Education

## **Accounting:**

This course is designed to introduce students in basic accounting procedures, or those students who plan on a career in accounting, business, or management. Accounting will familiarize students with the bookkeeping cycle, keeping journals and ledgers, and preparing financial reports. This is an excellent beginning course for those students wishing to make a career in accounting, bookkeeping, or preparing to enter the business world.

**Program**

Business Education

**Credits** 1.0

**Grades**

10,

11,

12

## **Business Computer Applications:**

Learn how to manage information by using Microsoft Office program-Word (word processing), Power Point (presentations), Excel (spreadsheet), Access (database design), and Publisher (desktop publishing). Since working knowledge of these programs is in demand by businesses nationwide, students will learn how to use these programs to produce business projects and simulations and how to download files from the Internet to incorporate into their various projects. Class projects will include use of scanner, digital camera, and audio-visual clips.

**Program**

Business Education

**Credits** 1.0

**Prerequisites**

Keyboarding or Teacher Recommendation

## **Business Law:**

The three primary objectives for the Business Law course - occupational, personal, and societal - make it an excellent elective for all students. In the study of law, students will develop a respect for and understanding of business law, civil law, and law enforcement as it affects the students' personal, family, and occupational pursuits. An introduction to our legal system, court procedures, and the jury process will be presented. Students will become aware of the need for legal assistance in a variety of day-to-day business transactions, so that they may avoid legal entanglements by having a working knowledge of their rights and obligations.

**Program**

Business Education

**Credits** 1.0

**Grades**

10,

11,

12

## **Business Mathematics:**

This course is designed to build knowledge and skills to solve a variety of math problems that are commonly found in business and personal situations, to include Banking, Insurance and Taxes. The course can serve the needs of those students who are occupationally oriented and who have, as their goal, gainful employment. The course can prepare students for additional technical courses related to business operations. This course can be used toward the three-year mathematics requirement.

**Program**

Business Education

**Credits** 1.0



## **Career And Financial Management:**

This course will allow students to document their plans for post high school success, introduce them to the broad-based universal foundation skills needed in the workplace, and understand how academic skills are used in the world of work. This course will cover five key areas: Business Systems and Economics, Career Planning, Career Selection Process, Career Success, and a Financial Literacy component. Students will complete a resume and participate in a mock videotaped interview.

### **Program**

Business Education

**Credits** 1.0

## **Electronic Commerce:**

Are you interested in learning about what it takes to start an online business? This course will give students the knowledge and understanding needed to create and manage a web-based business. Students will learn about various methods for setting up an online store as well as engage in designing their own e-business model including a product concept suitable for e-commerce. This class will allow students to examine and apply various strategies and tools covered throughout the course. A comprehensive look at search engine optimization and internet security will also be explored. College credit is also available for this ½ year course.

### **Program**

Business Education

**Credits** 0.5

### **Prerequisites**

Entrepreneurship or Teacher Recommendation

### **Notes**

Students have the option to earn 3 college credits through SUNY Farmingdale.

## **Entrepreneurship:**

Do you want to own your own business? This course will give students the knowledge to create and operate a successful business which includes developing a business plan, staffing, location, finance, and marketing. Develop hands-on entrepreneurship skills by participating in web-based simulations and other activities. Students are encouraged to take advantage of this unique and interesting course.

### **Program**

Business Education

**Credits** 0.5

## **Keyboarding:**

A course designed to develop alphabetic as well as numeric keyboarding skills needed both for occupational and personal use. The student will continue to develop keyboarding skills. Basic forms of written correspondence are covered.

### **Program**

Business Education

**Credits** 0.5-1

## **Practical Office Experience (POE):**

Students will have the opportunity to gain valuable “on the job” work experience, while assisting in the various offices of the school. Business courses are not required for this class. Practical Office Experience students are assigned to an office/teacher who will delegate various office tasks relevant to that department. The student is responsible for completing those assignments and is evaluated by the participating office contact person. Each student will develop competencies in such areas as: telephone communications, public relations, filing, message taking and distribution, understanding nonverbal communication and performing routine tasks accurately and effectively. The course requirements are satisfactory completion of assigned tasks and satisfactory attendance and punctuality. Students must remain in good academic standing. The course will be graded on a P/F basis.

### **Program**

Business Education

**Credits** 0.5-1

### **Grades**

11,

12

### **Prerequisites**

Guidance Counselor/Business Teacher Recommendation

### **Notes**

Students may only sign up for a maximum of 1 credit of POE during high school

## **Principles Of Marketing:**

Why do some products become so popular with consumers while others are here today and gone tomorrow? What does it take for a company to make millions of dollars selling a new and different idea? This course explores the ways businesses create and sell their products. Through a series of projects, presentations, and field trips, students learn the concepts that all successful businesses utilize, and allows them to capture the imagination of 250 million American consumers. All students interested in business are encouraged to take advantage of the offering of this unique and interesting course.

### **Program**

Business Education

**Credits** 0.5

## **Sports Marketing:**

Each year the growth generated by professional and collegiate sports creates a myriad of marketing positions and opportunities in working in the sports and recreation industry. This exciting course examines the history of the sports industry right through the current trends that are redefining athletics as entertainment in the US. Students will study how marketing supports this industry, and study real-life sports entrepreneurial opportunities in the New York Metropolitan area.

### **Program**

Business Education

**Credits** 0.5

## **Trial Procedure:**

This course will provide students with hands-on opportunities to further their understanding of the law, court procedures and our legal system, while honing ones speaking, listening, reading, and reasoning skills. Students will be given case histories or situations pertaining to Criminal or Civil Law. Students will select the most appropriate response for either the Prosecution or Defense, aiming for a degree of legal understanding considered satisfactory by the instructor.

### **Program**

Business Education

**Credits** 0.5

### **Prerequisites**

Business Law/Criminal Justice/or Law Related Studies

## Web Design:

The Internet and the World Wide Web are the essence of E-Commerce today. Businesses are looking for web developers and designers and Web Designs will give students the tools to compete in this open and lucrative field. Students will become familiar with these tools and the applications necessary to create Web pages without the knowledge of programming language. Using Front Page and other software, students will create their own web sites, add graphics, create hyperlinks, build tables, and add forms and dynamic content. Students will also learn to update and manage their site.

**Program**

Business Education

**Credits** 0.5

**Prerequisites**

Business Computer Applications

## Work Experience:

Are you working outside of the school-day? If you answered yes, then Work Experience is for you. Central Islip has a New York State registered Work Experience program that allows the student to earn credit for work done outside of the school day in conjunction with an enrolled course. You can earn 1/2 credit for 150 hours of work or you can earn 1 unit of credit for 300 hours of work.

**Program**

Business Education

**Credits** 1.0

**Hours** 300

## Work Experience:

Are you working outside of the school-day? If you answered yes, then Work Experience is for you. Central Islip has a New York State registered Work Experience program that allows the student to earn credit for work done outside of the school day in conjunction with an enrolled course. You can earn 1/2 credit for 150 hours of work or you can earn 1 unit of credit for 300 hours of work.

**Program**

Business Education

**Credits** 0.5

**Hours** 150

# English

## **Advanced Placement In English Composition And Literature:**

This course is designed to engage students in the careful reading and critical analysis of fiction. Through close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure. The reading in this course is both wide and deep. In this course students will focus on the short story, both separately and in-collection, the novel, poetry, and literary research. Much attention will be given to close textual analysis. Students will also write focused, organized and convincing analytical essays in clear, standardized English prose. Students will locate, evaluate, synthesize and incorporate relevant primary and secondary source materials into thesis-driven, interpretive essays of increasing length and complexity. Students will understand the conventions of literary study, including: familiarity with literary terms, genres, devices; knowledge of poetic, dramatic, narrative and rhetorical forms; awareness of literary criticism and theory. Pre-course summer work will be assigned and must be completed.

### **Program**

English

**Credits** 1.0

### **Prerequisites**

Students must have an 85 or better cumulative average in A.P. English 11 or a 93 or better cumulative average in English 11R / English 11 Communications. In addition, students must have scored 85 or better on the Common Core ELA Regents Exam. Students will be selected on a competitive basis: Students must be able to write with fluency and accuracy and a writing sample may be requested. Building Principal and A.P. teacher have final discretion.

### **Notes**

For seniors, this course may be taken in lieu of another twelfth grade English course. Students will be prepared for the College Board AP exam. Achievement on this exam could mean college credit or accelerated placement in college English or both. AP Literature & Composition can now earn Stony Brook University credit for EGL 192

## **Advanced Placement In English Language And Composition:**

This AP junior level English course will: provide the rigors of the Advanced Placement course in English Language and Composition, satisfy the criteria for New York state standards, follow a chronological core of the canon of American literature and explore the literary periods extensively, engage students in becoming master readers and analyzers of both fiction and non-fiction, but primarily focus on non-fiction, and require students to read and analyze a variety of literary styles/genres to gain an understanding of the connections between literature and society. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing" (The College Board 2010). Pre-course summer work will be assigned and must be completed. NOTE: For juniors, this course may be taken in lieu of another eleventh grade English course. Students will be prepared for the NY State ELA Regents exam as well as the College Board AP exam. Achievement on this exam could mean college credit or accelerated placement in college English or both

### **Program**

English

**Credits** 1.0

### **Prerequisites**

Student must have an 85 or better cumulative average in English 10H and teacher recommendation. Students will be selected on a competitive basis. Students must be able to write with fluency and accuracy and a writing sample may be requested. Building Principal and A.P. teacher have final discretion.

## **African-American Literature:**

Study African American poetry, fiction, nonfiction, and drama from the past to the present. Explore and discuss the major literary, political, and social currents in American and African American culture.

**Program**

English

**Credits** 0.5

## **Computer Journalism:**

This is a full-year elective course which will give the student a five-year English sequence. Students will learn the functions and responsibilities of print journalism by creating the high school's newspaper, The Rapier. Emphasis is placed on all news writing skills and electronic research systems. As part of the course, students enrolled in Computer Journalism will also learn page design, word processing programs, digital photography, typography, and principles of graphic design, as they are used in the world of Journalism.

**Program**

English

**Credits** 1.0

**Grades**

10,

11,

12

## **Creative Writing:**

Creative writing, a one semester elective course, is open to interested juniors and seniors. A writing sample and special permission of the teacher is also required. Adhering to the principle that all writing done by students is creative, this course encourages each student to develop his/her literary imagination and to create fully utilizing his/her own experiences and powers of expression. The students practice various types of writing, learning to take everyday events and to make them interesting. They are encouraged to write imaginatively about things familiar to them. They write themes, short stories, personal essays, play lets, and various types of poetry.

**Program**

English

**Credits** 0.5

**Grades**

10,

11,

12

**Notes**

Also available: Creative Writing Independent Study.

## **Drama I:**

This highly participatory semester course introduces high school students to the art of drama. Through extensive work in theatre games, exercises, and performance projects, students will gain confidence as they explore and communicate ideas using a range of dramatic forms.

**Code**

R

**Program**

English

**Credits** 0.5

## Drama II:

This semester course is a continuation of Drama I with a focus on training students in the art of improvisation. Students will gain a participatory understanding of improvisational skills and acting. Students will also perform a scene from a dramatic work of American theatre. A trip to a New York City theatre performance is planned.

**Code**

R

**Program**

English

**Credits** 0.5

**Prerequisites**

Students who have successfully completed Drama I with a 70 or better final report card grade.

