

**Cold Spring Harbor
Junior Senior High School
Program of Study 2020-2021**



Cold Spring Harbor Junior-Senior High School

82 Turkey Lane • Cold Spring Harbor • New York 11724-1799
(631) 367-6840 - Guidance (631) 367-6900 – High School
(631) 367-6800 – Junior High School
www.csh.k12.ny.us

January 2020

The 2020-2021 school year marks our ninth year of allowing student self-selection in registering for courses. That means students are allowed to challenge themselves by selecting a higher-level course than may have been recommended by their instructor. **Remember that teacher recommendations are the result of many months of getting to know your child in class. Our instructional staff devotes a substantial amount of time and planning in making these recommendations, and we strongly urge that you place a great deal of confidence in their judgment.** In addition, please consider your child's work habits and outside commitments as you help them decide on their program of study.

Listed below are a number of important Q&A items that you should carefully review before making your course selections. Careful planning is essential because changes can be very difficult after the master schedule is created in our system.

Q: What is the first step?

A: We ask that you consult the Program of Study Guide and carefully review the prerequisites and content for each course either recommended by the subject area teacher for next year or of particular interest to your child. Teacher recommendations appear on the portal. You will be notified when they are ready to be viewed.

Q: Which schedule planning tools are available?

A: You will find **Program Planning Sheets** on the counseling web site. You may use the sheets to create a draft lists of courses that students can submit to their school counselor during the individual scheduling meetings that will take place during the second half of the school year. You may also either e-mail or fax a copy of the completed Program Planning Sheet to the counselor as students often lose or forget to bring them to the meeting. The Counseling Center fax number is 631-692-7096.

Q: What if my child would like to take a course that differs from the teacher recommendation?

A: Should you feel strongly about taking a core academic course not recommended by the current instructor, **we ask that you first e-mail or speak with the instructor** for a more in-depth understanding of the specific reasons behind the recommendation. If, after contacting the current teacher, you feel that your child would still like to enroll in a higher-level course, then you will indicate the preferred course on the planning sheet and we will make every effort to honor that request. We encourage students to challenge themselves academically and believe that such decisions are best made after careful consideration as a family. Course changes are often difficult to accomplish once the master schedule is set.

Q: What does “best chance for success” mean?

A: When a department lists a preferred student grade or average from previous classes/exams in order to take a course, they are doing so based on their history of student success in the department. Parents and students should use this information as a valuable guideline before determining whether or not to take a course that is at a higher level than recommended.

Q: Does self-selection include being able to override a course prerequisite?

A: No. There are a number of courses in the Guide, especially in math and science that require the use of skills or a familiarity with concepts and equations that were previously taught in other courses.

Q: If a student needs to drop from an advanced class to a lower level class, will there be a “guaranteed” seat?

A: No. That is why we advise you to have conversations with your child, the recommending teacher and school counselor in making your course selections. In addition, available sections of courses are always contingent on a variety of criteria, including requests, staffing and budget.

Q: How and when will the actual course scheduling process begin?

A: Students will receive appointments for individual meetings with their counselor. Counselors begin by meeting with current eleventh graders and continue to meet with all other students starting in mid-January. Please note that there is no scheduling advantage in having an earlier appointment as all course requests are treated equally by our system when the master schedule is built. Please note that the master schedule is built with student course request data. Beginning January 9th parents and students can view course requests/recommendations on the portal.

Q: What should I do after my child meets with their school counselor?

A: Right after the meeting takes place, you can log-on to the parent portal and review the final list of course requests which your child and the counselor have agreed upon during their meeting. You may also contact the school counselor should you have any questions.

Q: Is my child guaranteed to get the courses they requested?

A: Not necessarily. There are many reasons why the student's course requests do not always translate to the schedule. Two common examples include insufficient course enrollment/requests and course conflicts.

Q: How can I e-mail my child's current teachers?

A: Access your child's 2018-2019 schedule on the portal. The name of each teacher is listed with the current course. All CSH e-mail accounts are formatted as follows:

First letter of teacher's first name, full last name @csh.k12.ny.us
For example: James Bolen would be jbolen@csh.k12.ny.us

Q: May I contact my child's school counselor prior to or during that time?

A: Of course. E-mail is the best way to relay information.

Ms. Heather Friedland hfriedland@csh.k12.ny.us
Ms. Mary-Jo Hannity mhannity@csh.k12.ny.us
Ms. Lori Messina lmessina@csh.k12.ny.us
Ms. Jennifer Pickering jpickering@csh.k12.ny.us
Mr. Jonathan Woods jwoods@csh.k12.ny.us

Mr. Justin Arini jarini@csh.k12.ny.us
Director of Guidance

I hope this information will be of assistance to you over the next few months. Please do not hesitate to contact us should you have any questions or concerns.

Sincerely,

James Bolen

James Bolen
Principal

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Statement of Nondiscrimination

Except as otherwise provided by law, no student, teacher, administrator, employee, parent, or applicant for employment shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity within the jurisdiction of the Cold Spring Harbor Central School District on the basis of religion, race, color, gender, or handicap.

Add/Drop Procedures & Deadlines for 2020-2021

Students are required to follow the schedule they received in June for the first 6 school days before making a schedule change request.

Add Deadlines

10th school day of the 1st quarter: Fall-semester electives or full-year courses

10th school day of the 3rd quarter: Spring-semester electives

Jr. High Alternate day courses have 20 school days to be changed

Drop Deadlines

October 16, 2020: Fall-semester electives

December 22, 2020: Full-year-course drops or course-level changes
(e.g., honors or advanced placement to regents, regents to non-regents or extended)

March 12, 2021: Spring-semester electives

Note: Requests for dropping a course or changing a course level after the following deadlines require administrative approval. This is not common practice. If approval is granted a grade of "Withdrawal Pass" or "Withdrawal Fail" will appear on the final transcript depending on the student's grade status on the date of the drop or level change. Signatures from a parent, teacher and chairperson are required for changes after the deadline.

- Jr. High students are required to have eight periods of academic courses and a lunch.
- Each year, all students are required to take a minimum of 5.5 credits, which includes P.E.

How Scheduling Works

Note: Every attempt will be made to honor program requests. Some courses described in this booklet are tentative. Many factors, e.g., enrollment, staffing, budget, scheduling, etc., may affect final determination of actual course offerings.

January

The Program of Studies is posted to the district web site. Students and parents should familiarize themselves with graduation and state testing requirements, course descriptions and prerequisites. Teachers recommend courses in English, Social Studies, Math, Science, and World Languages for students currently in their classes. Course recommendations are on the parent portal.

January - February

Students will receive appointments for individual meetings with the counselor. Counselors work with older students first, but there is no advantage to having an earlier appointment as all course requests are treated equally. During these meetings, counselors and students consult teacher recommendations to create the list of major courses for the proposed schedule. They will also choose electives and alternative electives and review graduation progress. Although students can select classes that are more difficult than teacher recommendations, it is important that parents and students discuss these alternatives with teachers and counselors.

March - June

The master schedule is created. The needs of students and various requirements as designated by the board of education and district administration are considered.

May - June

Counselors meet with students by appointment to discuss possible conflicts, which might occur when two or more of the courses requested by a student meet **at the same time**. Counselors are very active in this aspect of scheduling as they seek to create the most desirable program for each student, but in some cases students must decide between courses or course levels. Counselors help families make prudent decisions when major course conflicts occur. In order to preserve fairness and equity for all students, no changes can be made between June 30th and the beginning of the school year.

Mid - late June

Grades 8-12 parents are notified by an all-call that 2020-2021 schedules are ready for viewing on the portal. 7th graders obtain their schedules at orientation at the end of August.

Note: Schedules will show all assigned courses and electives, **but will not list periods or teacher names**. This will allow us to continue to balance class sizes throughout the summer due to new enrollees and exam scores from SED in ELA and Math.

On or about August 31

Student schedules, which at this time will include room numbers and assigned teachers, are available on the portal, along with instructions for reporting any possible errors and/or level changes.

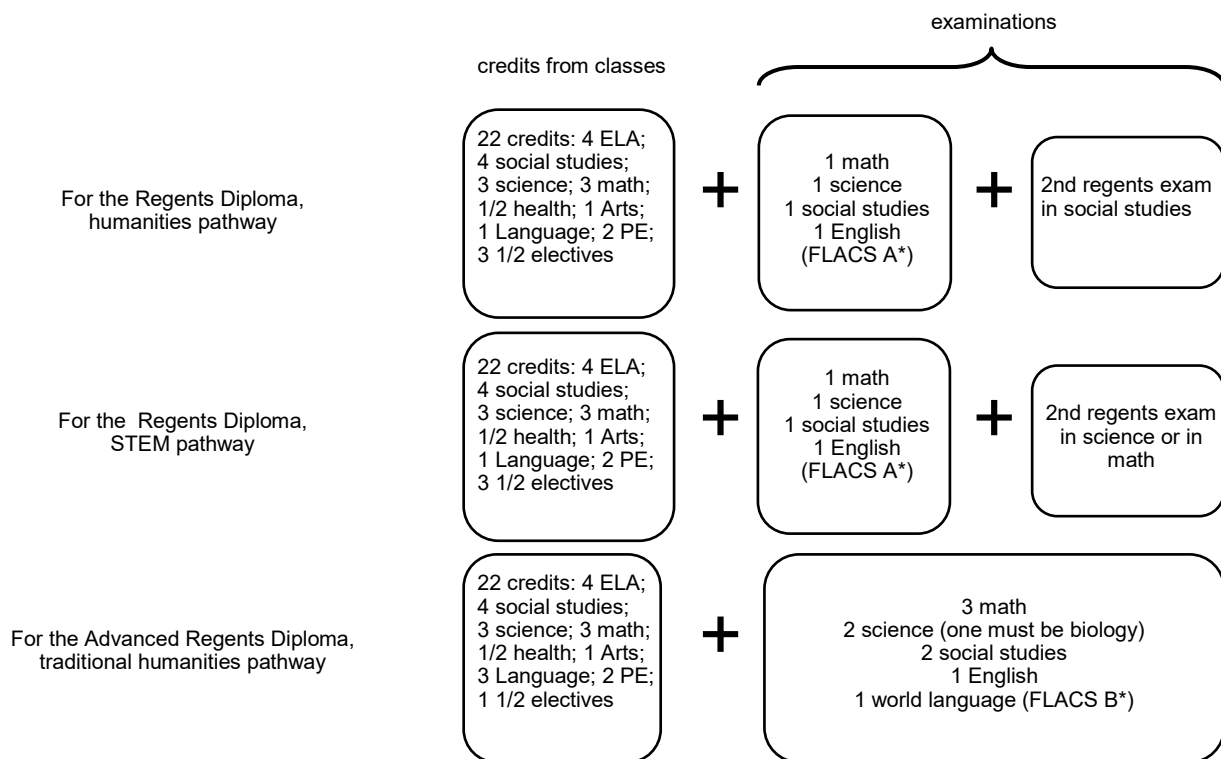
One day will be set aside prior to the first day of school to address errors in the schedules and/or level changes. Counselors resolve summer school issues and begin to make scheduling changes on a priority basis from forms that **MUST** be signed by a parent. Email requests for course changes are not accepted.

As in past years, there will be no changes due to teacher or period preferences.

An Add/Drop Form (2020-2021) will be available online.

Diploma Requirements

At Cold Spring Harbor high school, each student must enroll in a minimum of five credits, plus physical education, each semester (5.5 total).



- Regents Diploma with exams averaging 90 or higher=
Regents Diploma with Honors
- Advanced Regents Diploma with exams averaging 90 or higher (excluding FLACS B)=
Advanced Regents Diploma with Honors
- Advanced Regents Diploma with 3 math exams, each 85 or higher=
Advanced Regents Diploma with Mastery in math
- Advanced Regents Diploma with 3 science exams, each 85 or higher=
Advanced Regents Diploma with Mastery in science

NOTE: There are a number of alternate pathways that meet graduation requirements. Students with disabilities who are exempt from the World Language requirements as indicated on the IEP may earn a regents diploma with or without advanced designation as long as they meet the required number of credits and exams to graduate. Please see your guidance counselor or the Special Education Chairperson for details. Information is also at this New York State Department of Education site:

<http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentDiplomaRequirements.pdf>

*FLACS (Foreign Language Association of Chairpersons and Supervisors) A and B are comprehensive exams students take after completion of level one and level three language courses, typically at the end grade 8 and grade 10.