## English 9:

The ninth grade English program has as its theme "A Better Understanding of Oneself and One's Environment!" Emphasis is placed on helping the freshman to meet the problems common to adolescents, and to understand how others of their age have coped with these problems. Importance is also placed on helping these young people achieve a better understanding of their own families, their friends, and their community. The ninth-grade curriculum has a basic concentration in the areas of reading, writing, listening and speaking. Since all classes are taught on a Regents or advanced level, a fully integrated language arts program is essential. The different areas of English are woven together according to levels of ability. This includes instruction, reinforcement, and application of reading skills; lessons in grammar, including usage and mechanics; varied experiences in communication skills through the use of multimedia aids; and in-depth study of literacy materials which help develop an appreciation of each person's worth.

**Code**

H

**Program**

English

**Credits** 1.0

**Notes**

Includes ½ Period AIS

## English 9:

The ninth grade English program has as its theme "A Better Understanding of Oneself and One's Environment!" Emphasis is placed on helping the freshman to meet the problems common to adolescents, and to understand how others of their age have coped with these problems. Importance is also placed on helping these young people achieve a better understanding of their own families, their friends, and their community. The ninth-grade curriculum has a basic concentration in the areas of reading, writing, listening and speaking. Since all classes are taught on a Regents or advanced level, a fully integrated language arts program is essential. The different areas of English are woven together according to levels of ability. This includes instruction, reinforcement, and application of reading skills; lessons in grammar, including usage and mechanics; varied experiences in communication skills through the use of multimedia aids; and in-depth study of literacy materials which help develop an appreciation of each person's worth.

**Code**

R

**Program**

English

**Credits** 1.0

**Notes**

Includes ½ Period AIS

## English 9:

The ninth grade English program has as its theme "A Better Understanding of Oneself and One's Environment!" Emphasis is placed on helping the freshman to meet the problems common to adolescents, and to understand how others of their age have coped with these problems. Importance is also placed on helping these young people achieve a better understanding of their own families, their friends, and their community. The ninth-grade curriculum has a basic concentration in the areas of reading, writing, listening and speaking. Since all classes are taught on a Regents or advanced level, a fully integrated language arts program is essential. The different areas of English are woven together according to levels of ability. This includes instruction, reinforcement, and application of reading skills; lessons in grammar, including usage and mechanics; varied experiences in communication skills through the use of multimedia aids; and in-depth study of literacy materials which help develop an appreciation of each person's worth.

**Code**

RA

**Program**

English

**Credits** 1.0

**Notes**

Includes ½ Period AIS

## English 10:

This course offers a well-planned progression of experiences in the language arts. Developing the students' mastery of practical skills necessary for writing, reading, and speaking in everyday life are major goals of English 10. Students in Regents classes are exposed to broad literary experiences, which highlight the achievements, and life experiences of peoples of various cultures and backgrounds. Grammar and usage are taught within the framework of the writing process, filling the rudiments for those who lack them as well as providing a review for students already possessing a fair knowledge of the subject. Along with writing proficiency, reading comprehension and vocabulary development are also emphasized. In the tenth-grade honors classes, students learn about the English-speaking people and their influence upon modern thought. The course presents challenging ideas growing out of a representative selection of masterpieces by British authors, extending from the earliest writings in Old English to modern day literature. Competence and skill are developed through expository and creative writing. In speaking and listening situations, students learn to develop sincerity, cooperation, and employ critical and creative thinking skills. The study of linguistics and the structure and history of the English language are also incorporated into this program.

**Code**

H

**Program**

English

**Credits** 1.0

## English 10:

This course offers a well-planned progression of experiences in the language arts. Developing the students' mastery of practical skills necessary for writing, reading, and speaking in everyday life are major goals of English 10. Students in Regents classes are exposed to broad literary experiences, which highlight the achievements and life experiences of peoples of various cultures and backgrounds. Grammar and usage are taught within the framework of the writing process, filling the rudiments for those who lack them as well as providing a review for students already possessing a fair knowledge of the subject. Along with writing proficiency, reading comprehension and vocabulary development are also emphasized. In the tenth-grade honors classes, students learn about the English-speaking people and their influence upon modern thought. The course presents challenging ideas growing out of a representative selection of masterpieces by British authors, extending from the earliest writings in Old English to modern day literature. Competence and skill are developed through expository and creative writing. In speaking and listening situations, students learn to develop sincerity, cooperation, and employ critical and creative thinking skills. The study of linguistics and the structure and history of the English language are also incorporated into this program.

**Code**

R

**Program**

English

**Credits** 1.0

## English 11:

All students are required to take a full year course, which is an in-depth study of major writers and their works. In addition, these students receive extensive preparation for the Common Core English exams, which are administered in January and at the end of the year. Honors and Regents students concentrate on American writings and American contributions to world literature. Background on the history of the language and concepts of language in general are presented. From this year's work, students are encouraged to develop a deeper appreciation and dedication to the American heritage of liberty, and desire to work actively to preserve the American way of life, and to help solve some of the problems of democracy. Emphasis is placed on those language skills, which play an important role in equipping a citizen for intelligent and responsible participation in democratic living. NOTE: Academic Intervention Services (AIS) will be provided for Regents- Assisted students as a Lab. It will meet every other day.

**Code**

H

**Program**

English

**Credits** 1.0

## English 11:

All students are required to take a full year course, which is an in-depth study of major writers and their works. In addition, these students receive extensive preparation for the Common Core English exams, which are administered in January and at the end of the year. Honors and Regents students concentrate on American writings and American contributions to world literature. Background on the history of the language and concepts of language in general are presented. From this year's work, students are encouraged to develop a deeper appreciation and dedication to the American heritage of liberty, and desire to work actively to preserve the American way of life, and to help solve some of the problems of democracy. Emphasis is placed on those language skills, which play an important role in equipping a citizen for intelligent and responsible participation in democratic living. NOTE: Academic Intervention Services (AIS) will be provided for Regents- Assisted students as a Lab. It will meet every other day.

**Code**

R

**Program**

English

**Credits** 1.0



## English 12:

The focus of this senior year course will be on the contributions of writers from diverse ethnic and cultural backgrounds. We believe that one of the best ways to appreciate the mores and customs of people from around the world is to become familiar with their literature in all its various genres. Such a comparative study not only emphasizes the uniqueness of others, but it also highlights the common hopes, ideals, and aspirations, which bind us all together. In addition, the students in English 12 will be expected to show, in a variety of ways, the knowledge they have gained through their readings. These demonstrations will take the form of literary essays, research assignments, oral presentations, journal entries, and newspaper articles. In a practical sense, the students will also be required to show proficiency in those specific skills needed for success in the work environment. Writing business letters, creating resumes, and filling out job applications are just a few of the areas to be explored in this regard.

**Code**

R

**Program**

English

**Credits** 1.0

## English Communications 11:

English Communications (11) may be taken in lieu of another eleventh grade English course. In addition to studying American literature, students in this course will be expected to learn or fine-tune those specific communication skills, which they need to be productive members of the 21st Century's workforce. All students will be required to demonstrate their expertise in reading, writing, listening and speaking in a variety of ways. In addition to traditional evaluations based on essays, oral reports, objective tests, etc., the members of this class will be rated on a number of projects which will require them to take the knowledge they have learned and apply it to other possible unconnected situations. Research assignments, the making of audio and/or videotapes, the creation of charts and/or graphs, etc. is just a few of the hands-on projects, which may go into a student's personal portfolio. (Not NCAA Approved)

**Code**

R

**Program**

English

**Credits** 1.0

## Excelsior English 12:

Explores principles of rhetoric and stresses effective expository writing. Primarily a course in organization of ideas and development of these ideas through use of specific information. Also deals with matters of style, sentence structure, paragraph development, punctuation, and vocabulary. Also introduces students to close reading of appropriate materials. Although this course requires students to work at a college level, it should not be considered a replacement for any AP courses. This course is best suited for students looking to improve their writing prior to admission to Suffolk Community College or similar school.

**Program**

English

**Credits** 1.0

**Prerequisites**

English Communications 11 and 80 on the English Regents Exam.

## **Film Study:**

This half year course is an introductory course to film. There will be a considerable number of writing assignments requiring the analysis and interpretation of various films. Film has a relation to poetry in its rhythm, imagery, and underlying myth or theme. Prose is reflected in film through the basic use of characterization, plot, mood, setting as well as theme. Students will discuss the ways in which the film is superior to the written word, and the ways in which the written word exceeds the film.

**Program**

English

**Credits** 0.5

**Grades**

11,

12

## **Interpersonal Communications:**

This course is designed for students who want to make the most of themselves, develop the leader within, and stand out in the competitive world today. Students will be given the tools they need to have high "civility I.Q." It will teach the essential information on proper communication in concise and plain English. It will help students develop the elements of appropriateness and sensitivity to audience to be more persuasive and appealing. They will receive etiquette, speech, and image training that will prepare them with the critical behaviors necessary to building lasting positive impressions that can turn into life-building opportunities. Everything from body language and voice volume to word choice and follow-up behaviors will be practiced in role-plays and simulated situations. The learning opportunities will be creative, fun, and hands-on. The skills honed will be showcased in a presentation, before becoming critical to future success.

**Program**

English

**Credits** 0.5

**Grades**

11,

12

## **Peer Leadership I & II:**

This in-school program works to create unified, safer environments where young people are free to develop and achieve academically and socially. Peer Leadership teachers train students in its customized curricula on methods and activities that work to unite children from different cultures, develop leadership skills, mediate possible violent incidents and support students in their academic achievement.

**Program**

English

**Credits** 1.0

## **Reading:**

Reading improvement is a half year elective open to all interested students who are reading below grade level. The course is intended to meet the needs of those students who lack the basic skills in reading necessary for achieving competency in their high school subjects. The student's reading performance will be evaluated, and an individual program designed to remediate reading deficiencies will be developed.

**Program**

English

# Family & Consumer Sciences Education

## **Adaptive Physical Education:**

This course satisfies the Physical Education requirement for students with physical limitations. Semester 1: fitness center, bowling, weight room, WII activities Semester 2: aquatics, rec. room, curling, Bocce.

### **Program**

Family & Consumer Sciences Education

**Credits** 0.5

## **Clothing And Textiles: TD-1**

In this course students will study fashion as it relates to culture, history, social and economic situations. Students will learn hand sewing techniques, how to make simple patterns for projects and how to follow sewing directions. Throughout the course students will have multiple opportunities to identify the knowledge and skills necessary for success in the fashion industry and assess their suitability for a fashion career.

### **Program**

Family & Consumer Sciences Education

**Credits** 0.5

### **Notes**

This course may be applied toward the mandatory 1 credit Art/Music Requirement.

## **Culture And Food: FN-4**

This course will introduce students to the meal patterns and food preparation methods of various regions of the United States as well as other countries of the world. A variety of foods from these places will be prepared.

### **Program**

Family & Consumer Sciences Education

**Credits** 0.5

### **Prerequisites**

FN1, FN2, FN3

## **Food And Nutrition: FN-1**

This course will help students to develop an understanding of sound nutritional concepts through many hands-on experiences related to food and nutrition. Students will explore nutritional requirements for people of various ages and needs, learn about the dietary guidelines which promote long-term wellness, and will plan, purchase, prepare, serve and evaluate a wide variety of foods. Careers related to food and nutrition and how they match up with personal characteristics and skills will also be studied.