GPA CALCULATION

Marks for all subjects, except pass/fail and physical education courses, are used in computing a student's cumulative grade point average at the end of the 11th grade, or in the event that a student repeats a course, only the higher grade is used in calculating the student's GPA. All Honors and Advanced Placement courses are weighted by multiplying the letter grade equivalent by a 1.1 factor. Accelerated courses are not weighted.

See GPA Calculation Worksheet for further explanation.

Art

Junior High School

701: Art 7

1 year, Alternate Days

Art 7 provides experiences for young artists to express themselves visually as they develop their two-dimensional and three-dimensional artistic skills. Students work with various drawing and painting media, as well as explore sculpture and ceramics. Art history is incorporated into units of study throughout the school year.

703: Art 8

1 year, Alternate Days

Art 8 builds upon the skills established in grade 7 and emphasizes further exploration into drawing and painting media, as well as sculpture, ceramics and the media arts. Art history is also incorporated into the curriculum throughout the course. Students learn about various Visual Arts options that are available to them as they start thinking about making decisions for their high school experiences.

Senior High School

711: Studio in Art Grades 9-12

1 year, 1 credit

Studio Art is the foundation in the application, practice and manipulation of dry and wet media for all methods of art. This class involves art, art criticism, aesthetics and production. Students begin with an introduction to the Elements and Principles of Art and then apply this knowledge into drawing, painting, printmaking, graphic design and sculpture.

Studio in Art fulfills the full year, one-credit Fine Arts graduation requirement mandated by New York State. It is also the prerequisite course for high school electives in Drawing and Painting, Fashion Design and Art Senior Project.

711A and 711B: Studio in Art Grades 9-12

1 year, Alternate Days, 1/2 credit

Studio Art is the foundation in the application, practice and manipulation of dry and wet media for all methods of art. This class involves art, art criticism, aesthetics and production. Students begin with an introduction to the Elements and Principles of Art and then apply this knowledge into drawing, painting, printmaking, graphic design and sculpture.

One credit of Studio in Art fulfills the full year, one-credit Fine Arts graduation requirement mandated by New York State. It is also the prerequisite course for high school electives in Drawing and Painting, Fashion Design and Art Senior Project.

745: Media Arts

1 year, 1 credit

Grades 9-12

Media Arts addresses the cutting-edge fields of filmmaking, photography, digital photography and computer graphic arts. Students, through studio projects, investigate the intersection of visual arts, graphics, symbols, and the moving image. An exploration of new techniques and processes is discussed. Students receive a basic introduction to Adobe Illustrator, Adobe Photoshop, as well as Lightroom, iMovie and Adobe Premier. Students will also receive a brief introduction to animation and graphic design.

Media Arts fulfills the one-credit Fine Arts graduation requirement mandated by New York State. It may also serve as the prerequisite for more advanced Visual Arts classes.

721: Drawing and Painting

1 Year, 1 Credit

Grades 10-12

Prerequisite: Studio in Art or Media Arts

Drawing and Painting explores the application, practice and manipulation of dry and wet media for methods of drawing and painting. Students analyze and discuss past works of art, ranging from the 16th century Renaissance to 20th century Post-Modernism. Students explore art as a visual language and its content and meaning in terms of historical and cultural value. The class begins with drawing, including pencil, charcoal, pen, ink and pastels and then eases into painting with watercolor, acrylics and oils.

729: Advanced Drawing and Painting

1 Year, 1 Credit

Grades 11-12

Prerequisite: Drawing and Painting

Advanced Drawing and Painting is a vigorous art course that follows a year of Drawing and Painting and is viewed as "Pre-AP Studio Art." This course has advanced expectations in Drawing and Painting assignments conducted throughout the year. Students engage in a variety of experimentations and mediums used in creating a drawing and painting portfolio. They learn to communicate visual ideas and problem solve through the synthesis of subject, content, medium and text throughout the course. The course targets the development of a Senior portfolio or fulfillment of the AP Art breadth section.

737: Fashion Design

1 Year, 1 Credit

Grades 9-12

Fashion Design addresses fashion as the construction of an art form. Each class assignment or "Challenge" has the goal of creating a garment that is considered a wearable work of art. Student designers use a variety of art materials, fabrics and construction methods including sewing to solve design problems. An on-stage spring Fashion Show in the Performing Arts Center features student creations as the culmination of the course. Participation in the show on the evening of the performance is mandatory as the Fashion Show counts as the final exam for the course. The final grade is based on five equally-weighted components: four marking period grades and the final exam.

740: Advanced Fashion Design**1 Year, 1 Credit****Grades 10-12****Prerequisite: Fashion Design**

Advanced Fashion Design allows the student designer to build upon his or her knowledge and experiences of the introductory Fashion Design course. With the advantage of experience, students are expected to sew and solve design problems at a higher level. The garments produced serve as examples of high level work ethic and achievement to introductory students. The spring Fashion Show highlights students' works throughout the school year. Participation in the show on the evening of the performance is mandatory as the Fashion Show counts as the final exam. The final grade is based on five equally-weighted components: four marking period grades and the final exam.

746: Senior Fashion Collection**1 Year, 1 Credit****Grade 12****Prerequisite: Studio in Art or Media Arts**

Senior Fashion Collection is either the culminating course for students who have elected to pursue Fashion Design during their high school career or an opportunity for seniors to experience Fashion Design before they graduate. This course follows the format of Advanced Fashion Design where students are given various design challenges to create a wearable work of art. The focus is fashion as an art form, culminating in the spring Fashion Show in the Performing Arts Center. Students who intend to pursue Fashion at the college level may incorporate sewing, portfolio work and Fashion home tests. Participation in the show on the evening of the performance is mandatory. The Fashion Show counts as the final exam. The final grade is based on five equally-weighted components: four marking period grades and the final exam.

723: Television Production and Broadcasting**Grades 9-12: 723****½ Year, ½ Credit****Grades 9-12: 724****1 Year, 1 Credit****Grade 8: 725****1 Year, Alternate Days, ½ Credit**

Television Production and Broadcasting gives students the opportunity to learn and perform the roles of a television news crew by taking part in all aspects of producing the daily Cold Spring Harbor morning news show, **Hawk Talk**. This hands-on studio experience allow students to explore the following careers: anchor, reporter, editor, writer, producer, photo/video journalist, studio engineer. Field trips to live studio news and entertainment venues are also an important component of this course. Note: this course meets only during first period. Students may take this course multiple times.

714: Animation**½ Year, ½ Credit****Grades 10-12 (Not Available in 2020-2021)****Prerequisite: Studio Art or Media Arts**

Animation shows students how to change still graphics into animation. Students learn how to make animated GIFs, stop motion animations, claymation, (the technique used to create Wallace and Gromit movies), and Flash animations (used on websites and e-cards). Students create storyboards, and work in i-Movie, Flash, and Photoshop. They will design motion graphics similar to movie titles. This is not a coding course, but this is a design course where students learn industry terms and examine the work of prominent animators. The emphasis throughout is on clear and cohesive design that effectively directs viewer attention.

741: Digital Imaging I**½ Year, ½ Credit****Grades 9-12**

Digital Imaging I provides students with an introduction to the basic concepts of digital imaging as applied to photography. With hands-on experience using applicable technology, modern developments will be presented which have led to the current applications of digital imaging, which combine traditional photographic ideas with electronic media. Students learn how to operate image manipulation software using scanning equipment, software tools and output devices by executing new assignments and applying these technologies to the photographic process.

742 Digital Imaging II**½ Year, ½ Credit****Grades 9-12****Prerequisite: Digital Imaging I**

Digital Imaging II explores the context of computer imaging as it relates to contemporary art practice. Students explore what makes the computer and digital media unique in the expression of artistic ideas. While this is a studio course in which software and techniques are taught, there is a strong focus on the content of the digital art works created in class. Students learn how to plan and produce digital images that demonstrate an understanding of composition, light, color, visual impact and art history.

708: Film I**½ Year, ½ Credit****709: Film II (prerequisite, Film I)****½ Year, ½ Credit****Grades 10-12****Prerequisite: Studio Art or Media Arts**

Film I and Film II are for emerging filmmakers who want to tell stories using the cinematic process. Students learn the camera's role in film storytelling and how to use the camera more creatively to develop feature films, documentaries and commercials. These courses deal with cinematic language, storyboarding, shot design, sequencing and continuity, composition and camera moves.

712: Graphic Design I**½ Year, ½ Credit****713: Graphic Design II****½ Year, ½ Credit****Grades 10-12****Prerequisite: Studio Art or Media Arts**

Graphic Design I & II introduce the exciting discipline and function of graphic design. The coursework shows the important role of organization and structure within two-dimensional space as context for visual communication. Practical exercises in visual perception, visual organization and visual communication are given. Students learn how to use size, shape, color and type properly. They also learn how to apply the concepts of contrast, using text, charts, graphs, simple drawings and photographs to a variety of materials including web design. Students may elect to take only the introductory one-semester (Graphic Design I) or elect to continue on with further study for a second semester (Graphic Design II).

715: Freelance 3D Art & Design**½ Year, ½ Credit****716: Freelance 3D Art & Design II****½ Year, ½ Credit****Grades 10-12**

The **Freelance 3-D** class is an opportunity for student artists to work independently with their teacher's guidance to build a three-dimensional portfolio through a range of materials. The studio concept allows students to work toward building artifacts out of a range of 3-dimensional media: clay, paper, wood, cardboard, fabric, plaster, found objects, wax, paper sculpting, 3-D digital printing, etc. Working in a supportive community of their peers, students will involve their whole person through a delicate balance of discipline of the mind, the discipline of the hand and a freedom of the spirit. This course is open to all students in grades 10-12 after taking Media Arts or Studio in Art. Can be taken multiple times, for half credit.

731: Art Senior Project**1 Year, 1 Credit****Grade 12****Prerequisite: Recommendation and Portfolio Review**

Art Senior Project is intended to address 2-Dimensional design issues. Design involves purposeful decision making about how to use the Elements and principles of art in an integrative way. Students demonstrate mastery of 2-D design through any two-dimensional medium or process, including but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking. Interested students may submit a portfolio for review in May of the Junior year. Following the portfolio review, summer assignments will be given to qualified candidates. AP designation will be determined in early September, upon review of the summer assignments.

731: Advanced Placement Studio Art**1 Year, 1 Credit**

AP Studio Art has three different options. All students first enroll in course 731. Interested students may submit a portfolio for review by Art Department faculty in May of their Junior year. Following the portfolio review, Art faculty give summer assignments to qualified candidates. AP Designation and course number and title is determined in early September, upon review of the summer assignments. If a student is approved to take the AP course, the relevant course name appears on the transcript. Students enrolled in any Advanced Placement course are expected to take the Advanced Placement examination in that subject.

Option 1**731 changes to 733: AP 2-D Art and Design****1 Year, 1 Credit****Grade 12****Prerequisite: Advanced Drawing and Painting or Digital Imaging II**

AP 2-D Art and Design is intended to address 2-Dimensional design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. Students demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to graphic design, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking themes. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

Option 2**731 changes to 734: AP 2-D Art and Design Photography 1 Year, 1 Credit****Grade 12****Prerequisite: Media Arts or Digital Imaging II**

AP 2-D Art and Design is intended to address 2-Dimensional design issues. Design involves purposeful decision making about how to use the elements and principles of art in an integrative way. Students demonstrate mastery of 2-D design through any digital means including graphic design, digital imaging, and digital photography.