### **Program**

Family & Consumer Sciences Education

**Credits** 0.5

## **Food Preparation And Nutrition: FN-2**

Learn to cook with natural ingredients, develop skills in bread and pastry making and discover the variety of regional foods throughout the US. The use of small and large kitchen appliances as well as other aspects of consumerism will be taught.

### **Program**

Family & Consumer Sciences Education

**Credits** 0.5

### **Prerequisites**

FN1

## **Health:**

The major goal of this course is to prepare students to make healthy life-style decisions. Sound decision-making will be emphasized in topics such as emotional and mental health, improving health behaviors, violence and injury prevention, nutrition and physical activity, tobacco, alcohol and other drug prevention, abstinence and sexual health and HIV, STI and pregnancy prevention.

### **Program**

Family & Consumer Sciences Education

**Credits** 0.5

### **Notes**

This course fulfills the NYS requirement for one semester of Health Education. This class is a requirement for graduation.

## **Housing And Environment Core: TD-2**

In this course, students will investigate how lifestyle, social and economic factors, and stages in the life cycle influences housing decisions. Students will identify and explore how culture and the environment influence housing design in relationship to past, present and future perspectives. Through hands-on experiences, students will cover design elements and principles as they relate to architecture and interior design. Students will use and evaluate household appliances and equipment, learn about caring for the home, and investigate energy conservation techniques. Careers related to housing and interior design will be explored.

### **Program**

Family & Consumer Sciences Education

**Credits** 0.5

### **Prerequisites**

TD1

### **Notes**

This course may be applied toward the mandatory 1 credit Art/Music Requirement.

## **Lifeguard Training:**

The Central Islip High School Lifeguarding course offers training in the nationally recognized American Red Cross Lifeguard Program. The course prepares individuals that are 15 years and older to become professional lifeguards by introducing them to concepts and skills necessary to prevent and respond to aquatic emergencies in a swimming pool. The skills taught include water rescue, Cardiopulmonary Resuscitation (CPR), the use of an Automated External Defibrillator (AED), and First Aid. Successful participants will receive American Red Cross certification in Lifeguard Training, CPR/AED for the Professional Rescuer and First Aid. The maximum amount of participants in a class is 20. Participants will receive Physical Education credit upon completion of this course. Because this is a skills-based training class, participants must attend all class sessions.

### **Program**

Family & Consumer Sciences Education

**Credits** 0.5

### **Notes**

Participants must be recommended by their Physical Education teacher and/or Swim Coach. In addition, all participants are required to successfully complete a Pre-Course Session consisting of certain skills.

## **Nutrition, Health, And Fitness: FN-3**

This course offers food-related topics of special interest of today's society, such as nutrition and its relationship to good health. Food safety, consumerism and food management are covered in depth. Student prepared meals enhance the learning in this course.

### **Program**

Family & Consumer Sciences Education

**Credits** 0.5

### **Prerequisites**

FN1, FN2

## **Personal Fitness Training:**

This course is open to specifically selected boys and girls in grades 11 and 12. This course includes various types of activities designed to improve training of body muscle, increase strength, and improve cardiovascular fitness. Equipment used will include the universal machine, free weights and cardiovascular machines. Semester 1: aquatics, walking, personal fitness & cross training Semester 2: lifetime fitness (swiss balls), jump rope, nutrition, stress management.

### **Program**

Family & Consumer Sciences Education

**Credits** 0.5

### **Notes**

Please note: This course is designed for students who are self-motivated to complete the program. The student should have a high interest in developing their muscle mass, flexibility, and cardiovascular fitness through the use of free weights and accessory equipment.

## **Physical Education:**

This course offers athletic experiences in including but not limited to activities in personal fitness, tennis, football, ultimate frisbee, pickleball, softball, aerobics, badminton, and hockey.

### **Program**

Family & Consumer Sciences Education

**Credits** 0.5

### **Notes**

Please note that this class is not co-ed.

## **Project Adventure:**

Project Adventure is a co-ed activity available for eleventh and twelfth graders. This activity has been modeled after highly successful programs using the Outward-Bound philosophy. Through a carefully planned curriculum of group and individual initiatives, the student's progress through an experientially based self-discovery program that emphasizes interpersonal relationships and individual growth. Participation in Project Adventure encourages students to develop greater self-confidence and, at the same time, acquire a sense of trust and commitment to their classmates. The emphasis in the course is on participation, and students are encouraged to extend their limits both physically and emotionally.

### **Program**

Family & Consumer Sciences Education

**Credits** 0.5

# High School Musical Exploratory Courses

## **Advanced Guitar:**

Advanced Guitar is a continuation of Beginning Guitar. This course is designed for the advanced guitarist covering the following: advanced Blues progression, scales, improvisation, power chords, Barre chords, finger picking, seventh chords and song writing. All students participating in Advanced Guitar are expected to sing. Students are assessed/graded on both performance aptitude and written exams including quarterlies, a mid-term exam and a final exam. Elective Credit Only. Musical Exploratory Courses are NOT Acceptable for Regents Diploma Graduation Requirement and Cannot be used to satisfy requirements for the 3- & 5-Unit Sequence in Music Education.

### **Program**

High School Musical Exploratory Courses

**Credits** 0.5

### **Prerequisites**

Beginning Guitar

## **Advanced Piano:**

Advanced Piano is a continuation of Beginning Piano. Students will continue to advance methods through short musical excerpts from the standard keyboard literature. Students will continue to learn how to play the piano and how to read music in both the treble and bass clefs. Instruction will include basic music theory, rhythmic notation and keyboard harmony. Students are assessed/graded on both performance aptitude and written exams including quarterlies, a mid-term exam and a final exam. Elective Credit Only. Musical Exploratory Courses are NOT Acceptable for Regents Diploma Graduation Requirement and Cannot be used to satisfy requirements for the 3- & 5-Unit Sequence in Music Education.

### **Program**

High School Musical Exploratory Courses

**Credits** 0.5

### **Prerequisites**

Successful Completion of Beginning Piano

## **Beginning Guitar:**

Beginning Guitar is an introductory course in playing Acoustic Guitar beginner, having no prior instruction on Acoustic Guitar. Class instruction will include basic TAB/Chord notation recognition, "12 Bar Blues", popular music with concentration in the "Classic Rock" Era. All students participating in this course are expected to sing. Students are assessed/graded on both performance aptitude and written exams including quarterlies, a mid-term exam, and a final exam. Elective Credit Only. Musical Exploratory Courses are NOT Acceptable for Regents Diploma Graduation Requirement and Cannot be used to satisfy requirements for the 3- & 5-Unit Sequence in Music Education.

### **Program**

High School Musical Exploratory Courses

**Credits** 0.5

### **Prerequisites**

10th, 11th or 12th Grade

## **Beginning Piano:**

Beginning Piano is an introductory course in piano playing. Students will learn basic piano methods through short musical excerpts from the standard keyboard literature. Students will learn how to play the piano and how to read music in both the treble and bass clefs. Instruction will include basic music theory, rhythmic notation and keyboard harmony. Students are assessed/graded on both performance aptitude and written exams including quarterlies, a mid-term exam and a final exam. No prior musical experience is necessary to enroll in this course. Elective Credit Only. Musical Exploratory Courses are NOT Acceptable for Regents Diploma Graduation Requirement and Cannot be used to satisfy requirements for the 3- & 5-Unit Sequence in Music Education.

### **Program**

High School Musical Exploratory Courses

**Credits** 0.5

### **Prerequisites**

10th, 11th or 12th Grade

# High School Musical Knowledge Courses

## Music Theory 1:

This course is for all high school students. No musical experience is necessary. This course combines the study of ear training, sight-reading, musical notation, and the beginning of rhythmic, melodic, and harmonic writing/composition. Acceptable for Regents Diploma Graduation Requirement and Required for the 3- & 5-Unit Sequence in Music Education.

**Program**

High School Musical Knowledge Courses

**Credits** 1.0

**Grades**

10,

11,

12

**Notes**

Music Knowledge Courses are acceptable for Regents Diploma Graduation Requirement and Required for the Sequence in Music Education

## Music Theory 2:

This course is a continuation of Music Theory I on a more advanced level. This course encompasses the techniques and procedures offered in Music Theory I and develops the following areas of study: music writing/composition, sight-reading, ear training, keyboard harmony, analysis, Twentieth Century compositional techniques and popular music writing/composition. The course builds on the use of music computer technology learned in Theory. Acceptable for Regents Diploma Graduation Requirement and Required for the 3- & 5-Unit Sequence in Music Education.

**Program**

High School Musical Knowledge Courses

**Credits** 1.0

**Grades**

11,

12

**Prerequisites**

Successful Completion of Music Theory I and Teacher Recommendation

**Notes**

Music Knowledge Courses are acceptable for Regents Diploma Graduation Requirement and Required for the Sequence in Music Education

## Music Theory AP:

AP Music Theory is a high-level music course that studies not only the “what and how” of music structure, but also engages in the more ambitious questions of “why and what if.” Skills ranging from sight-singing and aural recognition to visual analysis and composition form the curriculum. Students in this course work to develop a “seeing ear” and a “hearing eye.” The course builds on the use of music computer technology learned in Theory. Students will utilize musicology, theory and terminology incorporated in the study of music history (Middle Ages, Renaissance, Baroque, Classical, etc.). Students will compose music in the style of specific historical period (counterpoint, borrowed/altered chords, N6/Augmented 6, Quartal/Quintal Harmony, Canon, 12-Tone Row, etc.). Acceptable for Regents Diploma Graduation Requirement and Required for the 3- & 5-Unit Sequence in Music Education.

**Code**

H

**Program**

High School Musical Knowledge Courses

**Credits** 1.0

**Grades**

11,

12

**Prerequisites**

Successful Completion of Music Theory I & II and Teacher Recommendation

**Notes**

Music Knowledge Courses are acceptable for Regents Diploma Graduation Requirement and Required for the Sequence in Music Education

## HS Musical Skills Development Courses

### Baritone Choir:

This ensemble will be for those who have a baritone or bass voice including Tenor 1, Tenor 2, Bass 1 and Bass 2 (grades 9-12). An issue that has existed for some time is that the numbers of treble voices in the Mixed Choir overwhelms the number of baritone voices. Because young baritone voices do not develop as quickly more in-depth technique and time are required to develop and explore their changing voices. The Baritone choir will develop the necessary skills to perform TTBB choral literature including emphasis on the fundamentals of music including basics of music theory, vocal production, tone and musical sightreading. Optional participation in NYSSMA solos where students will be coached to perform for adjudication at the NYSSMA festival will also be offered. Mandatory performances will include the Winter and Spring Concerts.

**Program**

HS Musical Skills Development Courses

**Credits** 1.0



## Concert Band:

This is a "non-audition" instrumental ensemble designed to help students attain High School level proficiency. Students who have been in the instrumental music program, at the elementary and middle school level, can switch to a new instrument or refine their skills on the instrument they are currently playing. Students who have never been in the instrumental music program can start a new instrument. Special attention is given to reading music. All aspects of rhythmic reading and counting, pitch identification, and instrument specific techniques will be covered. Requirements include (as allowed by New York State Education Department rules and regulations): the participation in one evening concert.

### Program

HS Musical Skills Development Courses

**Credits** 1.0

### Prerequisites

Teacher Recommendation

### Notes

Students any Instrumental Ensemble (including Color Guard) should also be advised that the majority of the Fall semester assessment/grading, is based on attendance at Marching Band rehearsals, performances, parades and the summer clinic. A Term Paper alternative assessment will be available for students with legitimate rationale for the inability to participate in the Marching Band. Participation in the Marching Band is a requirement for all instrumentalists enrolled in any instrumental ensemble.

## Concert Choir:

This is an auditioned group of highly select and serious student musicians interested in performing extremely challenging classical literature. Students must maintain high academic and discipline standards and demonstrate the attitude of professional musicians. Requirements include the participation in several evening concerts as well as other school-sponsored performance opportunities and/or trips (including NYSSMA Majors). Vocal lessons, NYSSMA Solo Festival, NYSSMA Majors Festival and All-County Festivals are extensions of this course and a part of the Music Curriculum Program and will be taught during a small-group lesson period. Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student's grade. Students are encouraged to have a full understanding of the after-hours rehearsal/performance schedules prior to enrollment. Acceptable for Regents Diploma Graduation Requirement and Required for the 3- & 5-Unit Sequence in Music Education.

### Program

HS Musical Skills Development Courses

**Credits** 1.0

### Prerequisites

Audition and Teacher Recommendation

## Show Choir:

This is an auditioned group of highly select students. Students will learn to improve their individual vocal skills and techniques as well as learn the skills required for ensemble singing and performing. Pitch awareness, rhythmic ability, voice tone quality, proper articulation, music reading skills and vocal style are reinforced during the daily choir. Requirements include participation in several evening and day concerts throughout the year as well as other school sponsored performance opportunities and/or performance tour trips. NYSSMA Solo Festival, NYSSMA Majors, All-County Festivals are extensions of this course and a part of the Music Curriculum Program and will be taught during a small group-lesson period. Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student's grade. Students are encouraged to have a full understanding of the after-hours rehearsal/performance schedules prior to enrollment. Acceptable for Regents Diploma Graduation Requirement and Required for the 3- & 5-Unit Sequence in Music Education.

### Program

HS Musical Skills Development Courses

**Credits** 1.0

### Prerequisites

Audition and Teacher Recommendation

## Sweet Adelines:

This is an auditioned group of highly select and serious student musicians of the appropriate vocal range interested in four-part harmony, barbershop- style singing. Requirements include the participation in two evening concerts as well as other school-sponsored performance opportunities and/or trips (including NYSSMA Majors). Vocal lessons, NYSSMA Solo Festival, NYSSMA Majors Festival and All-County Festivals are extensions of this course and a part of the Music Curriculum Program and will be taught during a small-group lesson period. Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student's grade. Students are encouraged to have a full understanding of the after-hours rehearsal/performance schedules prior to enrollment. Acceptable for Regents Diploma Graduation Requirement and Required for the 3- & 5-Unit Sequence in Music Education.

### **Program**

HS Musical Skills Development Courses

**Credits** 1.0

### **Prerequisites**

Audition and Teacher Recommendation

## Symphonic Band:

Enrollment in the Symphonic Band is accompanied by an obligatory enrollment in the Marching Band. Requirements include (as allowed by New York State Education Department rules and regulations): Marching Band Summer Clinic and Rehearsals, performances at all home football games and school-sponsored parades, the participation in two evening concerts as well as other school-sponsored performance opportunities (including NYSSMA Majors). Instrumental lessons, NYSSMA Solo Festival, NYSSMA Majors Festival and All-County Festivals are extensions of this course and a part of the Music Curriculum Program and will be taught during a small-group lesson period. Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student's grade. Students are encouraged to have a full understanding of the after-hours rehearsal/performance schedules prior to enrollment. Written alternative assessments will be available for legitimate waivers. Acceptable for Regents Diploma Graduation Requirement and Required for the 3- & 5-Unit Sequence in Music Education.

### **Program**

HS Musical Skills Development Courses

**Credits** 1.0

### **Prerequisites**

Audition and Teacher Recommendation

### **Notes**

Students any Instrumental Ensemble (including Color Guard) should also be advised that the majority of the Fall semester assessment/grading, is based on attendance at Marching Band rehearsals, performances, parades and the summer clinic. A Term Paper alternative assessment will be available for students with legitimate rationale for the inability to participate in the Marching Band. Participation in the Marching Band is a requirement for all instrumentalists enrolled in any instrumental ensemble.

## Treble Choir:

This is a non-auditioned entry-level choral ensemble for students in grades 9-12 with the appropriate vocal ranges. Students will perform a wide variety of three or four part accompanied and unaccompanied music. Vocal lessons, NYSSMA Solo Festival and All-County Festivals are extensions of this course and a part of the Music Curriculum Program and may be taught during a small group-lesson period. Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student's grade. Students are encouraged to have a full understanding of the after-hours rehearsal/performance schedules prior to enrollment. Acceptable for Regents Diploma Graduation Requirement and Required for the 3- & 5-Unit Sequence in Music Education.

### **Program**

HS Musical Skills Development Courses

**Credits** 1.0

## Wind Ensemble:

This is an auditioned group of highly select and serious student musicians interested in performing extremely challenging classical literature. Students must maintain high academic and discipline standards and demonstrate the attitude of professional musicians. Enrollment in the Wind Ensemble is accompanied by an obligatory enrollment in the Marching Band. Requirements include (as allowed by New York State Education Department rules and regulations): Marching Band Summer Clinic and rehearsals, performances at all home football games and school-sponsored parades, participation in two evening concerts, as well as other school-sponsored performance opportunities (including NYSSMA Majors). Instrumental Lessons, NYSSMA Solo Festival, NYSSMA Majors Festival and All-County Festivals are extensions of this course and a part of the Music Curriculum Program and will be taught during a small-group lesson period. Participation in an ensemble includes required afterschool and evening attendance at rehearsals and performances that count toward the student's grade. Students are encouraged to have a full understanding of the after-hours rehearsal/performance schedules prior to enrollment. Acceptable for Regents Diploma Graduation Requirement and Required for the 3 & 5 Unit Sequence in Music Education.

### **Program**

HS Musical Skills Development Courses

**Credits** 1.0

### **Prerequisites**

Audition and Teacher Recommendation

### **Notes**

Students any Instrumental Ensemble (including Color Guard) should also be advised that the majority of the Fall semester assessment/grading, is based on attendance at Marching Band rehearsals, performances, parades and the summer clinic. A Term Paper alternative assessment will be available for students with legitimate rationale for the inability to participate in the Marching Band. Participation in the Marching Band is a requirement for all instrumentalists enrolled in any instrumental ensemble.

## Language Other Than English

### **AP Spanish Language:**

This course is designed to prepare Level 4 Spanish language students for the Advanced Placement exam which, when successfully completed, will result in accelerated college placement and/or college credit. The main focus will be on reviewing and reinforcing students' knowledge of the Spanish language. Emphasis will be on grammar, listening comprehension, oral skills, reading comprehension and writing.

### **Code**

H

### **Program**

Language Other Than English

**Credits** 1.0

### **Prerequisites**

Students must have successfully completed Spanish 4R with at least a 85 average and passed the Checkpoint B Spanish Exam or AP Teacher Recommendation

### **French 1:**

This is a course in beginning French emphasizing the attainment of essential aural skills, basic oral expression and some elementary reading and writing. Varied aspects of French culture will be dealt with on an elementary level. French 1R represents the first half of French Level 1 and is a prerequisite for French 1B, which completes the first level of the language.

### **Code**

R

### **Program**

Language Other Than English

**Credits** 1.0

## French 2:

A course designed to develop further a facility for, and ability to, communicate in French in both oral and written form with greater emphasis upon the ability to do reading of a more complex nature. French culture will be integrated in the course rather than emphasized for the purpose of Regents.

**Code**

R

**Program**

Language Other Than English

**Credits** 1.0

**Prerequisites**

French 1R and Teacher Recommendation

## French 3:

This is a course in which listening comprehension, oral communication, reading and writing on a more advanced level will be stressed. At the end of the course, students will be expected to comprehend French spoken at a normal rate of speed; to be able to speak with some fluency; to read newspapers, magazines, and stories in French with an adequate degree of ease; to write well enough in French to make themselves easily understood; to be well acquainted with French life, customs, culture, etc.

**Code**

R

**Program**

Language Other Than English

**Credits** 1.0

**Prerequisites**

French 2R and Teacher Recommendation

## French 4:

A course designed to enable students to increase fluency and ability to communicate on a variety of levels and topics. Emphasis will be on listening comprehension, speaking, reading comprehension, and writing with attention to the nuances of grammar.

**Code**

R

**Program**

Language Other Than English

**Credits** 1.0

**Prerequisites**

French 3R and Teacher Recommendation

## Spanish 1:

Spanish 1R is a beginning course intended for all entry level students. This course is dedicated to the introduction of basic skills in aural comprehension, oral expression and the reading and writing of beginning Spanish.

**Code**

R

**Program**

Language Other Than English

**Credits** 1.0

## Spanish 2:

A course designed to further develop a facility for and an ability to communicate in Spanish in both oral and written form with greater emphasis upon the ability to do reading of a more complex nature. Emphasis is also given on comprehension of oral Spanish and on attainment of a more intimate understanding for Hispanic/Latino culture and family life.

**Code**

R

**Program**

Language Other Than English

**Credits** 1.0

**Prerequisites**

Spanish 1R or Spanish 1H

## Spanish 3:

This is a course in which listening comprehension, oral communication, reading and writing on a more advanced level are stressed. The language of instruction and classroom procedures is Spanish. At the end of this course, students are expected to understand Spanish spoken at a normal rate of speed; to be able to speak with some fluency; to read newspapers, magazines and stories in Spanish with an adequate degree of ease; to write well enough in Spanish to make themselves easily understood; to be well acquainted with Spanish and Hispanic life, customs, culture, etc.

**Code**

R

**Program**

Language Other Than English

**Credits** 1.0

**Prerequisites**

Spanish 2R

## Spanish 4:

A course designed to emphasize extensive and intensive reading of varied literacy works in Spanish and Advanced Conversation. They will also work on varied projects on an individual and group basis.

**Code**

E

**Program**

Language Other Than English

**Credits** 1.0

**Prerequisites**

Spanish 3R

# Mathematics

## **A.P. Computer Science:**

The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

**Program**

Mathematics

**Credits** 1.0

## **Advanced Algebra And Trigonometry:**

This course builds on the student's knowledge of linear, quadratic, and exponential functions. Students expand their repertoire of functions to include polynomial, rational and radical functions. Students will solve equations and inequalities including: linear, quadratic over the set of complex numbers, absolute value, and exponential using the properties of logarithms. This course does not have a Regents Exam at the end.

**Program**

Mathematics

## **Algebra I:**

Algebra I is the first mathematics course in the three-year sequence required for high school graduation. This course will assist students in developing the skills and processes needed to successfully solve problems in a variety of settings. In the course, students will study such topics as linear equations with one variable, quadratic, absolute value and exponential functions, and coordinate geometry and systems of equations. Right triangle trigonometry, elementary probability theory, data analysis including measures of central tendency and visual representations of data will be studied, an understanding of correlation and causation will be developed, and reasonable lines of best fit will be used to make predictions. At the end of the course students will sit for the Common Core Algebra Regents exam.

**Code**

R

**Program**

Mathematics

**Credits** 1.0

**Prerequisites**

Score of a three or four on NYS 8th Grade Mathematics Assessment.

## **Algebra I:**

Algebra I is the first mathematics course in the three-year sequence required for high school graduation. This course will assist students in developing the skills and processes needed to successfully solve problems in a variety of settings. In the course, students will study such topics as linear equations with one variable, quadratic, absolute value and exponential functions, and coordinate geometry and systems of equations. Right triangle trigonometry, elementary probability theory, data analysis including measures of central tendency and visual representations of data will be studied, an understanding of correlation and causation will be developed, and reasonable lines of best fit will be used to make predictions. At the end of the course students will sit for the Common Core Algebra Regents exam. This class has a Lab Period for student support.