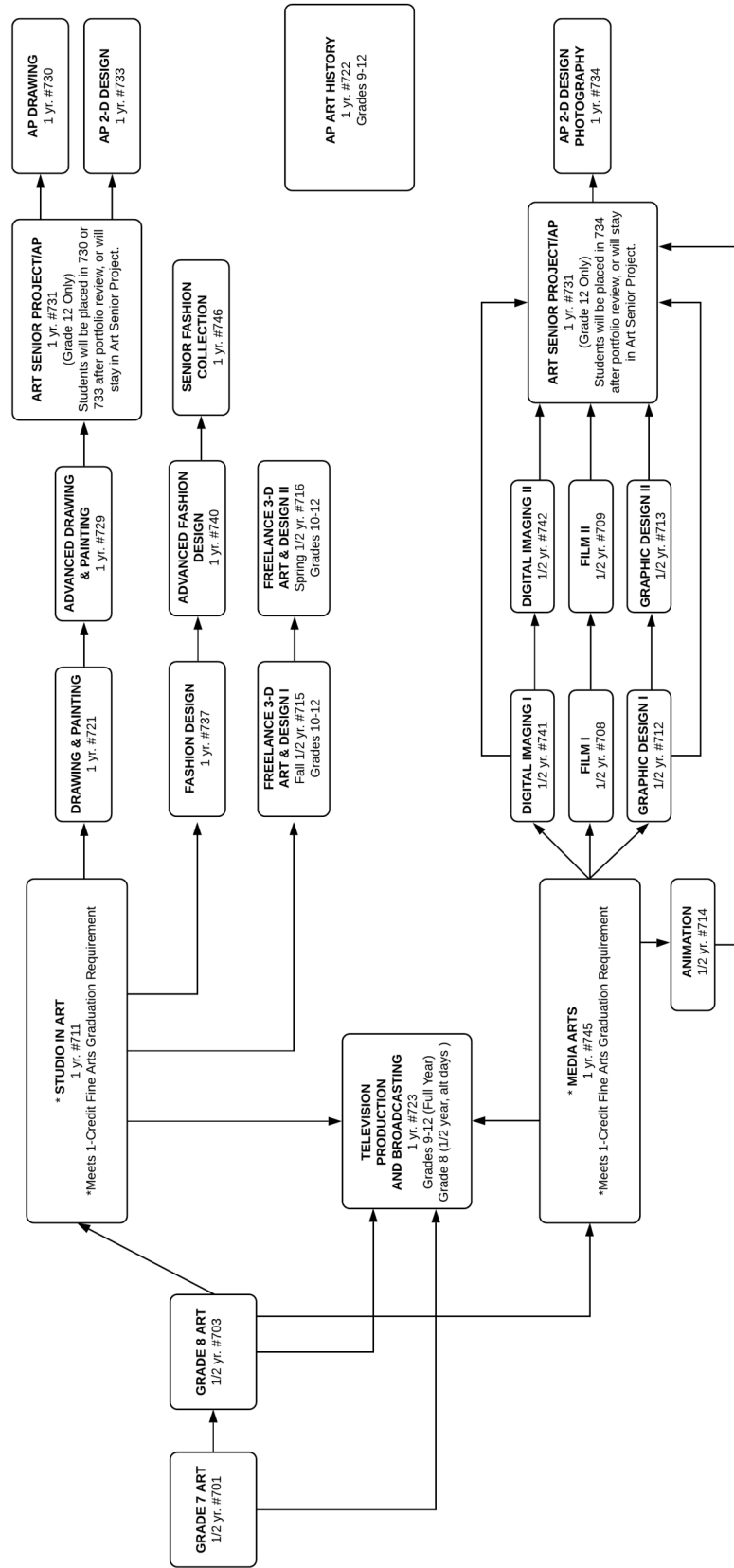
Option 3**731 changes to 730: AP Drawing 1 Year, 1 Credit****Grade 12****Prerequisite: Advanced Drawing and Painting**

AP 2D Art and Design is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues that students address through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract, observational, and inventive works may demonstrate drawing competence. The range of marks used to draw, the arrangement of those marks, and the materials used to make those marks are endless.

722: Advanced Placement Art History**1 Year, 1 Credit****Grades 10-12**

AP Art History emphasizes an understanding of how and why works of art are created and the function they play in society from the ancient world to contemporary times. Students learn how to examine and analyze major forms of artistic expression from diverse cultures and understand their contributions to the arts. Students explore historical context and examine architecture, manuscripts, painting, drawing, printmaking and sculpture through visual analysis. This class gives students the opportunity to connect their prior knowledge of history, geography, politics, religion, languages, literature and the visual arts. Art History makes all these subjects come alive and will help students understand their other coursework more successfully. The course will include field trips. Parents must read and agree to the curriculum, which may include mature and graphic material.

ART DEPARTMENT CURRICULUM



Business

852: Virtual Enterprise

1 Year, 1 Credit

Grades 10-12

Virtual Enterprises International (VEI) is an in-school entrepreneurship program and global business simulation that draws on the European tradition of apprenticeships. Each year, VEI transforms 500 classrooms into offices and 10,000 students into business executives.

The simulated business replicates all of the functions and demands of a real business in both structure and practice, from product development, production and distribution to marketing, sales, human resources, finance and accounting. As “employees” of the virtual business, students are accountable for their company’s management and performance. Through a web-based banking system that connects 5,000 student-run businesses in 40 countries, VEI students experience the expectations of the global economy and find new solutions to drive business results by trading across industries, borders and cultures.

As students develop workplace expertise and an entrepreneurial mindset, they also sharpen academic skills in math and English through activities such as working on their firm’s financials, analyzing risks and returns, and developing presentations and reports. With hands-on experience running and marketing a business, making complex decisions, communicating with customers and investors and preparing reports and presentations, these young entrepreneurs emerge prepared to tackle the demands of post-secondary education and meet the expectations of the job market.

Note: students who take Virtual Enterprise meet the requirement for the senior Economics course (251). A grade of “P” will appear on the students transcript for the Economics course. Student still need to take Public Affairs if they are not enrolled in AP Government or AP Economics during senior year.

The one credit earned in Virtual Enterprise will be divided into 1/2 credit in Business and 1/2 credit in Social Studies.

For more information on this program go here:

[Virtual Enterprises International](http://veinternational.org/about/)

<http://veinternational.org/about/>

English

Junior High School

101: English 7

1 Year

Aligned to the NYS Next Generation ELA Standards, English 7 is the first English course in the Junior/Senior high school sequence. Through the use of novels, poetry, plays and informational texts, students learn reading strategies that they can apply not only in English class, but across the content areas as well. Students demonstrate understanding through discussion, written work, projects and presentations. Students are expected to contribute to whole class discussions, as well as in small groups, and with a partner. Students will also receive instruction in spelling and vocabulary to support them in demonstrating a command of conventions of Standard English grammar when writing and speaking.

147 or 147A: Grade 7 Writing Workshop 1 Year, Alternate Days And Grade 7 Writing Workshop Academic Intervention Services (AIS) (placement based on assessment data and/or teacher recommendation)

Grade 7 Writing Workshop is a required course reflecting NYS Next Generation ELA Standards with particular attention to writing. The course exposes students to various types of writing and presenting opportunities for them to practice and extend skills. The writing process approach emphasizes the importance of students drafting, revising, and editing their writing, and the centrality of instructional feedback to students about their growth as writers. Students are required to use technology, including the Internet, to produce and publish writing, as well as to cite and link to sources. The course is designed to ensure that students progress along the projected trajectories of skill development in order to meet the expectations of the standards.

Writers Workshop 7 AIS is **required** for students who have not met New York State's standards as determined by state assessment data, district assessments, and teacher recommendation. This is a mandated program designed to help students meet state standards through focused instruction and progress monitoring.

136: Kaleidoscope

$\frac{1}{2}$ Year, Alternate Days

Kaleidoscope focuses on social and emotional literacy. The goal of this course is to help students become more confident, assertive, and successful individuals through lessons and activities geared toward developing and honing self-awareness and self-management skills. Students practice identifying and managing their own emotions and behaviors, and will come to appreciate the importance of using communication and social skills to interact effectively with others. We also concentrate on managing and resolving interpersonal conflicts in constructive ways and recognizing the feelings and perspectives of others. Other important topics include critical thinking and decision making skills, which is key to our discussion of and reflection on how each of us can be a positive contributing member to our school, our community, and our global society.

106: English 8**1 Year**

Aligned to the NYS Next Generation ELA Standards, English 8 continues to expose students to a range of literature such as full-length plays, poems, short stories, and novels. Coursework continues to emphasize *informational skills* and *literature skills*. Throughout the year, students continue to build skills of close reading, determining central ideas and claims conveyed in the text, identifying the authors' viewpoints, and examining how the text's language and craft reveal different perspectives. For eighth graders the skills progression for language, speaking, and listening includes continued instruction in the conventions of Standard English grammar when writing and speaking. Vocabulary instruction continues with an emphasis on building transferrable vocabulary needed to successfully read grade level texts. Summer reading is required.

148 or 148A: Grade 8 Writing Workshop and 1 Year, Alternate Days
Grade 8 Writing Workshop Academic Intervention Services (AIS)
 (placement based on assessment data and/or teacher recommendation)

Grade 8 Writing Workshop is a required course reflecting NYS Next Generation ELA Standards with particular attention to writing. The course continues to expose students to various types of writing and presenting opportunities for them to practice and extend skills. The writing process approach emphasizes the importance of students drafting, revising, and editing their writing, and the centrality of instructional feedback to students about their growth as writers. Students are required to use technology, including the Internet, to produce and publish writing, as well as to cite and link to sources. The course is designed to ensure that students progress along the projected trajectories of skill development in order to meet the expectations of the standards.

Writers Workshop 8 AIS is **required** for students who have not met New York State's standards as determined by state assessment data, district assessments, and teacher recommendation. This is a mandated program designed to help students meet state standards through focused instruction and progress monitoring.

Senior High School

112: English 9 Regents**1 Year, 1 Credit**

Through the study of a variety of both literary and informational texts that expose students to ideas from various cultures, students in English 9 build knowledge; analyze ideas; delineate arguments; and develop skills in writing, collaboration, and communication. Lessons are aligned to the NYS Next Generation ELA Standards and provide a rigorous and pedagogically sound approach for how the standards can come alive with thoughtful planning, adaption, and instruction.

English 9 Regents AIS is **required** for students who have not met New York State's standards as determined by state assessment data, district assessments, and teacher recommendation. This is a mandated program designed to help students meet state standards through focused instruction and progress monitoring.

117: English 10 Regents**1 Year, 1 Credit**

Aligned to the NYS Next Generation ELA Standards, English 10 Regents covers a variety of rich texts that engage students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Through working with these texts, students build knowledge; analyze ideas; delineate arguments; and develop skills in writing, collaboration, and communication. The goal of this course is to prepare students for writing required in advanced English Language Arts courses and across academic disciplines.

117H: English 10 Regents Honors**1 Year, 1 Credit**

Best chance for success: Recommendation of English staff based on writing ability and an “A–” average in English 9

Aligned to the NYS Next Generation ELA Standards, English 10 Regents Honors is for students who have demonstrated superior academic ability and a willingness to pursue intensive English study. This course is literature and writing-intensive and moves at a demanding pace with homework typically assigned nightly. Students should expect 100-120 pages of reading per week in addition to short and long-term writing assignments. Students analyze an array of fictional genres geared toward the completion of prompt-based compositions either in class or as required on standardized tests, such as the English Regents (11th Grade ELA), SAT, or ACT. Additionally, students review and strengthen grammar and usage concepts, etymology, and writing and citation skills essential for success in class. Students must complete a summer reading book with an accompanying written assignment due at the start of the school year and an assessment during the first week of the academic year.

124: English 11 Regents**1 Year, 1 Credit**

English 11 Regents continues to teach skills for analyzing complex literary and informational texts. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop skills in writing, collaboration, and communication. The lessons are aligned to the NYS Next Generation ELA Standards and provide a rigorous and pedagogically sound approach to making the standards come alive through thoughtful planning, adaption, and instruction. This year, students will sit for the New York State ELA Regents.

111: Advanced Placement Language & Composition Regents**1 Year, 1 Credit****Grade 11**

Best chance for success: Recommendation of English staff based on writing ability and an “A–” average in English 10 Regents or a “B+” average in English 10 Honors

AP English Language and Composition helps students become skilled readers of literature written in a variety of periods, disciplines, and rhetorical contexts, as well as skilled writers who can compose for a variety of purposes. Through their writing and reading in this course, students understand how a writer’s purpose, the audience’s expectations, and the subject’s content interact with standard conventions and devices of language to contribute to effective argumentation. Students write essays that analyze argument and develop their own arguments as well. All students take the Regents Examination in June. In addition, all students are required to complete an extensive summer reading assignment before the first day of class. Students enrolled in any Advanced Placement course are expected to take the Advanced Placement Examination in that subject.

125F: Introduction To College English

Grade 12

½ Year, ½ Credit

Introduction to College English is a rigorous, college-preparatory course. The fall semester includes an emphasis on writing that reflects the students' ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts. This course emphasizes college level research papers of significant length in accordance with the guidelines of standard format styles, such as the Modern Language Association (MLA). All students are required to write a research paper in this course.

128: Advanced Placement Literature & Composition 1 Year, 1 Credit

Grade 12

Best chance for success: Recommendation of English staff and an "A–" average in English 11 Regents or a "B" average in Advanced Placement Language and Composition

AP Literature & Composition, diverse in scope and genre, rigorously explores classical and contemporary works of significant literary merit. Among the readings are texts written by Atwood, Brooks, Plath, Shakespeare, Walker, Yeats, and others. Similar to college writing seminars, this is a demanding course with frequent assignments, requiring students to read closely and extensively. Students are expected to integrate, analyze, and compare themes and literary techniques within and across texts. Throughout the year, students will engage in focused study of one major work of their choice culminating with a literary research paper that follows MLA guidelines. Preparation for daily class discussion is essential, and students are expected to be full and active participants. Students enrolled in any Advanced Placement course are expected to take the Advanced Placement Examination in that subject.

SENIOR ENGLISH SELECTIVE CLASSES—SPRING SEMESTER

Grade 12 only

184: Introduction to College English: Sports, Literature and Society—Spring Semester

½ Year, ½ Credit

In "Sports, Literature and Society" students read sports fiction and non-fiction, focusing on how sport is a metaphorical reflection of our culture and our world, and exploring how sport has been used as a platform for social commentary and philosophical questioning. Students will develop critical thinking and analytical communication and writing skills using sports as the focus. We study sport in two separate units: *Sports as Literature* unit examines how sport functions as its own literature. In our *Sports Literature* unit, we dissect an expansive collection of sport novels, short stories, poems and film as a means of discovering how and why writers use the world of sport to tell their stories. All students are required to write a research paper in this course.

185: Introduction to College English: Science Fiction—Spring Semester

½ Year, ½ Credit

Science fiction and fantasy never stop moving forward because the future is endless, and so is the power of the unknown. In this course students will explore science fiction and fantasy through the study of various genres: Novels, short stories, television shows, and movies. We will examine popular themes, the benefits and detriments of technology, human involvement in the progress of our future, and the possibilities that lie in our world and beyond. All students are required to write a research paper in this course.

186: Introduction to College English: Modern Fiction—Spring Semester

½ Year, ½ Credit

This class gets students ready to enter a collegiate-level English class. Students in this course will read an abundance of contemporary literary works, defined here as works written in the 21st Century. We will examine how the style and theme of contemporary works confirms or challenges what we know about contemporary society. We will look at literature through aesthetic, symbolic, cultural, and political lenses to help us to understand the relationship between fiction and the contemporary world. All students are required to write a research paper in this course.

187: Introduction to College English: News Literacy— Spring Semester

½ Year, ½ Credit

Students enrolled in this course are eligible to earn 3 college credits through SUNY Stony Brook. News Literacy explores critical thinking and reading skills which are essential in our modern era of rapid fire news, retraction, and innumerable sources. “The world is flat.” Would students believe this if a reporter on TV said it? What about if they read it in a newspaper or heard it on the radio? Critical thinking and reading skills are essential in our modern era of rapid fire news, retraction, and innumerable sources. Every minute of every day, multiple sources are feeding our knowledge base, and it is imperative that we know how to dissect the information we read, hear, and see. This course will examine the differences between news and propaganda, news and opinion, and bias and fairness with attention to ascertaining reliable information in the digital age. Highlights include guest speakers, the use of a wide array of media. All students are required to write a research paper in this course.

Senior High School Electives

161: Film Grades 9-12

½ Year, ½ Credit

Film lets students escape to the movies every day during school. The purpose of this elective is for students to develop a more meaningful perspective of both contemporary and classic movies. By watching movies we examine the role that they have played in society from the earliest examples of silent film to the current Hollywood blockbusters and all genres in between. Finally, we learn how to critique film, so that we can become active rather than passive members of an audience, which leads us to becoming more highly adept and interested film enthusiasts

162: Publication Journalism

½ Year, ½ Credit

196: Publication Journalism (Not Available in 2020-2021) *Full Year, 1 Credit* Grades 9-12

Publication Journalism focuses on digital technology formats in yearbooks, newspapers, periodicals, and other modern publications. Along with learning the specific writing styles of journalism, students are introduced to InDesign and Photoshop. Students publish their photos, writing, graphic images, and layout designs in *The Harborview*. Elements of the business end of journalism will be addressed. Students may take this course multiple times.

163: Creative Writing I**½ Year, ½ Credit****Grades 9-12**

Creative Writing I inspires students to find their creative voices and express themselves. Through a combination of fun activities, reading creative works (poetry, stories, narratives) by a variety of published authors, in-class writing time, and a workshop format in which students share and constructively critique each other's work; students will enjoy themselves while learning to choose their words carefully and write with greater clarity. Highlights of the class include a very bad writing contest, finger painting, a poetry and music activity, and an "invite and write" party which students invite a friend or relative to join the class.

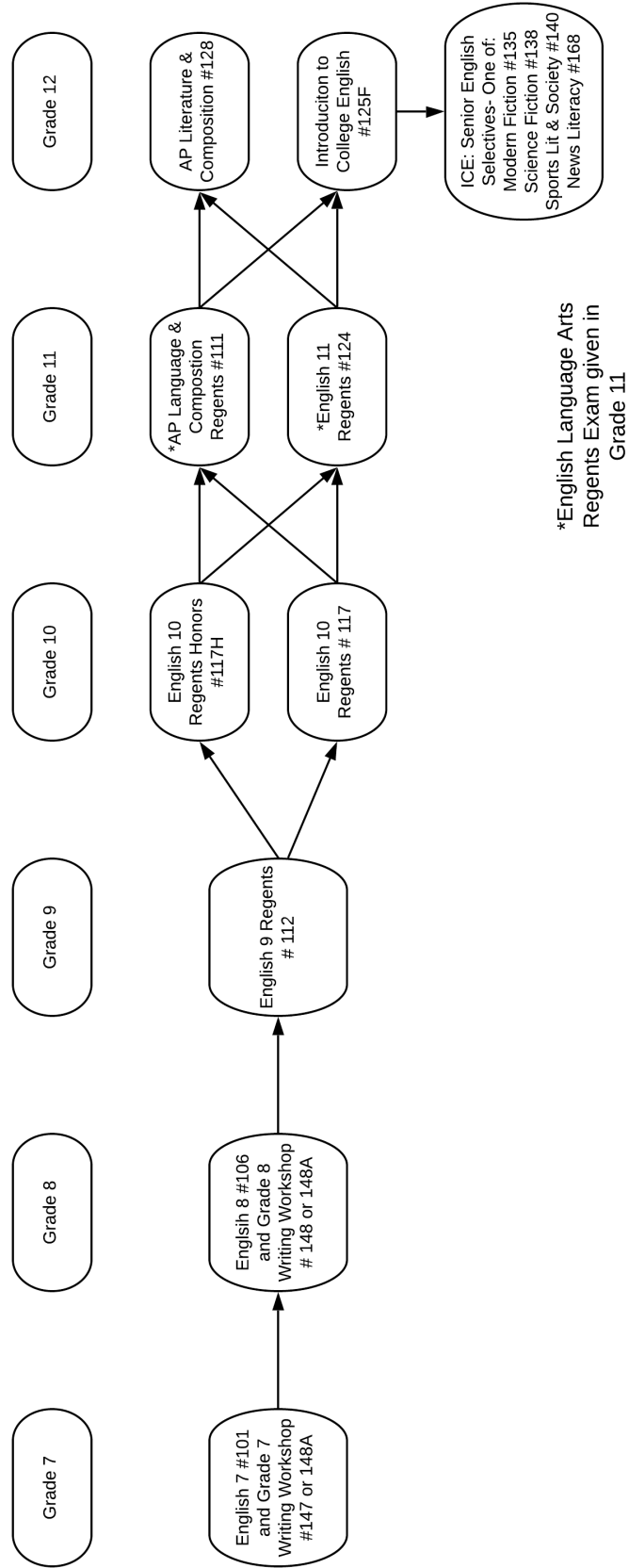
164: Creative Writing II (Not Available in 2020-2021)**½ Year, ½ Credit****Grades 10-11*****Prerequisite: Creative Writing I***

Creative Writing II inspires students to further explore various genres of creative writing and to have the option of working on individual projects that focus on a particular form. As in Creative Writing I, students share their own work with the class, as well as constructively critique that of their peers, all in an effort to improve each student's abilities.

176: What's That You Say?**½ Year, ½ Credit****Grades 9-12**

What's That You Say helps students understand the critical reading and writing sections of the SAT and ACT. Students explore where words come from and gain a greater command of our language through the content of this course. This is a class designed to foster language curiosity, language appreciation, word play, and astute utilization; which in turn will increase standardized test scores and prove to be a lot of fun.

English Curriculum



Family And Consumer Sciences

Junior High School

801: Home and Careers 7

½ Year, Alternate Days

Grade 7

Home and Careers 7 prepares students to meet their responsibilities as family and community members using the process skills of communication, leadership, management, and critical thinking through hands-on lab experiences. Topics include: Clothing Management, Community Connections, Consumer Resource Management, Financial Management, Human Development, Interpersonal Relationships, and Personal Environment Management.

803: Home and Careers 8

1 Year, Alternate Days

Grade 8

Home and Careers 8 prepares students to meet their responsibilities as family and community members using the process skills of communication, leadership, management, and critical thinking through hands-on lab experiences. Topics include: Career Development, Consumer Resource Management, Family and Parenting, Financial Management, Human Development, Interpersonal Relations, Nutrition and Wellness, and Personal Environment Management.

Senior High School

817: Nutritional Science and Dietetics

½ Year, ½ Credit

Grades 9-12

Nutrition and Dietetics is a growing and challenging profession that applies the science of food and nutrition to the health and well-being of people. This includes studying areas such as promoting health and fitness, food supply safety, the management of food service operations in institutional settings, nutrition research, community education programs, treating diseases and food and nutrition labeling laws.

814: Culinary Arts I

½ Year, ½ Credit

Grades 9-12

Culinary Arts I teaches students the many components of cooking and baking through hands-on experience in the basics of food preparation. Students learn culinary techniques as well as safety, sanitation, and the use and types of kitchen equipment. Students are challenged to follow directions, use critical thinking, decision making, problem solving, and time management skills in their lab work. Math and Science skills are reinforced through participation in labs. Nutrition and related careers will be discussed.