**Code**

L

**Program**

Mathematics

**Prerequisites**

Score of two on the NYS 8th Grade Mathematics Assessment and a Final Average in Math 8 of 75 or higher.

## **Algebra II/Trigonometry:**

This course is the third in the three-year sequence of Regents math courses. In this course, students will continue their study of algebra, trigonometry and probability and statistics. At the end of the year, students will take the Common Core Algebra 2 & Trigonometry Regents exam.

**Code**

R

**Program**

Mathematics

**Credits** 1.0

**Prerequisites**

Pass Geometry with a final course grade of 70 or higher and score of 70 or higher on the Common Core Regents. Teacher Recommendation Required.

## **Algebra II/trigonometry:**

This is an honors level course. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Students will take the Common Core Algebra II/Trigonometry Regents.

**Code**

H

**Program**

Mathematics

**Credits** 1.0

**Prerequisites**

Pass Geometry H with a final course grade of 80 and an 80 or higher on the Common Core Geometry Regents.

## Calculus:

This is a two-semester course and is designed for the 12th grade student who plans to take Calculus during the first year in college. It gives a review of the Trigonometric Function, Algebra and Coordinate Geometry, and emphasizes Differential and Integral Calculus.

**Code**

H

**Program**

Mathematics

**Credits** 1.0

**Prerequisites**

Pass Pre-Calculus H. Teacher Recommendation Required.

**Notes**

Students have the option to earn 4 college credits through SUNY Farmingdale.

## College Statistics I:

This course is recommended for 11th or 12th grade students. The purpose of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The topics for class are divided into four major themes: exploratory analysis, planning a study, probability, and statistical inference.

**Program**

Mathematics

**Credits** 0.5

**Prerequisites**

Departmental Approval

**Notes**

Students have the option to earn 3 college credits through SUNY Farmingdale.

## Geometry:

This course is second in the three-year sequence of regents math courses. In this course, students will continue their study of algebra, but the primary focus will be on topics in geometry, including Euclidean geometry in 2 & 3 dimensions, analytical geometry, logic, proof, and transformational geometry. At the end of the course students will sit for the Common Core Geometry Regents examination

**Code**

R

**Program**

Mathematics

**Credits** 1.0

**Prerequisites**

Pass Algebra 1 with a final course grade of 70 or higher and a score of 70 or higher on the Common Core Algebra Regents. OR Pass Integrated Algebra II with a final course grade of 75 or higher and score a 75 or higher on the Common Core Algebra Exam.



## **Geometry:**

This is the second course of the enriched program for the students with a special interest in mathematics. In this course, students will continue their study of algebra, but the primary focus will be on topics in geometry, including Euclidean geometry in 2 & 3 dimensions, analytical geometry, logic, proof, and transformational geometry. At the end of the course students will sit for the Common Core Geometry Regents examination. Students seeking a rigorous intellectual experience in mathematics are encouraged to register for this program.

**Code**

H

**Program**

Mathematics

**Credits** 1.0

**Prerequisites**

Successfully complete Algebra in 8th grade.

## **Integrated Algebra II:**

This is the second year of a two-year sequence which prepares the student for the Common Core Algebra Regents. Students explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions. Students will sit for the Common Core Algebra Regents exam.

**Program**

Mathematics

**Credits** 1.0

**Prerequisites**

Successfully passing Integrated Algebra I.

## **Intermediate Algebra:**

This course will cover concepts from Algebra brought to a higher level. It also includes functions, inverse of functions, composition of functions, complex numbers, logarithms, quadratic formula, and radicals. Course does not end in a Regents Exam.

**Program**

Mathematics

**Credits** 1.0

## **Introduction To Geometry:**

This course will cover the essentials of Geometry; including an introduction complex geometric situations. Students will begin to explain geometric relationships, moving towards formal mathematical arguments. Transformations are emphasized throughout in this course. This course can be a second or third credit in the three year math sequence.

**Program**

Mathematics

**Credits** 1.0

**Prerequisites**

Successfully passing Algebra I or Integrated Algebra II.

**Notes**

Course does not end in a Regents Examination.

## **Pre-Calculus:**

This is the junior's honors course. It is mainly concerned with the following topics: The nature of graphs, polynomial and rational functions, vectors and parametric equations, and trigonometric functions and functions and relations.

### **Code**

H

### **Program**

Mathematics

**Credits** 1.0

### **Prerequisites**

Pass Algebra II/Trigonometry H with a final course grade of 70 or above and 70 or above on the Algebra II/Trig Regents. Teacher Recommendation Required.

## **Pre-Calculus:**

This is a college preparatory course and is offered to those students who expect to attend college. It includes topics on the nature of graphs, polynomial and rational functions, and matrices.

### **Code**

R

### **Program**

Mathematics

**Credits** 1.0

### **Prerequisites**

Pass Algebra II/Trigonometry R. Teacher Recommendation Required.

### **Notes**

Students have the option to earn 4 college credits through SUNY Farmingdale.

## **Sets, Probability And Logic:**

This advanced college-level course covers the basic concepts of set theory, probability theory, and symbolic logic. Included in this are topics such as Venn Diagrams, sample spaces, Bayes' Theorem, combinations and permutations, and truth tables. Real-world problems are examined. The use of calculator is essential in this course.

### **Program**

Mathematics

**Credits** 0.5

### **Prerequisites**

Geometry Regents or Geometry Honors OR Algebra II/Trigonometry OR Algebra II/Trigonometry Honors

### **Notes**

Students have the option to earn 3 college credits through SUNY Farmingdale.

## **Science**

### **A.P. Biology & Lab:**

This course is designed to meet the criteria of a college level introductory Biology course. It is designed to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing Science of Biology. At the conclusion of this course students take the Advanced Placement Examination in Biology, for which there is a fee. At the conclusion of this course students will be scheduled to take the Advanced Placement Examination.

### **Program**

Science

**Credits** 1.0

### **Prerequisites**

The successful completion of Regents/Honors Biology and Regents/Honors Chemistry

## **A.P. Chemistry & Lab:**

This course is designed for those students desirous of a more mature and extensive study of Chemical concepts. The content of this course is on the first-year college level and follows the Advanced Placement Program. Students should obtain a depth of understanding, fundamentals, and competence as well as dealing with chemical problems while developing the ability to think clearly and to express ideas both orally and in writing, with clarity and logic. Major emphasis is placed on chemical calculations and the mathematical formulation of chemistry principles. At the conclusion of this course students will be scheduled to take the Advanced Placement Examination.

### **Program**

Science

**Credits** 1.0

### **Prerequisites**

The successful completion of Regents/Honors Chemistry

## **AP Environmental Science:**

The AP Environmental Science is a one (1) year course designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. The AP Environmental Science course is intended to be the equivalent of a one-semester, introductory college course in environmental science. The AP Environmental Science course outlined in this framework reflects learning that analyzes environmental concepts and processes to achieve understanding in order to propose and justify solutions to environmental problems. The course teaches students how to apply science to the solutions of important social problems. It also provides opportunities to practice applying scientific methods to practical, real-life problems. The AP Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course helps students identify and analyze natural and human-induced environmental problems. It enables them to learn how to assess the risks associated with these problems and evaluate alternative solutions for resolving and preventing them.

### **Program**

Science

**Credits** 1.0

### **Prerequisites**

Students should have completed two years of high school laboratory science—one year of life science and one year of physical science (e.g., a year of biology and a year of chemistry). Due to the quantitative analysis required in the course, students should also have taken at least one year of algebra. Also, desirable (but not necessary) is a course in earth science.

## **AP Physics 1 & Lab:**

The AP Physics 1 course includes topics in college level introductory physics, including kinematics, dynamics, circular motion & universal gravitation, impulse/momentum, work/energy/power, simple harmonic motion, and rotational kinematics & dynamics. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems are major goals of this course. The AP Physics 1 course also includes a hands-on laboratory component comparable to introductory college level physics lab programs. Knowledge of algebra and basic trigonometry is required for this course. There is a greater emphasis on written responses to questions using expository writing techniques, rather than traditional mathematical approaches. The final examination will be the New York State Regents Examination in the Physical Setting-Physics, unless previously satisfied.

### **Program**

Science

**Credits** 1.0

### **Prerequisites**

Algebra 2 and Chemistry with scores of 80 on both regents exams or recommendation from Algebra 2 and Chemistry teachers or successful completion of Physics H.

## AP Physics 2 & Lab:

The AP Physics 2 course includes topics in college level introductory physics, including fluid dynamics, thermodynamics, electrostatics, electric current, magnetism, electromagnetism, advanced wave theory, geometric and physical optics, and topics in modern physics. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems are major goals of this course. The AP Physics 2 course also includes a hands-on laboratory component comparable to introductory college level physics lab programs. Knowledge of algebra and basic trigonometry is required for this course, as well as a command of topics learned in AP Physics 1. There is a more rigorous emphasis on written responses to questions using expository writing techniques than there is in the AP Physics 1 course. The final examination will be the New York State Regents Examination in the Physical Setting-Physics, unless previously satisfied.

### Program

Science

**Credits** 1.0

### Prerequisites

Successful completion of AP Physics 1

## Astronomy:

No lab class Astronomy is the scientific study of the contents of the entire Universe. This course will provide the student with a study of the universe and the conditions, properties, and motions of bodies in space. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, and stars.

### Program

Science

**Credits** 1.0

### Prerequisites

None

### Notes

No lab class

## Chemistry:

This course of study represents the modern view of chemistry suitable to students with a wide range of skills and abilities. It emphasizes concepts rather than isolated facts. The course is divided into twelve major areas including: matter and energy, atomic structure, chemical bonding, the periodic table, chemical mathematics, chemical reactions, acid-base chemistry, electrochemistry, kinetics and equilibrium, nuclear chemistry, chemical applications, and organic chemistry.

### Program

Science

**Credits** 1.0

## Chemistry & Lab:

This course of study represents the modern view of chemistry suitable to students with a wide range of skills and abilities. It emphasizes concepts rather than isolated facts. The course is divided into twelve major areas including: matter and energy, atomic structure, chemical bonding, the periodic table, chemical mathematics, chemical reactions, acid-base chemistry, electrochemistry, kinetics and equilibrium, nuclear chemistry, chemical applications, and organic chemistry. Laboratory exercises are an integral part of this course and written reports must be satisfactorily completed in order to gain admission to the Regents Examination. The final exam for this course is the New York State Regents Examination in Chemistry. Students should have at least completed Integrated Algebra and be enrolled in Integrated Geometry

### Code

H

### Program

Science

**Credits** 1.0

## **Chemistry & Lab:**

This course of study represents the modern view of chemistry suitable to students with a wide range of skills and abilities. It emphasizes concepts rather than isolated facts. The course is divided into twelve major areas including: matter and energy, atomic structure, chemical bonding, the periodic table, chemical mathematics, chemical reactions, acid-base chemistry, electrochemistry, kinetics and equilibrium, nuclear chemistry, chemical applications, and organic chemistry. Laboratory exercises are an integral part of this course and written reports must be satisfactorily completed in order to gain admission to the Regents Examination. The final exam for this course is the New York State Regents Examination in Chemistry. Students should have at least completed Integrated Algebra and be enrolled in Integrated Geometry

**Code**

R

**Program**

Science

**Credits** 1.0

## **Conceptual Physics:**

Conceptual Physics presents the fundamentals of physics from a conceptual rather than a mathematical viewpoint. Students will discover the applications of physics to everyday phenomena and experiences. Learning activities include numerous demonstrations and discovery-based laboratory experiences. Topics include motion, force, energy, properties of matter, heat, sound, electricity, magnetism, light, the atom, and relativity.