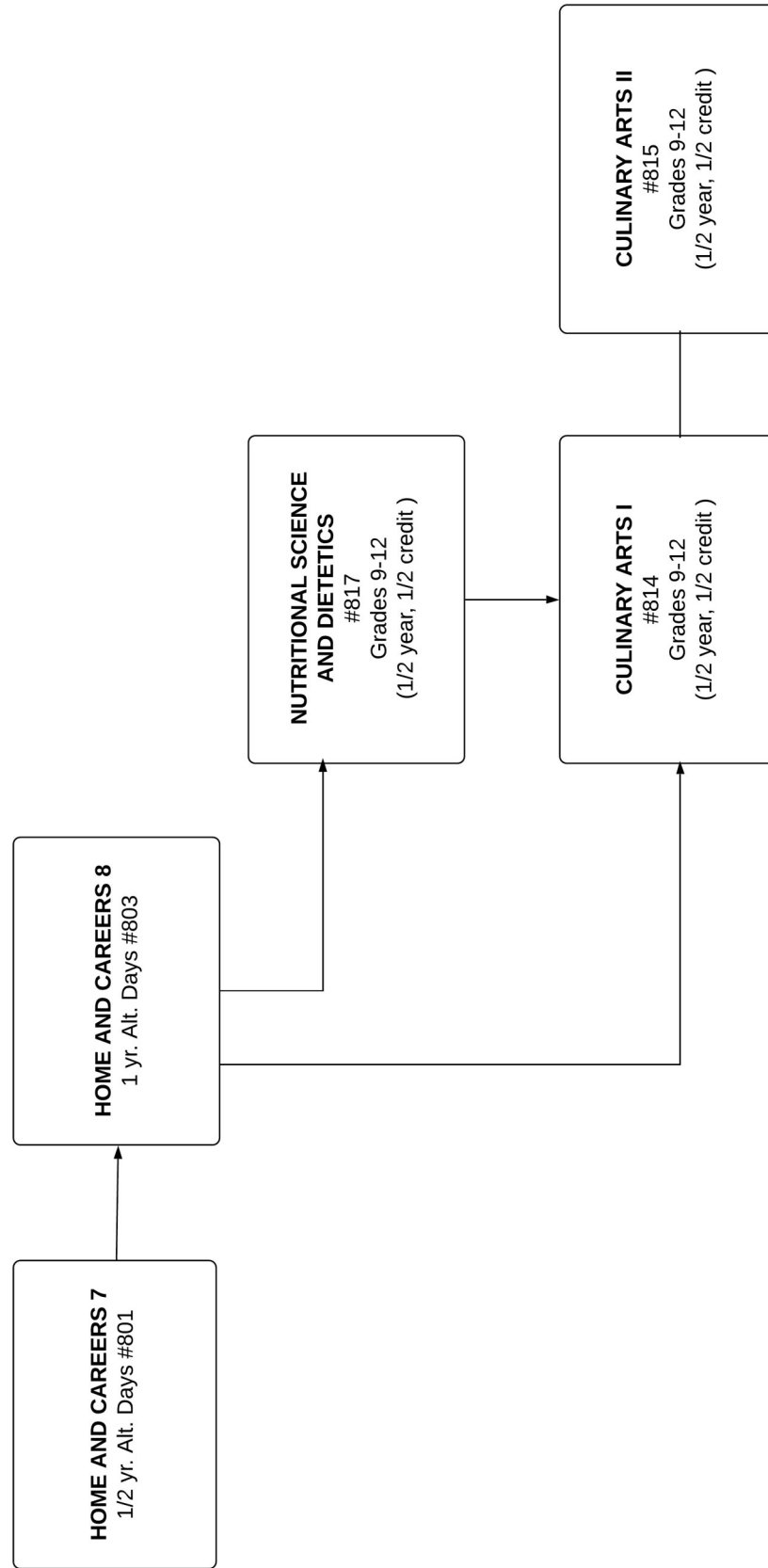
815: Culinary Arts II

½ Year, ½ Credit

Grades 9-12

Prerequisite: Culinary Arts I

Students mentor beginning students while building upon and perfecting the culinary skills learned in Culinary Arts I. Students develop their critical thinking, decision making, problem solving, and time management skills through participation in food labs.

FAMILY AND CONSUMER SCIENCE

Health Education

Junior High School

921: Health 7

1 year, Alternate Days

Health 7 teaches students practical and necessary skills by focusing on eight specific areas: understanding the changes of adolescence; building self-confidence and communication skills; understanding and managing feelings; improving friendships and resisting negative peer pressure; strengthening family relationships; AIDS education; making wise and healthy decisions, especially regarding alcohol and drug use; and setting goals for successful and healthy living.

Senior High School

924: High School Health (New York State graduation requirement)

½ Year, ½ Credit

Recommended for students in grade 10

High School Health has a major goal of emphasizing wellness. Students learn that personal wellness begins with the individual taking responsibility for his or her own health. There is a review of many factors that are within one's control that influence one's health: physical fitness; nutrition; stress control; avoiding alcohol, tobacco, or drug use; AIDS education; practicing good safety habits; and using medical care wisely. The course also focuses on all the aspects of human sexuality that help to shape the complex world of the teenager.

926: The World of Health

½ Year, ½ Credit

Grades 10-12

Prerequisite: Completion of the high school Health course 924

The World of Health discusses and explores issues such as global health, current trends and innovations in the world of health, as well as topics relevant to the students. Awareness regarding health behaviors and college life will be an important part of the class. The class will expand on the high school Health curriculum.

Mathematics Junior High School

302: Math 7

1 Year

(placement based on assessment data and teacher recommendation)

Math 7 directly aligns with the NYS Next Generation Math Standards and has the following objectives: 1) to strengthen students' skills in arithmetic operations, introduce abstract topics such as equation solving and 2) to connect mathematical concepts with real-world applications. Additionally, this course serves to expose students to the structured techniques regularly utilized in secondary school mathematics. Topics of study include: 1) Integers, Fractions, Decimals and Percents; 2) Ratios and Proportional Relationships 3) Expressions, Equations and Inequalities, 4) Geometry 5) Statistics and Probability. This course prepares students to take the New York State Math 7 Assessment in the Spring and culminates in a departmental final examination in June.

302TAL: Math 7 Lab

1 Year

This course functions to provide students with an opportunity to strengthen foundational math skills and extend mathematical concepts. It is designed with focused instruction and progress monitoring to ensure students are meeting the expectations set by the Next Generation Math Standards and New York State Learning Standards.

This course is required for students that have not met New York State's standards as determined by state assessment and/or district assessments, and teacher recommendation. This class meets every other day for one full period.

307: Math 8

1 Year

(placement based on assessment data and teacher recommendation)

Math 8 directly aligns with the NYS Next Generation Math Standards and is designed to continue the exploration of expressions and equations, functions, geometry, the number system and statistics. Students will: 1) work with radicals and integer exponents 2) learn to recognize the connections between proportional relationships, lines and linear equations 3) define, evaluate and compare functions 4) understand and apply the Pythagorean Theorem 5) solve real-world problems involving volume of cylinders, cones and spheres and 6) investigate patterns of association in bivariate data.

307TAL: Math 8 Lab

1 Year

This course functions to provide students with an opportunity to strengthen foundational Math 8 skills and extend mathematical concepts. It is designed with focused instruction and progress monitoring to ensure students are meeting the expectations set by the Next Generation Math Standards and New York State Learning Standards.

This course is required for students that have not met New York State's standards as determined by state assessment and/or district assessments. This class meets every other day for one full period.

370A: Algebra 1 Regents Accelerated**1 Year, 1 Credit****Prerequisite: Successful completion of Math 7****Best chance for success: Teacher recommendation**

Algebra I Regents Accelerated is specifically designed for grade 8 students who have demonstrated extreme talent and motivation in mathematics and who have demonstrated mastery of skills along with interest and enthusiasm for the subject matter throughout grade 7. Students are recommended by teachers after a rigorous consideration of a multitude of student performance components including, but not limited to, grades, classroom contributions, and demonstration of positive enthusiasm. Students who take this course bypass Math 8.

Intricately aligned with the NYS Next Generation Math standards, this course applies algebraic concepts to problem solving, abstract and quantitative reasoning, mathematical modeling and construction of viable arguments through the strategic use of appropriate tools. Students will explore topics such as: 1) rational and irrational numbers 2) algebraic expressions 3) polynomials and rational expressions 4) equations and inequalities 5) functions (linear, quadratic and exponential) and 6) statistics and probability for interpretation of categorical and quantitative data. The graphing calculator will be used throughout the course. Students will take the Algebra I New York State Regents Exam. The final grade in the course as well as the Regents exam will be on the student's high school transcript.

Senior High School**370: Algebra I Regents****1 Year, 1 Credit****Prerequisite: Math 8, assessment data and teacher recommendation**

Intricately aligned with the NYS Next Generation Math standards, this course applies algebraic concepts to problem solving, abstract and quantitative reasoning, mathematical modeling and construction of viable arguments through the strategic use of appropriate tools. Students will explore topics such as: 1) rational and irrational numbers 2) algebraic expressions 3) polynomials and rational expressions 4) equations and inequalities 5) functions (linear, quadratic and exponential) and 6) statistics and probability for interpretation of categorical and quantitative data. The graphing calculator will be used throughout the course. Students will take the Algebra I New York State Regents Exam.

370TAL: Algebra I Lab**1 Year, 0 Credit**

This course functions to provide students with an opportunity to strengthen foundational Algebra I skills and extend mathematical concepts. It is designed with focused instruction and progress monitoring to ensure students are meeting the expectations set by the Next Generation Math Standards and New York State Learning Standards.

This course is required for students that have not met New York State's standards as determined by state assessment and/or district assessments. This class meets every other day for one full period.

371H: Geometry Regents Honors**1 Year, 1 Credit****Prerequisite:** Successful completion of Algebra I**Best chance for success:** Teacher recommendation and mastery on Algebra I Regents exam

The second course in the state's high school math sequence and aligned with the NYS Next Generation Math Standards, Geometry focuses on understanding and applying theorems. Students experiment with transformations in the plane, understand congruence in terms of rigid motions, prove geometric theorems, and make geometric constructions. They will be able to understand similarity in terms of transformations, prove theorems involving similarity, define trigonometric ratios and solve problems involving right triangles, and apply trigonometry to general triangles. Students are to understand and apply theorems about circles, find arc lengths and areas of sector circles, translate between the geometric description and the equation for a conic section, and use coordinates to prove simple geometric theorems algebraically. Explaining volume formulas and using them to solve problems, visualizing relationships between two and three dimensional objects, and applying geometric concepts in modeling situations are required as well. As an honors course, additional content will supplement and enrich topics in Next Generation Geometry. The level of difficulty and amount of variety of mathematical problems will expose students to greater depth and breadth of all content areas. Students will take the New York State Regents exam in Geometry in June.

371: Geometry Regents**1 Year, 1 Credit****Prerequisites:** Successful completion of Algebra I

The second course in the state's high school math sequence and aligned with the NYS Next Generation Math Standards, Geometry focuses on understanding and applying theorems. Students experiment with transformations in the plane, understand congruence in terms of rigid motions, prove geometric theorems, and make geometric constructions. They will be able to understand similarity in terms of transformations, prove theorems involving similarity, define trigonometric ratios and solve problems involving right triangles, and apply trigonometry to general triangles. Students are to understand and apply theorems about circles, find arc lengths and areas of sector circles, translate between the geometric description and the equation for a conic section, and use coordinates to prove simple geometric theorems algebraically. Explaining volume formulas and using them to solve problems, visualizing relationships between two and three dimensional objects, and applying geometric concepts in modeling situations are required as well. Students will take the New York State Regents exam in Geometry in June.

371TAL: Geometry Lab**1 Year, 0 Credit**

This course functions to provide students with an opportunity to strengthen foundational Geometry skills and extend mathematical concepts. It is designed with focused instruction and progress monitoring to ensure students are meeting the expectations set by the Next Generation Math Standards and New York State Learning Standards.

This course is required for students that have not met New York State's standards as determined by state assessment and/or district assessments. This class meets every other day for one full period.

372H: Algebra II Regents Honors**1 Year, 1 Credit****Prerequisites: Successful completion of Algebra I and Geometry****Best chance for success: Mastery on Algebra I and Geometry Regents exams and Teacher recommendation**

Algebra II Regents Honors is the third course in the three-year sequence that addresses the NYS Next Generation Standards in Mathematics and is intended for math students in grade 10 who have successfully completed Geometry Regents Honors. As an honors course, additional content supplements and enriched topics will be covered in Algebra II Regents. There is a greater variety of mathematical problems and extent of topics are covered with greater depth as compared to the non-honors course. Students will take the New York State Algebra II Regents exam in June, which is one of the criteria for an advanced regents diploma.

372 or 372E: Algebra II Regents or Algebra II Regents Extended**1 Year, 1 Credit****Prerequisite: Successful completion of Algebra I and Geometry****Best chance for success: Proficiency on Algebra I and Geometry Regents exams and teacher recommendation**

Algebra II Regents is the third course in the three-year sequence that addresses the NYS Next Generation Standards in Mathematics. The class develops topics including intermediate algebra, advanced algebra, exponential, logarithmic, and polynomial functions, the complex number system, probability and statistics. Students will take the New York State Algebra II Regents Exam in June, which is one criteria for an advanced regents diploma.

Algebra II Regents Extended(372 E) meets one period every day and a double period every other day.

344: Advanced Algebra with Financial Applications**1 Year, 1 Credit**

Advanced Algebra with Financial Applications is a college-preparatory course that uses sophisticated mathematics to give students the tools to become financially responsible young adults.

The course employs algebra, probability and statistics, and geometry to solve financial problems that occur in everyday life. Real-world problems in investing, credit, banking, auto insurance, mortgages, employment, income taxes, budgeting and planning for retirement are solved by applying the relevant mathematics.

347H: Precalculus Honors**1 Year, 1 Credit****Prerequisites: Successful completion of Algebra II Honors****Best chance for success: Mastery on Algebra I, Geometry, and Algebra II Regents exams and teacher recommendation**

Precalculus Honors is for accelerated mathematics students in grade 11. Topics include polynomial, power, rational, exponential, logistic, logarithmic and trigonometric functions. The course also covers vectors, parametric and polar equations, matrices, analytic geometry and an introduction to calculus. Students prepare to take AP Calculus in their senior year.

362: Precalculus**1 Year, 1 Credit****Prerequisites:** Successful completion of Algebra I, Geometry, Algebra II**Best chance for success:** Proficiency on Algebra I, Geometry, and Algebra II Regents exams***Students enrolled in this course are eligible to earn 4 college credits through SUNY***

Farmingdale. Precalculus is for seniors who plan to take a first semester Calculus course in college, or juniors who will take an honors math course in their senior year. Topics include a study of quadratic, polynomial, rational, trigonometric, exponential and logarithmic functions and their applications. Additional topics such as matrices, sequences and series, and an introduction to limits and calculus will also be studied. The graphing calculator is used as a tool throughout the course. A final examination is administered in June.

363H: Precalculus/Calculus Honors (Not running in 2020-2021)**1 Year, 1 Credit****Prerequisite:** Algebra II**Best chance for success:** Teacher recommendation

Precalculus/Calculus Honors is for high performing mathematics students in grade 12. The course begins with precalculus concepts, including polynomial, power, rational, exponential, logarithmic and trigonometric functions, vectors and parametric and polar equations. Afterwards, the course continues with the study of calculus.

341: Advanced Placement Calculus AB with Lab**1 Year, 1 Credit****Prerequisite:** Algebra I, Geometry, Algebra II**Best chance for success:** Teacher recommendation

AP Calculus AB with Lab is for selected seniors who took Algebra II Regents or a pre-calculus course as juniors and who have demonstrated ability and interest in higher mathematics. In order to cover the topics from both a pre-calculus and a calculus course in a single academic year, the class meets two periods a day in the Fall and one period in the Spring. Students take the AP Calculus AB examination offered in May. College credit may be awarded depending on the AP examination score and the policy of the college the student attends. In addition, a local final examination is administered in the Spring. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

343: Advanced Placement Calculus AB**1 Year, 1 Credit****Prerequisite:** Precalculus Honors**Best chance for success:** Teacher recommendation

AP Calculus AB is equivalent to at least one semester of college calculus; additional topics are covered as time permits. Students explore the theory underlying concepts of differential and integral calculus and apply the techniques they learn to a variety of problem-solving situations. College credit may be awarded depending on the AP examination score and the policy of the college the student attends. In addition, a local final examination is administered in the Spring. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

348: Advanced Placement Calculus BC**1 Year, 1 Credit****Prerequisite: Pre-calculus Honors****Best chance for success: Teacher recommendation**

AP Calculus BC is equivalent to two semesters of college calculus. Students explore the theory underlying concepts of differential and integral calculus and apply the techniques learned in a variety of problem-solving situations. College credit may be awarded depending on the AP examination score and the policy of the college the student attends. In addition, a local final examination will be administered in the Spring. All BC students are expected to complete a summer assignment which includes reading and taking notes from the textbook and the completion of several problem sets. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

359: Advanced Placement Statistics**1 Year, 1 Credit****Prerequisite: Algebra II****Best chance for success: Teacher recommendation**

AP Statistics covers essential statistics concepts such as examining data (observing patterns and departures from patterns), planning statistical studies (methods of data collection, planning and conducting surveys and experiments), anticipating patterns (producing models using probability and simulation), and drawing statistical inferences (confirming models). College credit may be awarded depending upon the AP examination score and the policy of the college the student attends. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

Math Electives**340: Statistics****½ Year, ½ Credit****Grades 10-12****Prerequisite: Two years of high school math**

Statistics is for anyone who wants to be able to look critically at numerical information and not be misled because of a lack of knowledge of statistics. The media is awash with news, ads, etc. that use numbers to convince groups of people of the efficacy of a particular choice. In order to ensure that students have the critical thinking skills to be better positioned to sift through the data presented and the conclusions drawn, they will need to be well trained in the methods of data collection, analysis, interpretation, and presentation, and well versed in the art of how numbers can tell the story they want to convey.

This course will increase the students' ability to be informed by aiding them in the evaluation of data. It will include data analysis, probability, distribution, and statistical inference. Students are introduced to statistical formulas in their graphic calculators.

330B: Computer Science I (Fall)**½ Year, ½ Credit****Grades 9-12****Grade 9 students require permission from the course teacher**

Computer Science I is an introductory course for students with no previous knowledge of computer science. It focuses on developing programming and problem-solving skills using an introductory language. As a result of this course, students are able to create computer programs using object-orientation design.

331B: Computer Science II (Spring)**½ Year, ½ Credit****Grades 9-12****Prerequisite: Computer Science I or permission from the course teacher**

Computer Science II builds on concepts taught in Computer Science I. It includes applications and object oriented programming in Java, as well as beginning concepts needed for the Advanced Placement examination.

335: Advanced Placement Computer Science A**1 Year, 1 Credit****Prerequisite: Computer Science I and Computer Science II**

AP Computer Science A is a college level course that covers sorts and searches, handling data structure and programming algorithms. College credit may be granted depending upon the AP examination score and the policy of the college the student attends. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

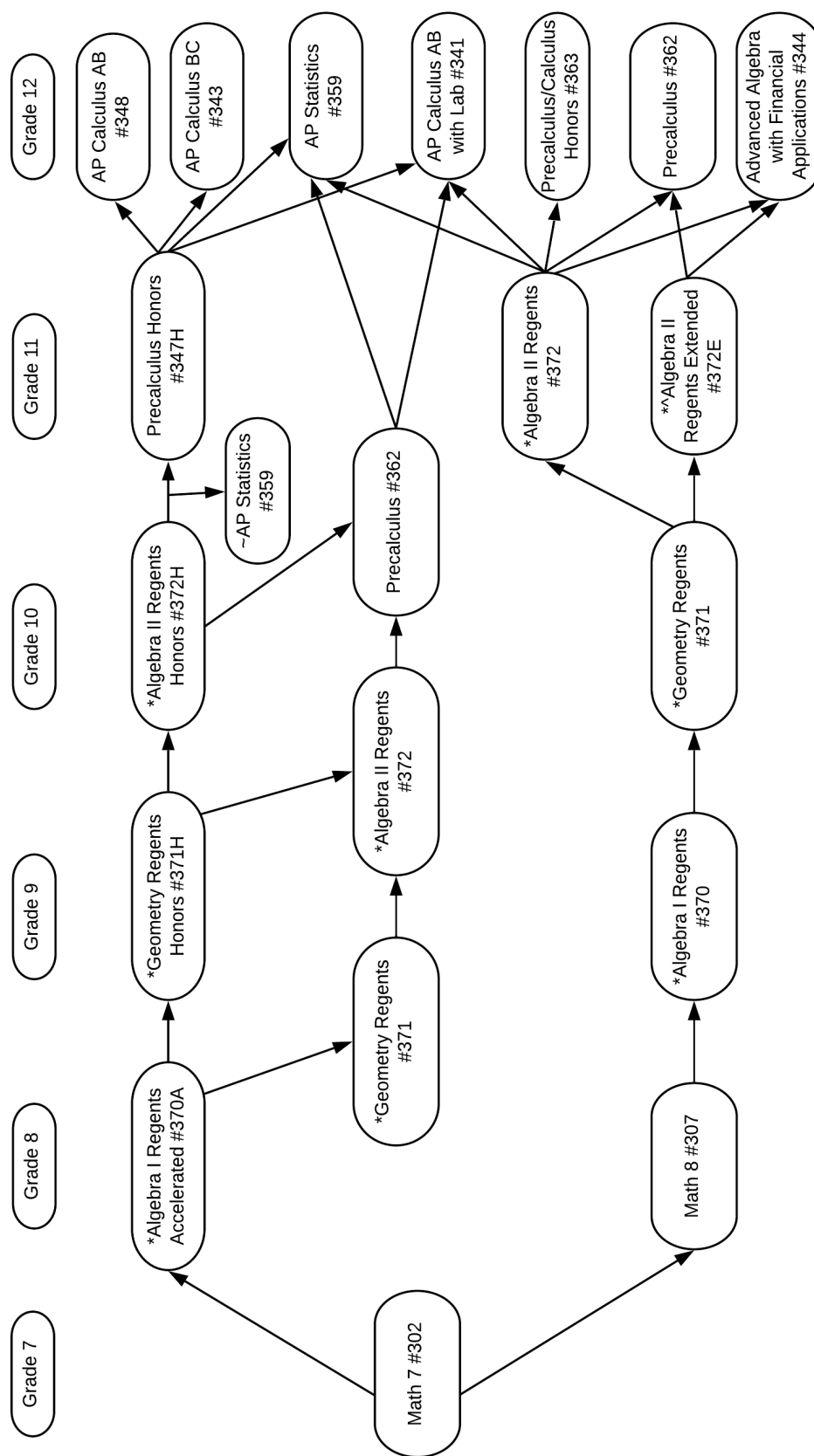
336: Advanced Placement Computer Science Principles**1 Year, 1 Credit****Grades 10-12****Prerequisite: Computer Science I and II or successful completion of Geometry**

AP Computer Science Principles is equivalent to a first-semester introductory college computing course. It introduces students to the central ideas of computer science, instilling the practices of computational thinking and inviting students to understand how computing changes the world. It is unique in fostering students to be creative. Students design and implement digital solutions using the same computer applications as artists, writers, and computer scientists to bring ideas to life. This course is project-based. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

332: Advanced Computer Programming Honors**1 Year, 1 Credit****Prerequisite: AP Computer Science A**

Advanced Computer Programming Honors is for students who are enthusiastic about exploring advanced computer science concepts customarily covered in a second year college-level programming course. Advanced Computer Programming extends the concepts of the previous programming courses, and introduces more advanced topics, including 1) Data Structures, 2) Algorithm Design, 3) Sorting and Searching Algorithms, and 4) Run-time analysis of algorithms.

Math Curriculum



*Regents exam in June

^Extended Classes meet one period every day and a double period every other day

~ Course may run conc

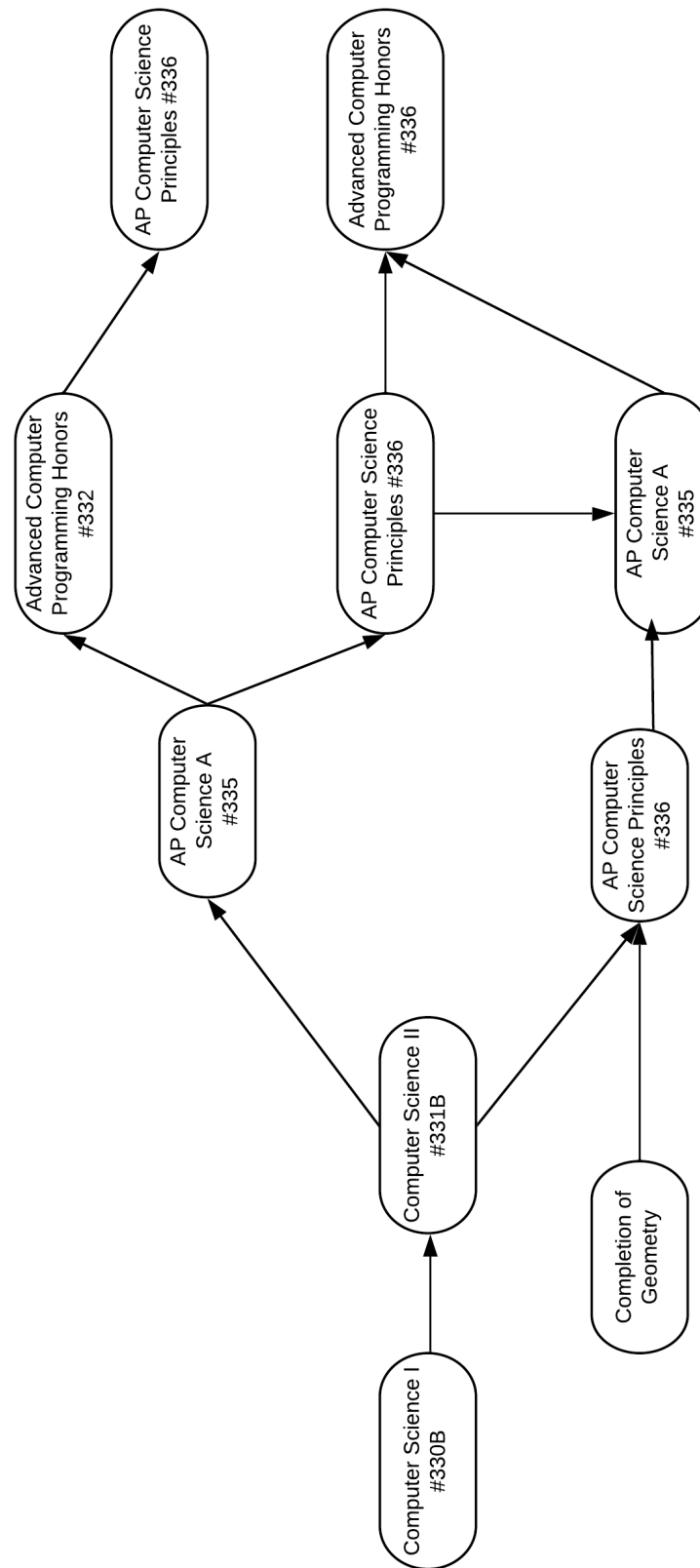
The following electives are offered for grades 9-12: Computer Science I (330B); Computer Science II (331B).