**Program**

Science

**Credits** 1.0

**Prerequisites**

None

## **Earth Science:**

The course content includes a study of the Earth's surface, constructive and destructive forces, history of our planet and its place in the universe. The Earth Science course is concerned with the understanding of the entire earth from the outermost limit of its atmosphere to the innermost depth of its center. Earth Science introduces the student to many aspects of Geology, Oceanography, Astronomy and Meteorology.

**Program**

Science

**Credits** 1.0

## **Earth Science & Lab:**

The course content includes a study of the Earth's surface, constructive and destructive forces, history of our planet and its place in the universe. The Earth Science course is concerned with the understanding of the entire earth from the outermost limit of its atmosphere to the innermost depth of its center. Earth Science introduces the student to many aspects of Geology, Oceanography, Astronomy and Meteorology. Laboratory exercises are an integral part of this course and written reports must be satisfactorily completed in order to gain admission to the Regents Examination. The final exam for this course is the New York State Regents Examination in Earth Science.

**Code**

R

**Program**

Science

**Credits** 1.0

## **Human Anatomy And Physiology:**

Students will be able to describe the structures and functions of each human body system in scientific terms, and relate these concepts to common disease processes. Students will explore, in detail, the structures and functions of the human body.

### **Program**

Science

**Credits** 0.5

### **Prerequisites**

Living Environment

## **Life Science:**

This academic course involves the development of an appreciation for the beauty and organization of life, and for the values of scientific methods. Above all, it is hoped that the student will learn to recognize some of the problems faced by him/her and by all mankind to gain insights into possible solutions. The basic approach is that man is the central theme and plants and other animals are included as they relate to man. The student should learn to appreciate the workings of his/her body to gain an awareness of some of the problems, which face society.

### **Program**

Science

**Credits** 1.0

## **Living Environment & Lab:**

This course includes seven basic core units and six optional areas of study. The basic core units consist of: Unity and Diversity among Living Things, Maintenance in Living Things, Human Physiology, Reproduction and Development, Modern Genetics, and Ecology. The optional areas involve a more extensive study of any two of the following: Biochemistry, Human Physiology, Reproduction and Development, Modern Genetics, and Ecology. It is the intent of this course to provide students with a basic understanding of biological processes and generalizations. Laboratory exercises are an integral part of this course and written reports must be satisfactorily completed in order to gain admission to the Regents Examination. The final exam for this course is the New York State Regents Examination in Living Environment.

### **Code**

H

### **Program**

Science

**Credits** 1.0

## **Living Environment & Lab:**

This course includes seven basic core units and six optional areas of study. The basic core units consist of: Unity and Diversity among Living Things, Maintenance in Living Things, Human Physiology, Reproduction and Development, Modern Genetics, and Ecology. The optional areas involve a more extensive study of any two of the following: Biochemistry, Human Physiology, Reproduction and Development, Modern Genetics, and Ecology. It is the intent of this course to provide students with a basic understanding of biological processes and generalizations. Laboratory exercises are an integral part of this course and written reports must be satisfactorily completed in order to gain admission to the Regents Examination. The final exam for this course is the New York State Regents Examination in Living Environment.

### **Code**

R

### **Program**

Science

**Credits** 1.0

## **Medical Genetics / Biotech & Lab:**

This is an advanced, lab-oriented course that builds upon the recombinant DNA techniques of the Genetics and Biotechnology course. Utilizing highly advanced research techniques, the students will: create genomic libraries, isolate one gene from an organism's DNA by Southern Blot Hybridization, perform DNA fingerprinting, and design their own genetic engineering experiments.

**Program**

Science

**Credits** 1.0

**Grades**

11,

12

## **Physics & Lab:**

A basic high school introductory survey course at an accelerated pace offered to the more advanced science student with strong mathematical skills. Topics covered include vectors, kinematics, dynamics, circular motion, universal gravitation, impulse/momentum, work/energy/power, electrostatics, current electricity, magnetism, electromagnetism, waves, sound, physical optics, and topics in modern physics. Knowledge of algebra and basic trigonometry is required for this course. New York State Laboratory requirements will be met, and the final examination will be the New York State Regents Examination in the Physical Setting-Physics.

**Code**

H

**Program**

Science

**Credits** 1.0

**Prerequisites**

Algebra 2 and Chemistry with passing scores on both regents exams or recommendation from Algebra 2 and Chemistry teachers.

## **Project Advance Biology & Lab Syracuse University:**

Biology 121-123 is a two-semester, eight-credit course which introduces the students to modern biological concepts primarily through audio tapes, demonstrations, and laboratory work. This course covers the following topics: The Microscope and Measurement; A Visit to the Great Barrier Reef; How to Make Sense Out of the Diversity of Life; Evolution and the Past Diversity of Life; Unity of Life and Adaptation; Microscopy and the Electron Microscope; The Architecture of Cells; How Substances Get In and Out of Cells; Chemicals of Life, Proteins and Enzymes; Origin of Life; Cell Reproduction; Animal Development; Genetics; Energy and Life; Plant Structure and Function; Animal Structure and Function.

**Program**

Science

**Credits** 1.0

**College Credits** 8

**Prerequisites**

Teacher Recommendation

**Notes**

There is a fee for this course.

## **Project Advance Forensics & Lab Syracuse University:**

Forensic Science is focused upon the application of scientific methods and techniques to crime and law. This course is intended to introduce understanding the science behind crime detection. Scientific methods specifically relevant to crime detection and analysis will be presented with emphasis placed upon the techniques used in evaluating physical evidence. Topics included are blood analysis, organic and inorganic evidence analysis, microscopic investigations, hair analysis, DNA, drug chemistry and toxicology, fiber comparisons, paints, glass compositions and fragmentation, fingerprints, soil comparisons, and arson investigations, among others. Laboratory exercises will include techniques commonly employed in forensic investigations.

### **Program**

Science

**Credits** 1.0

**College Credits** 4

### **Prerequisites**

Teacher Recommendation

### **Notes**

There is a fee for this course.

## **Science Research Foundations:**

This is an elective course in the foundations of science research. This course will teach students some of the basic skills and concepts necessary to do independent scientific investigation. Topics that will be presented are as follows: The scientific method, basic experimental design, measurements and uncertainties, basic statistics, writing lab reports, using internet resources, computer applications, laboratory techniques, development of research projects for laboratory techniques, development of research projects for science competitions such as the LI Science Fair and Siemens and Intel Science competitions. Registration in the course requires teachers' recommendation and three years commitments through senior year. Students enrolled for a second year in research require course pre-approval from instructor as well as completion of required summer work. Freshmen taking this course require Honors Living Environment as a co-requisite, sophomores taking this course require Honors Chemistry as co-requisite, and juniors taking this course require either A.P. Biology or Physics as a co-requisite for the course.

### **Program**

Science

**Credits** 1.0

### **Prerequisites**

Teacher Recommendation

## **Social Studies**

### **A.P. Psychology:**

This one-year course covers the behavior and mental processes of human beings. Students will study the following topics: neuroscience and biology, personality, and psychological disorders. Research will be a very important component of this class and students will learn how psychologists use the scientific method to study behavior and mental processes. The possibility of gaining college credit and/or advanced standing in college is based upon students' performance on the AP exam.

### **Program**

Social Studies

**Credits** 1.0

### **Prerequisites**

Students must have completed and maintained an 85 or better cumulative average or higher in the following two courses: Global History and Geography 9 and Global History and Geography 10



## **A.P. US Government And Politics:**

Advanced Placement in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This AP course will provide students an opportunity to earn college credit and/ or placement in college. Students successfully completing this course will know important facts, concepts, and theories pertaining to U.S. government and politics. Students will be able to understand typical patterns of political processes and behavior and their consequences. Students will be analyzing and interpreting basic data relevant to U.S. government and politics. Students will be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

### **Program**

Social Studies

**Credits** 1.0

### **Prerequisites**

Students must have completed and maintained an 85 or better cumulative average or higher in the following three courses: Global History and Geography 9, Global History and Geography 10, United States History and Government 11.

## **A.P. US History And Government:**

This course is designed to study the history of the United States chronologically, with emphasis on interpretation and analysis of the material by contemporary and modern historians. It is assumed that the student will acquire a basic understanding of the factual material before embarking on discussion or venturing options. All students who have been selected and accept placement in the Advanced Placement Program must complete the summer assignment and take the Advance Placement Exam at the end of the year. Students who do not meet the requirements must have a recommendation by a teacher and the approval of the Principal. All students must maintain good academic standing in order to remain in the program. \*In addition to the Advanced Placement Examination, all students will take the Regents exam in U.S. History and Government.

### **Program**

Social Studies

**Credits** 1.0

### **Prerequisites**

Students in 10H obtain an average of 85 or better or have teacher recommendation. Students in 10R must obtain an average of 90 or better and have teacher recommendation.

## **A.P. World History:**

The AP World History course covers topics from Ancient Roman history to 21st century world history. The course places emphasis on analytical and writing skills, reading primary source documents, student notetaking and research. This is a college level course with challenging vocabulary and reading assignments. The student who will be successful in this course is a highly motivated and conscientious student with strong writing and reading ability. The Regents exam in Global History will be given at the conclusion of the course. The possibility of gaining college credit and/or advanced standing in college is based upon students' performance on the AP exam.

### **Program**

Social Studies

**Credits** 1.0

### **Prerequisites**

Students in Global 9H must obtain an average of 85 or better or have teacher recommendation. Students in Global 9R must obtain an average of 90 or better and have teacher recommendation.

## **African American Studies:**

This course will use a chronological approach to trace the paths taken by African-Americans during their journey from the great African Kingdoms of the past to their achievements and struggles of today. Topics to be discussed include slavery, the Harlem Renaissance, and the Civil Rights Movement. The literary works of select African-American authors will be examined. Guest speakers will be invited to share their "oral biographies" with the class. The course will conclude with a unit on contemporary issues facing the African-American community.

### **Program**

Social Studies

**Credits** 0.5

### **Grades**

11,

12

## **Contemporary Women's Issues:**

This course discusses issues in feminism with an emphasis on diversity, including race, class, culture, ethnicity, sexual orientation, age, and degree of physical ability. Topics include: family and women's work; sexuality and sexual identity; gender roles and women's images in language, literature, religion, art, advertising performance, media, and science; and the impact of the contemporary feminist movement.

### **Program**

Social Studies

**Credits** 0.5

## **Criminal Justice:**

This course is designed to acquaint students with the various aspects of the Criminal Justice System. In taking this course, students will learn of their rights and obligations as citizens. They will be informed as to the specifics of laws regarding drug use, search and seizure, use of deadly physical force, due process, etc., as well as procedures such as criminalistics and homicide investigations. They will meet with members of the Suffolk County Police and Sheriff's Offices, law groups, attorneys, and various agencies involved in the social welfare of citizens.

### **Program**

Social Studies

**Credits** 0.5

### **Grades**

11,

12

## **Economics:**

This course centers on a problematic study of contemporary economies. Among the major topics explored are studies on capitalism, socialism, and communism; the involvement of the United States Monetary System and the status of the dollar today; industry in America and the farmer in America, both in historical perspective; modern determinants of prices; the banking system; the various systems of taxation; and examination of the future of the American economy.

### **Code**

R

### **Program**

Social Studies

**Credits** 0.5

### **Notes**

Students have the option to earn 3 college credits through Farmingdale State College in the honors level.

## **Economics:**

This course centers on a problematic study of contemporary economies. Among the major topics explored are studies on capitalism, socialism, and communism; the involvement of the United States Monetary System and the status of the dollar today; industry in America and the farmer in America, both in historical perspective; modern determinants of prices; the banking system; the various systems of taxation; and examination of the future of the American economy.

**Code**

H

**Program**

Social Studies

**Credits** 0.5

**Notes**

Students have the option to earn 3 college credits through Farmingdale State College in the honors level.

## **Global History & Geography 9:**

Students will investigate civilization from pre-history up to the late 1700's. Topics covered will include A) An introduction to Global History B) The Ancient World C) Expanding Zones of Exchange and Encounter D) Global Interaction E) The First Global Age F) The Age of Revolutions – Part 1

**Code**

H

**Program**

Social Studies

**Credits** 1.0

## **Global History & Geography 9:**

Students will investigate civilization from pre-history up to the late 1700's. Topics covered will include A) An introduction to Global History B) The Ancient World C) Expanding Zones of Exchange and Encounter D) Global Interaction E) The First Global Age F) The Age of Revolutions – Part 1

**Code**

R

**Program**

Social Studies

**Credits** 1.0

## **Global History & Geography 10:**

As a continuation of Global History 9, students will continue their study of civilization from the late 1700's up to the present. Topics covered will include "The Age of Revolutions – Part II", "A Half Century of Crisis and Achievement", the latter 20th Century, and "Global Connections and Interactions". \*A combined 2-year Regents Examination in Global History will be given at the conclusion of Global History 10.

**Code**

H

**Program**

Social Studies

**Credits** 1.0

## **Global History & Geography 10:**

As a continuation of Global History 9, students will continue their study of civilization from the late 1700's up to the present. Topics covered will include "The Age of Revolutions – Part II", "A Half Century of Crisis and Achievement", the latter 20th Century, and "Global Connections and Interactions". \*A combined 2-year Regents Examination in Global History will be given at the conclusion of Global History 10.

**Code**

R

**Program**

Social Studies

**Credits** 1.0

## **Law Related Studies:**

This course is designed to examine the most relevant and controversial issues in the Criminal Justice System. The topics will include the insanity defense, gun control, police brutality, failure of our prisons and court systems, police and minorities, and law in our suburban environment. An additional focus of this course will be the examination of the relationship between law enforcement and social unrest. Students will meet with members of the local police agencies, and Correction Officers from the Suffolk County Jail. Through this course, students will gain a better understanding of the major issues facing law enforcement today.

**Program**

Social Studies

**Credits** 0.5

**Prerequisites**

Successful completion of Criminal Justice

## **Life Skills 101:**

This course is designed to enhance student development in four separate areas: Personal Development, Relationships, Personal Finance, and Food Choices. The mission statement of the course involves preparing students to deal with these issues proactively rather than having life happen to them. Goal setting and the way you see your life will be covered in the Personal Development segment. The importance of budgeting will be stressed in the Personal Finance segment; improving all of your personal relationships will be the focus of the "Relationships" segment. Finally, in an era dominated by an obesity epidemic and other health related issues we'll explore what's in the food you eat, how it gets to your plate, and how to develop healthy eating habits.

**Program**

Social Studies

**Credits** 0.5

## Participation In Government:

Student “participation” is the essence of this course, which examines societal issues, and public policies will include having students define societal issues as well as gather current and historical data related to these issues. In addition, identifying individuals and groups directly and indirectly interested in the resolution of these specific issues are among some of the requirements of this course. AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

### Code

H

### Program

Social Studies

**Credits** 0.5

### Prerequisites

Students must have completed and maintained an 80 or better cumulative average or higher in the following three courses: Global History and Geography 9, Global History and Geography 10, United States History and Government 11.

### Notes

Students have the option to earn 3 college credits through Farmingdale State College in the honors level.

## Participation In Government:

Student “participation” is the essence of this course, which examines societal issues, and public policies will include having students define societal issues as well as gather current and historical data related to these issues. In addition, identifying individuals and groups directly and indirectly interested in the resolution of these specific issues are among some of the requirements of this course. AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

### Code

R

### Program

Social Studies

**Credits** 0.5

### Prerequisites

Students must have completed and maintained an 80 or better cumulative average or higher in the following three courses: Global History and Geography 9, Global History and Geography 10, United States History and Government 11.

### Notes

Students have the option to earn 3 college credits through Farmingdale State College in the honors level.

## Psychology:

This course will examine the principles of human behavior emphasizing how people learn and perceive their environment. Also covered will be motivation, selected topics in developmental psychology, child and adolescent topics, emotion, behavior disorders, and adjustment. Through this course students will gain a better understanding about personality. This course will involve some experimentation and research by the student.

### Program

Social Studies

**Credits** 0.5

## **Sociology:**

This course is a comprehensive study of American Society and its similarities and difference with foreign cultures. The course attempts to provide an understanding of the interaction among people and the effects of this on human behavior. Major emphasis is placed on understanding the function of groups and institutions in society and discussion of contemporary problems confronting American Society in areas such as family, religion, race, education and deviant behavior.

### **Program**

Social Studies

**Credits** 0.5

## **US History And Government:**

This course includes the history of the United States. The course will include a chronological survey of United States history in general, but the emphasis in this course will be on the United States as a developing and as a fully developed industrial nation. Constitutional and legal issues will be explored in depth, as well as the problems of a dynamic and pluralistic industrial society in an increasingly complex and technologically oriented world.

### **Code**

H

### **Program**

Social Studies

**Credits** 1.0

### **Notes**

Students have the option to earn 6 college credits through Farmingdale State College in the honors level.

## **US History And Government:**

This course includes the history of the United States. The course will include a chronological survey of United States history in general, but the emphasis in this course will be on the United States as a developing and as a fully developed industrial nation. Constitutional and legal issues will be explored in depth, as well as the problems of a dynamic and pluralistic industrial society in an increasingly complex and technologically oriented world.

### **Code**

R

### **Program**

Social Studies

**Credits** 1.0

### **Notes**

Students have the option to earn 6 college credits through Farmingdale State College in the honors level.

## **Technology**

### **AP Computer Science A:**

Student will learn to design and implement computer programs that solve problems relevant to today's society, including art, media, and engineering. Student will also learn to apply programming tools and solve complex problems through hands-on experiences and examples.

### **Program**

Technology

**Credits** 1.0

### **Prerequisites**

AP Computer Science Principles or teacher approval

## **AP Computer Science Principles:**

This AP course offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts.

### **Program**

Technology

**Credits** 1.0

### **Prerequisites**

Geometry or teacher approval

## **Applied Concepts Of Engineering In Math & Science:**

ACEMS is a non -Regents, multidisciplinary course, which combines physical science, mathematics, and technology. ACEMS meets for a two period block each day. It is project centered and should help students to prepare for technical careers as well as for postsecondary education. The use of graphing calculators, computers, and teamwork is stressed. MST is intended for 11th or 12th graders. Students will earn a credit in math and science each.

### **Program**

Technology

**Credits** 2.0

## **Architectural Drawing & Design:**

Students taking this course will explore various types of residential and commercial construction. They will learn various principles of stress, resistance, environmental influences as related to construction/design. Students will design residential homes, create floor plans, elevations, site plans and build scale models of the homes they design. In addition, a scaled section of a home will be constructed by students – including footings & foundation, wall framing, flooring, and roofing.

### **Program**

Technology

**Credits** 0.5

### **Prerequisites**

CAD or teacher approval

## **Computer Aided Design:**

No more pencils, no more paper... learn drafting skills used in the industry with Computer Aided Design. CAD is in high demand. Use a state-of-the-art CAD drafting program. CAD is a very valuable course for students looking to pursue engineering and technical careers.

### **Program**

Technology

**Credits** 0.5

## **Engineering Drawing & Design:**

This course emphasizes creative problem-solving and technical drawing and fabrication of student design projects. Students will explore basic principles of engineering, physics, materials, and processes while enjoying a “hands-on” experience. Students will also develop computer skills in creating spreadsheets for calculations, CAD formulas and analysis.

### **Program**

Technology

**Credits** 0.5

### **Prerequisites**

CAD or teacher approval

## Going Green:

“What are we going to do to save our earth from ourselves?” Learn what we can do by going green! Introduction to Green Technology lays the foundation for further study into more specific efforts in green technology. Areas of study will include alternative energy sources, natural resource conservation, transportation, and construction.

**Program**

Technology

**Credits** 0.5

## Going Mobile:

Students will get hands on experience on hardware and software maintenance of mobile devices including Apple I Pads, Google Android devices, and Microsoft Windows mobile devices. Students will also acquire techniques and practices of cloud computing.

**Program**

Technology

**Credits** 0.5

## Graphic Design:

In this class, students will learn to produce the printed image on different media types. The students will use professional software on the computer to design and print color posters, memo pads, business cards, letterheads and more. Students will learn the concepts used in the graphic industry.

**Program**

Technology

**Credits** 0.5

**Prerequisites**

Going Mobile, CAD, Media Production 1

**Notes**

\*This course will satisfy ½ credit toward the mandatory 1 credit Art/Music requirement

## IT Essentials 1:

This course is designed for students to gain skills to help in seeking out careers in entry level hardware and software maintenance. Students will gain knowledge of the internal components of a computer, how to assemble a computer, install an operating system, and troubleshoot using diagnostic software.

**Program**

Technology

**Credits** 0.5

**Prerequisites**

Media Production 2, Graphic Design, Design & Drawing

## IT Essentials 2:

Students will continue to build on knowledge gained in IT Essentials 1 and work to become certified in Cisco Networking and CompTIA.

**Program**

Technology

**Credits** 0.5

**Prerequisites**

IT Essentials 1



## **Introduction To Small Engines:**

This is an introductory course on the four-stroke cycle, single cylinder engine. Students will study the four strokes, engine parts identification, and engine operation. The student must tear down a four-stroke engine, inspect and repair, reassemble, trouble shoot, and try to get the engine running. Student evaluation will be outcome based.

### **Program**

Technology

**Credits** 0.5

### **Prerequisites**

Students must be in sophomore year.

## **Media Production 1:**

This course will introduce the basic communication systems: visual media, audio media, and audiovisual media. Students will produce a visual project using the latest computer and digital publishing equipment, audio projects which will include DJ audition CD's, podcasts, sound effect generation, and they will use professional software to create their own video production. All these media works are written, performed, produced, and directed by the students. The importance of internet safety is stressed.

### **Program**

Technology

**Credits** 0.5

## **Media Production 2:**

Students will be able to learn more advanced features of audio and video editing using Final Cut Pro. Students will produce audio and video news broadcasts for the school. Students will record and produce videos of school activities to be published on the district website. Students will also produce work for MSG Varsity.

### **Program**

Technology

**Credits** 0.5

### **Prerequisites**

Media Production 1

## **Media Production 3:**

Students will be able to learn more advanced features of audio and video editing using Final Cut Pro. Students will produce audio and video news broadcasts for the school. Students will record and produce videos of school activities to be published on the district website. Students will also produce work for MSG Varsity.