The following electives are offered for grades 10-12: Statistics (340); Advanced Placement Computer Science

Principles (336); Advanced Computer Programming Honors (332)

The following electives are offered for grades 11-12: AP Statistics (359)

37



Music

Junior High School

New York State requires that all students complete one half credit (one year alternate days) in music at the Junior High School level. This requirement is fulfilled by a core performing ensemble (wind ensemble, orchestra or chorus).

Students will continue the course of study they followed at the sixth grade level (wind ensemble, orchestra, or chorus). Students may enroll in two performing ensembles (band and chorus or orchestra and chorus). Elementary school music teachers make recommendations about appropriate music classes for rising seventh grade students.

755: Classroom Music 7 (Not running in 2020-2021) 1 Year, Alternate Days

759: Classroom Music 8 (Not running in 2020-2021) 1 Year, Alternate Days

Offered to students who are not involved in a core performing ensemble (wind ensemble, orchestra or chorus). Seventh grade students and parents must consult their elementary school music teachers for recommendations about placement in an appropriate music class. Eighth grade students must have the recommendation of their seventh grade classroom music teacher.

Classroom Music 7 introduces junior high students to the basic elements of music theory and music history through a combination of written and experiential lessons. Music theory focuses on topics such as clefs, notation, scales, rhythm, meter, instrumentation and beginning ear training. Music history fosters an appreciation of diverse styles and genres including classical, jazz, Broadway and modern. Students develop listening skills through guided analysis and interpretation. Teachers use various forms of assessment to evaluate student understanding, including (but not limited to) assignments, projects, exams and active participation. Classroom Music 8 builds upon subjects covered in Classroom Music 7 with more advanced work.

751: Chorus 7

1 Year, Alternate Days

752: Chorus 8

1 Year, Alternate Days

Seventh grade students and parents should consult their elementary school music teachers for recommendations about placement in an appropriate music class. Eighth grade students must have the recommendation of their seventh grade chorus teacher.

Chorus 7 and Chorus 8 place special emphasis on building poise and confidence in students with changing adolescent voices and on singing effectively within a mixed chorus of three different parts. Leadership, cooperation and responsibility are important elements of this course, since the contribution of each individual creates a successful ensemble. Teachers introduce basic vocal exercises and assign written worksheets to improve singing technique, expand musical literacy and develop ear-training skills. Students prepare music from a varied repertoire that exposes them to a diversity of cultures, styles and historical periods. Students enrolled in this class are expected to make a percentage of pull-out small group lessons each quarter as set by their teacher. **Assessment is evaluated through active participation in class, during large group rehearsals and lesson attendance. Attendance is mandatory at evening performances at the PAC in December and May.** Additional performance opportunities that exist in which selected students may participate include: All-County Chorus and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival.

798: Chorus 7**1 Year, 1 Day per 6 Day Cycle****797: Chorus 8****1 Year, 1 Day per 6 Day Cycle**

Recommended only for advanced students who play an instrument in wind ensemble or orchestra and are also interested in performing in the chorus. Seventh grade students and parents should consult their elementary school music teachers for recommendations about placement in an appropriate music class. Eighth grade students must have the recommendation of their seventh grade chorus and wind ensemble teachers.

Chorus 7 and Chorus 8 place special emphasis on building poise and confidence in students with changing adolescent voices and on singing effectively within a mixed chorus of three different parts. Leadership, cooperation and responsibility are important elements of this course, since the contribution of each individual creates a successful ensemble. Teachers introduce basic vocal exercises and assign written worksheets to improve singing technique, expand musical literacy and develop ear-training skills. Students prepare music from a varied repertoire that exposes them to a diversity of cultures, styles and historical periods. Students enrolled in this class are expected to make a percentage of pull-out small group lessons each quarter as set by their teacher. **Assessment is evaluated through active participation in class, during large group rehearsals and lesson attendance. Attendance is mandatory at evening performances at the PAC in December and May.** Additional performance opportunities that exist in which selected students may participate include: All-County Chorus and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival. Students attend this class one day per six day cycle, and attend orchestra or wind ensemble two days out of a six day cycle.

756: Wind Ensemble 7**1 Year, Alternate Days****756A: Wind Ensemble 8****1 Year, Alternate Days**

Seventh grade students and parents should consult their elementary school music teachers for recommendations about placement in an appropriate music class. Eighth grade students must have the recommendation of their seventh grade wind ensemble teacher.

An Audition is required for students new to the district.

Wind ensemble 7 and Wind Ensemble 8 teach students to refine basic skills such as music reading, rhythm, tone quality, scales, fingerings and articulation. The conductor emphasizes all aspects of well-developed ensemble playing such as balance and blend of parts, rehearsal and practice techniques, interpretation and the exploration of varied band repertoire for presentation at two concerts. Students enrolled in this class are expected to make a percentage of pull-out small group lessons each quarter as set by their teacher. **Assessment is evaluated through active participation in class and during large group rehearsals as well as lesson attendance. Attendance is mandatory at evening performances at the PAC in December and May.** Private study is encouraged to promote individual progress. Additional performance opportunities that exist in which selected students may participate include All-County Band, the Cold Spring Harbor Junior High School Jazz Band and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival.

785: Wind Ensemble 7**1 Year, 2 Days per 6 Day Cycle****790: Wind Ensemble 8****1 Year, 2 Days per 6 Day Cycle**

Recommended only for advanced students who are also interested in performing in the chorus. Seventh grade students and parents should consult their elementary school music teachers for recommendations about placement in an appropriate music class. Eighth grade students must have the recommendation of their seventh grade wind ensemble and chorus teachers. An Audition is required for students new to the district.

Wind Ensemble 7 and Wind Ensemble 8 teach students to refine basic skills such as music reading, rhythm, tone quality, scales, fingerings and articulation. The conductor emphasizes all aspects of well-developed ensemble playing such as balance and blend of parts, rehearsal and practice techniques, interpretation and the exploration of varied band repertoire for presentation at two concerts. Students enrolled in this class are expected to make a percentage of pull-out small group lessons each quarter as set by their teacher. **Assessment is evaluated through active participation in class and during large group rehearsals as well as lesson attendance. Attendance is mandatory at evening performances at the PAC in December and May.** Private study is encouraged to promote individual progress. Additional performance opportunities that exist in which selected students may participate include: All-County Band, the Cold Spring Harbor Junior High School Jazz Band and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival. Students attend this class two days per six day cycle, and attend chorus one day out of a six day cycle.

754: Orchestra 7**1 Year, Alternate Days****757: Orchestra 8****1 Year, Alternate Days**

Seventh grade students and parents should consult their elementary school music teachers for recommendations about placement in an appropriate music class. Eighth grade students must have the recommendation of their seventh grade orchestra teacher. An Audition is required for students new to the district.

Orchestra 7 and Orchestra 8 teaches students basic orchestral performance skills: sight-reading, rhythm, pitch, instrument specific fingering and posture, balance, scales and interpretation. The conductor emphasizes all aspects of well-developed ensemble playing as students prepare music from a varied repertoire for two concerts. Students enrolled in this class are expected to make a percentage of pull-out small group lessons each quarter as set by their teacher. **Assessment is evaluated through active participation in class and during large group rehearsals as well as lesson attendance. Attendance is mandatory at evening performances at the PAC in December and May.** Private study is encouraged to promote individual progress. Additional performance opportunities that exist in which selected students may participate include: All-County Orchestra, Long Island String Festival Association (LISFA) and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival. Privately sponsored Youth Orchestras and summer opportunities abound for interested students who qualify.

758: Orchestra 7**1 Year, 2 Days per 6 Day Cycle****760: Orchestra 8****1 Year, 2 Days per 6 Day Cycle**

Recommended only for advanced students who are also interested in performing in the chorus. Seventh grade students and parents should consult their elementary school music teachers for recommendations about placement in an appropriate music class. Eighth grade students must have the recommendation of their seventh grade wind ensemble and chorus teachers. An Audition is required for students new to the district.

Orchestra 7 and Orchestra 8 teaches students basic orchestral performance skills: sight-reading, rhythm, pitch, instrument specific fingering and posture, balance, scales and interpretation. The conductor emphasizes all aspects of well-developed ensemble playing as students prepare music from a varied repertoire for two concerts. Students enrolled in this class are expected to make a percentage of pull-out small group lessons each quarter as set by their teacher. **Assessment is evaluated through active participation in class and during large group rehearsals as well as lesson attendance. Attendance is mandatory at evening performances at the PAC in December and May.** Private study is encouraged to promote individual progress. Additional performance opportunities that exist in which selected students may participate include: All-County Orchestra, Long Island String Festival Association (LISFA) and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival. Privately sponsored Youth Orchestras and summer opportunities abound for interested students who qualify. Students attend this class two days per six day cycle, and attend chorus one day out of a six day cycle.

Senior High School

Wind ensemble, orchestra, choir and theater workshop are **always** one credit courses with the exception that students may opt for a full-credit split between chorus (1/2 credit) and either wind ensemble or orchestra (1/2 credit). Alternate Day courses are available to students who split between wind ensemble or orchestra and choir. The students' best chance for success is to be enrolled in performing ensembles full time.

A **core** performing ensemble is defined as either wind ensemble, Orchestra or Chorus. In order to be eligible for the prestigious Tri-M Music Honor Society, students must enroll for one credit in a core-performing ensemble for four complete years. Students **are not** eligible for Tri-M if they are only enrolled in a core-performing ensemble part time. For additional requirements, please visit the teacher website of Tri-M Advisor Dr. Matthew Marullo.

Important Note: wind ensemble, orchestra, choir, music studio lab and theater workshop are the only music classes that fulfill New York State's one-credit graduation requirement in the arts.

761: Senior High Choir 9-12**1 Year, 1 Credit****792: Senior High Choir 9-12 (Alternate Days)****1 Year, ½ Credit****Prerequisite: Junior High School Chorus****Students must have the recommendation of their eighth grade chorus teacher.****An audition is required for those who have not had previous high school choral experience.**

This **core** performing ensemble fulfills the full year, one-credit Fine Arts graduation requirement mandated by New York State.

Senior High Choir explores the great choral classics and also branches off into the music of more contemporary and eclectic styles. The conductor expects students to develop their voices and contribute individually to the group. Students focus on all aspects of healthy, accurate and confident singing such as proper breathing, posture, diction, vowel formation, tone production, and range flexibility. We emphasize the skills necessary for a successful ensemble experience: sight-singing, interpretation, expression and the blending of voices within the context of four different parts. **Attendance is mandatory for the winter and spring concerts (evening performances at the PAC in December and May).** Students should also be ready to sing at graduation and other engagements that arise throughout the year. Community service credit will be awarded for participation at additional events. We strongly encourage the preparation of a solo for the New York State School Music Association (NYSSMA) Festival in order to differentiate instruction, practice audition technique and qualify for outside organizations such as All-National, All-Eastern, NYSSMA All-State and NMEA All-County Chorus. Students registered for chorus are also eligible to audition for the CSHHS Chamber Singers. Students can take this course multiple times.

764: Orchestra 9-12**1 Year, 1 Credit****7645: Orchestra 9-12 (Alternate Days)****1 Year, ½ Credit****Prerequisite: Junior High School Orchestra****Students must have the recommendation of their eighth grade orchestra teacher.****An audition is required for those who have not had previous high school orchestral experience.**

This **core** performing ensemble fulfills the full year, one-credit Fine Arts graduation requirement mandated by New York State.