### **Program**

Technology

**Credits** 0.5

### **Prerequisites**

Media Production 1

## **Media Production 4:**

Students will be able to learn more advanced features of audio and video editing using Final Cut Pro. Students will produce audio and video news broadcasts for the school. Students will record and produce videos of school activities to be published on the district website. Students will also produce work for MSG Varsity.

### **Program**

Technology

**Credits** 0.5

### **Prerequisites**

Media Production 1

## Principles Of Engineering I:

This introductory course covers the elements of electricity, machine design, power transmission, pneumatics, computer controls and programming used in engineering. Students will utilize the VEX robotics computer program as it relates to fabrication of robotics. Students will learn to use various machines in the shop to design and fabricate working models and robotics. Actual robots will be designed and built to compete in competitions utilizing remote controls and autonomous computer program designed by students. This is for the student that has that passion to work with the Robotics Team and/or students wanting to pursue an engineering degree in college.

### **Program**

Technology

**Credits** 1.0

### **Prerequisites**

Engineering Drawing, Architecture Drawing, or teacher approval

## Principles Of Engineering II:

This engineering course is a continuation and more in depth study of the Principles of Engineering I course. Students expand on units in electricity, machine design, power transmission, pneumatics, computer controls and programming. Practical applications are performed on various machines in the shop to design and fabricate working models and robotics. This is for the student that has that passion to work with the Robotics Team and/or Mechanical Engineering.

### **Program**

Technology

**Credits** 1.0

### **Prerequisites**

Principles of Engineering I or teacher approval

## Software Application & Design:

Students will explore how to design and develop applications for mobile devices. They will learn about mobile application development, market opportunities, and technical requirements for Apple iOS, Google Android, and Windows Mobile.

### **Program**

Technology

**Credits** 1.0

### **Prerequisites**

Media Production 2, Graphic Design, Design & Drawing

## Woodworking I:

This is a basic woodworking course in which you will learn how to properly use power and hand tools in basic woodworking. The course will result with a major class product being constructed by the end of the class for you to use at home.

### **Program**

Technology

**Credits** 0.5

## Woodworking II:

This class is designed as a follow-up class to Woodworking I in which students will continue to advance their skills in technology. Students in this class will complete various projects such as bookshelves, wall units, and other various furniture proposals.

### **Program**

Technology

**Credits** 0.5

### **Prerequisites**

Woodworking I

## **Woodworking III:**

This class is designed as a follow-up class to Woodworking II in which students will continue to advance their skills in technology. Students in this class will complete various projects such as bookshelves, wall units, and other various furniture proposals.

**Program**

Technology

**Credits** 0.5

**Prerequisites**

Woodworking II

## **Woodworking IV:**

This class is designed as a follow-up class to Woodworking III in which students will continue to advance their skills in technology. Students in this class will complete a detailed oriented project over the course of the semester to use in the students' home.

**Program**

Technology

**Credits** 0.5

**Prerequisites**

Woodworking II

# Visual Arts Education

## **AP Crafts:**

Under unusual circumstances with the approval of the High School Principal – a student may be granted independent study. Furthermore, a department teacher must recommend the student for Independent Study.

**Program**

Visual Arts Education

**Prerequisites**

Approval of the High School Principal

## **Advanced Creative Crafts:**

Students in this course will enjoy many of the same projects that were presented in creative crafts, but on a much more involved level. Extensive work will be done in mirror etching, stenciling, sponging, sand art, t-shirt designing, scrap booking and more. Work for the scrapbooks will use the Adobe Illustrator and Photo Shop. There will also be limited work done with a digital camera.

**Code**

R

**Program**

Visual Arts Education

**Credits** 1.0

**Grades**

10,

11,

12

**Prerequisites**

Creative Crafts and Teacher Recommendation

**Notes**

\*Portfolio Development for college placement will be stressed.

## **Advanced Painting And Drawing:**

Under unusual circumstances with the approval of the High School Principal – a student may be granted independent study. Furthermore, a department teacher must recommend the student for Independent Study.

### **Program**

Visual Arts Education

### **Prerequisites**

Approval of the High School Principal

## **Advanced Placement: Studio Art:**

This class is designed to meet the portfolio requirement of the AP STUDIO ART Portfolio as prescribed by the College Board. This class is for the serious and highly motivated student. Students will submit portfolios of work at the end of the school year for evaluation in lieu of a written examination.

### **Code**

H

### **Program**

Visual Arts Education

### **Credits** 1.0

### **Grades**

11,

12

### **Prerequisites**

Advanced Level Art Courses and Teacher Recommendation

## **Advanced Studio Art:**

Under unusual circumstances with the approval of the High School Principal – a student may be granted independent study. Furthermore, a department teacher must recommend the student for Independent Study.

### **Program**

Visual Arts Education

### **Prerequisites**

Approval of the High School Principal

## **Advanced Studio In Art:**

This is an advanced course for those students who have completed Studio in Art and would like to continue general art studies. A wide variety of materials and topics will be covered including drawing, painting, commercial art and print making. Successful completion of Studio in Art and teacher recommendation is mandatory.

### **Code**

R

### **Program**

Visual Arts Education

### **Credits** 1.0

### **Grades**

10,

11,

12

### **Prerequisites**

Studio in Art and teacher recommendation

## **Advanced Studio In Drawing And Painting (College Prep):**

This course builds on its prerequisite and stresses individual guidance and concentrated effort in developing students' individual style and technique toward a professional mode of thinking and working. Students' own areas of interests and needs will be the encouraged direction of the instruction.

### **Program**

Visual Arts Education

**Credits** 1.0

### **Prerequisites**

Studio in Drawing and Painting and Teacher Recommendation

### **Notes**

\*Portfolio Development for college placement will be stressed. Students are required to maintain a sketchbook.

## **Basic Digital Photography 1:**

Basic Digital Photography will focus on digital photography and fine art. Projects such as photo collage, photo transfer, photo and mixed media are just some of the works that will be produced. Emphasis will also be on how to photograph a fine art portfolio and how to enter photography competitions. Students must have their own digital camera or smart phone.

### **Program**

Visual Arts Education

**Credits** 0.5

### **Grades**

11,

12

### **Prerequisites**

Studio In Art

## **Basic Digital Photography 2:**

Photography 2 is a continuation of basics in photography, with a stronger emphasis on aesthetics and print quality. Assignments will include portraiture, social commentary, photo essay, and other expressions of the great photographic themes. Teacher recommendation needed. Must have completed 1 year of basic studio or crafts and must have passed Photo 1. \*Portfolio development for college preparation will be stressed.

### **Program**

Visual Arts Education

**Credits** 0.5

### **Grades**

11,

12

## **Computer Art 1:**

Students will use the eMac computers as an art medium in this basic Computer Art class. Computer Art 1 will focus on using the AppleWorks Paint Program and Adobe Photoshop to create drawings, paintings, illustrations, cartooning and commercial art. A portfolio of work will be created in the form of a slideshow using Microsoft PowerPoint. Students will also learn about the history of the computer itself and where it will take us in the future.

### **Program**

Visual Arts Education

**Credits** 0.5

### **Prerequisites**

Design and Drawing for Production, Studio in Art, or Creative Crafts

## Computer Art 2:

Students will use the eMac computer as an art medium in part 2 of this basic computer Art class. In a continuation from Computer Art 1, students will focus on more design related projects utilizing the current software, including the use of digital photography and some basic animation. Special emphasis will be placed upon the creation of more visually dynamic graphics.

**Program**

Visual Arts Education

**Credits** 0.5

**Prerequisites**

Successful in Computer Art 1

## Creative Crafts:

This course is designed for students who enjoy working with their hands. Students will learn to develop marketing skills. There are many levels of involvement in this course. Projects include work in macramé, decoupage, wood burning, weaving, basketry, mirror etching, and sand art. Students may be asked to bring in some supplies from home.

**Code**

R

**Program**

Visual Arts Education

**Credits** 1.0

## Design & Drawing for Production:

This course introduces students to visual problem solving through projects and assignments based in drafting, architecture, interior design & industrial design. This technical art course will allow students to become familiar with the tools of drafting and architecture, perspective drawing, layouts and blueprints, 3D design and basic drawing techniques.

**Program**

Visual Arts Education

**Credits** 1.0

## Illustration And Cartooning:

The Illustration & Cartooning course is an opportunity for students interested in the field of arts and entertainment to develop their skills and personal style by engaging chief areas behind this industry such as advertisement design, editorial arts, graphic arts, gaming arts, and conceptual artistry. Projects such as children book illustrations, political and sports caricatures and cartoons, social commentary, and propaganda, as well as how to garner public interest through artistry shall form a part of the wide range of projects students can expect when participating in this class. In addition, we will discuss techniques for preparing a solid illustration portfolio, freelancing and interview, and how to manage clients so that students leave the course with a strong understanding for how to proceed after graduating from high school.

**Program**

Visual Arts Education

**Credits** 1.0

**Grades**

10,

11,

12

**Prerequisites**

Studio in Art or Creative Crafts and teacher recommendation.

## **Independent Study In Art:**

Any student wishing to take an independent study course must have had completed all other foundation level and advanced courses that are offered by the Art Department. Approval must be given by the Art teacher involved as well as the building principal.

**Code**

R, H

**Program**

Visual Arts Education

**Credits** 0.5

**Grades**

11,

12

## **Independent Study Studio Art:**

Under unusual circumstances with the approval of the High School Principal – a student may be granted independent study. Furthermore, a department teacher must recommend the student for Independent Study.

**Program**

Visual Arts Education

**Prerequisites**

Approval of the High School Principal

## **Sequential Art:**

Sequential art introduces students to the world of comic books, graphic novels, and comic strips. Sequential art focuses on storytelling and on drawing techniques. This course is for both beginner and advanced storytellers and cartoonists. We will be creating an array of stories of different genres and lengths. We will also explore the origins of comics, as well as their societal impact. Finally, we will learn real-world procedures for publishing sequential art, which will help those who may be interested in pursuing this as a career.

**Program**

Visual Arts Education

**Credits** 1.0

**Prerequisites**

Design and Drawing for Production, Studio in Art, or Creative Crafts

## **Studio In Art:**

This course is designed to teach the underlying principles common to all artistic expression. Students will learn about line, shape, color, form, texture and composition. Many areas of Art will be explored, including drawing, painting, sculpture, crafts, print making, and commercial art.

**Program**

Visual Arts Education

**Credits** 1.0

## **Studio In Drawing And Painting:**

This course presents an in-depth experience in the use of the materials and techniques used to create works of fine art. Instruction will be based upon models, still-life arrangements, work from photos/pictures, and always from the imagination of the individual involved. Materials will include drawing pencils, charcoal, pastels, water color, acrylic, paint-on canvas board, stretched canvas and a variety of other artistic mediums. Successful completion of Studio in Art and teacher recommendation.

**Program**

Visual Arts Education

**Credits** 1.0

**Prerequisites**

Studio in Art and teacher recommendation

## **Studio In Sculpture:**

This course involves the creation of three-dimensional forms using each of the basic sculptural methods: modeling, carving, casting, and construction. The students will work with clay, plaster, pariscraft, paper mache, stone, wood, wire, and a variety of other sculptural media. Successful completion of Studio in Art or Creative Crafts and teacher recommendation.

### **Program**

Visual Arts Education

**Credits** 1.0

### **Grades**

10,

11,

12

### **Prerequisites**

Studio in Art or Creative Crafts and teacher recommendation