Orchestra 9-12 helps student develop all aspects of musical skill, including sight-reading, rhythm, pitch, instrument specific fingering and posture, balance, scales and interpretation. Students become familiar with the diverse performance practices of many different musical styles in the orchestral repertoire. **Attendance is mandatory for the winter and spring concerts (evening performances at the PAC in December, and May).** Students should also be ready to perform at other engagements that arise throughout the year. Community service credit will be awarded for participation at additional events. We strongly encourage private study in order to promote individual progress and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival. Opportunities to perform in orchestras such as All-National, All-Eastern, All-County Orchestra and Long Island String Festival Association (LISFA) will be available to selected students. Privately sponsored youth orchestras and summer opportunities abound for interested and eligible students. Students can take this course multiple times.

765: Chamber Orchestra 9-12**1 Year, 1 Credit****765A: Chamber Orchestra 9-12 (Alternate Days)****1 Year, ½ Credit**

An audition is required for any students interested in this class. Students are selected for this class based on the audition only.

This **core** performing ensemble fulfills the full year, one-credit Fine Arts graduation requirement mandated by New York State.

Chamber Orchestra contains more advanced students and explores more challenging literature. The conductor encourages the development of all aspects of musical skill for each student: sight-reading, rhythm, pitch, instrument specific fingering and posture, balance, scales and interpretation. Students become familiar with the diverse performance practices of many different musical styles in the orchestral repertoire. **Attendance is mandatory for the winter and spring concerts (evening performances at the PAC in December and May).** Students should also be ready to perform at other engagements that arise throughout the year. Community service credit will be awarded for participation at additional events. We strongly encourage private study in order to promote individual progress and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival. Opportunities to perform in orchestras such as All-National, All-Eastern, All-County Orchestra and Long Island String Festival Association (LISFA) are available to selected students. Privately sponsored youth orchestras and summer opportunities abound for interested and eligible students. Students may take this course multiple times.

778: Wind Ensemble 9-12**1 Year, 1 Credit****7771: Wind Ensemble 9-12 (Alternate Days)****1 Year, ½ Credit**

Prerequisite: Junior High School Wind Ensemble

Students must have the recommendation of their eighth grade wind ensemble teacher.

An audition is required for those who have not had previous high school wind ensemble experience.

This **core** performing ensemble fulfills the full year, one-credit Fine Arts graduation requirement mandated by New York State.

Wind Ensemble 9-12 explores more challenging band literature in daily rehearsals. Students refine basic skills such as music reading, rhythm, tone quality, scales, fingerings and articulation. The conductor emphasizes all aspects of well-developed ensemble playing such as balance and blend of parts, rehearsal and practice techniques, interpretation and the exploration of varied band repertoire for presentation at two concerts. **Attendance is mandatory for the winter and spring concerts (evening performances at the PAC in December and May).** This course requires that students play in the Pep Band for home football games and high school graduation. Students earn community service hours for performing in Pep Band and at graduation. We strongly encourage private study in order to promote individual progress and the preparation of a solo for the New York State School Music Association (NYSSMA) Festival. Opportunities to perform in outside ensembles such as All-National, All-Eastern, All-State, All-County Orchestra, Band and Jazz Band will be available to students selected by the conductor. Students can take this course multiple times.

767-770: Music Studio Lab I, II, III, IV**1 Year, 1 Credit****Grades 9-12**

Music Studio fulfills the 1-credit graduation requirement in Music mandated by New York State. Students learn how to operate a music sound studio. They develop music recording and compositional techniques. They explore digital music processing through audio and MIDI components, electronic synthesizers, sound samplers, rhythm machines, computers, etc. Students learn piano skills, music notation, arranging and mixing through a series of projects completed in Logic and Digital Performer, two professional software programs. Understanding how the computer functions as a command center to synchronize audio and video equipment is another element of this course.

780: Theatre Workshop 9-12**1 Year, 1 Credit****Grades 9-12**

Theatre Workshop fulfills the 1-credit graduation requirement in Music mandated by New York State. This class provides an introduction to theatre as a performing art. It emphasizes artistic perception and creative expression. It promotes understanding of aesthetic valuing, historical and cultural awareness, and the interconnections of the arts and other disciplines. Students explore fundamental skills of the theatre arts, projection of ideas and emotions and preparation and acting of scenes from plays, as well as a survey of the history of evaluating the performances of others, and accepting constructive criticism. Instruction develops language skills and appreciation through reading dramatic literature; using written critiques; writing dramatic scenes, character analyses, play reports, and introductions; observing with sensitivity; listening critically, and speaking effectively. Students may take this course multiple times.

779: Music Theory**1 Year, 1 Credit****774: Advanced Placement Music Theory****1 Year, 1 Credit****Grades 9-12**

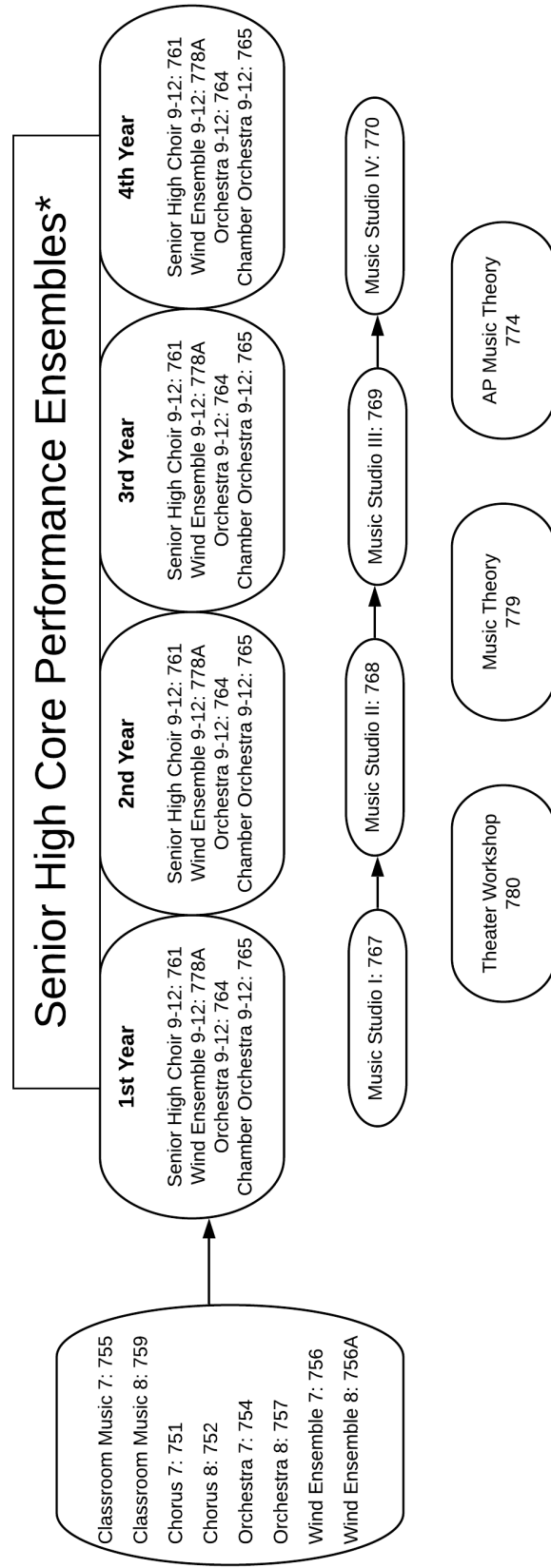
Best chance of success: recommendation from core performing ensemble teacher.

Music Theory fulfills the 1-credit graduation requirement in Music mandated by New York State. The objective of Music Theory is to prepare students for college level music theory, which is the study of music's language. The curriculum focuses on the study of harmony, voice leading, ear training and counterpoint. The study of great composers includes analysis and listening skills to support course concepts and overall music awareness. Music Theory students have the option of upgrading their status to AP Music Theory (774) before the end of the second marking period. Advanced Placement students take the AP Music Theory examination in May. Students enrolled in any advanced placement course are expected to take the Advanced Placement exam in that subject.

782: Music in Film (Not running in 2020-2021)**½ Year, ½ Credit****Grades 9-12**

Music in Film surveys some of the most notable composers of original film music from 1930 to the present. Students study musical style and technique and analyze each composer's style in conjunction with musical influences throughout history. Some of the themes covered include: stylistic comparisons with serious concert music; the director's role in placing cues; emotional versus psychological content; issues with mixing the soundtrack; and various compositional techniques employed to enhance the narrative thread. Grades are calculated based on class participation and written tests. No prior musical experience necessary.

Music Curriculum



* Enrollment in a core performance ensemble is required for selection to the following honors performing organizations and is also a prerequisite for All-State Auditions: NAFME All-National and All-Eastern; NYSSMA All-State; NMEA All-County, Long Island String Festival Association (LISFA) and American Choral Directors Association (ACDA).

Classroom Music 7 and Classroom Music 8 will not run in 2020-21. The required 1/2 Credit in music for J r. High will be met with Chorus, Orchestra or Wind Ensemble

In order to be eligible for the prestigious Tri-M Music Honor Society, students must enroll for a full credit in a core performing ensemble for four complete years

Enrollment in a core performance ensemble is required to audition and participate in extra-curricular music groups such as Chamber Singers, Junior/Senior High Jazz band and the Junior/Senior High Pit Orchestra

NOTE: The following classes are the only music classes that fulfill New York State's graduation requirement in the Arts: 1) 1st Year Senior High Core Performance Ensemble, 2) AP Music Theory, 3) Theater Workshop or, 4) Music Studio

Online Courses

Business

860-OLC: Personal Finance

½ Year, ½ Credit

This is open to Grades 11-12

Personal Finance teaches an understanding of financial management as an important life skill. Students learn about the consequences of their financial choices, including credit, debt, insurance, taxes, investments, and discretionary spending. Instructional material covers typical personal financial needs and emphasizes the basics of budgeting. Through activities and projects with practical applications, students taking this course learn to prepare for and secure their financial futures. Unit topics in this elective course include money management (personal financial planning and checking), financial security (savings, investments, and risks), credit management, risk management, taxes and employment forms.

864-OLC: XTREME INTERN

½ Year, ½ Credit

This is open to Grades 10-12

Xtreme Intern is an educational and career assessment tool designed to assist high school and college-bound students to recognize their interests, natural talents and abilities, while applying them to virtual real-world, career-experiences.

Those who complete the XTREME INTERN Challenge will walk away with new personal insights, along with a Career Strategy Playbook filled with valuable information for being college and career ready.

The student's virtual career adventure takes place at **Global Planet Solutions**, a fictitious international conglomerate with the following MISSION:

“Global Planet Solutions (GPS) is a fictitious international conglomerate of more than 100 corporations representing industries from Architecture to Zoology. With worldwide branches and six divisions, they are forging ahead as leaders in the global market.

GPS has grown exponentially and seeks motivated interns to travel the globe to learn about today's business operations and to determine where they fit in the technological globalization of the 21st Century.”

Physical Education

Junior High School

903: Physical Education 7

1 Year, Alternate Days

907: Physical Education 8

Physical Education 7 and Physical Education 8 requires that students take the part in the FitnessGram Physical Fitness Test. Results are recorded into a computer program and FitnessGram report for each child is linked to the individuals Parent-Portal.

This core program affords students in grades 7 & 8 the opportunity to develop a general knowledge and overall appreciation of a wide variety of Physical Education activities. The emphasis at this level is on improving specific skills learned at the elementary school level and to develop more advanced skills primarily in the area of team sports. The program is designed to foster a positive attitude toward physical activity, participation and fitness. In addition, students will participate in a four-week American Red Cross Adult CPR/AED certification program. This course also involves students in Project Adventure/cooperative game activities. A unit in substance abuse prevention/healthy decision making is included in the 8th grade Physical Education curriculum. This Substance Abuse Prevention Program (SAPP) is team taught by the Physical Education Teachers and Mental Health staff.

Senior High School

Note:

Students in grade 9-10 take the part in the FitnessGram Physical Fitness Test. Results are recorded into a computer program and FitnessGram report for each child is linked to the individuals Parent-Portal.

If high school students take Physical Education 9-10 or Physical Education 11-12 along with a Physical Education elective in the same school year, the elective will be included in their GPA calculation. If a high school student takes two Physical Education elective courses in the same school year, one of the courses must be selected to count in their GPA calculation. The selection of the course that will count in the GPA must take place by the end of the fourth week of school. Physical Education 9-10 and 11-12 are not counted in a student's GPA or WPGA.

911: Physical Education 9-10

1 Year, ½ Credit, Alternate Days

Physical Education 9-10 focuses on promoting a physically-active lifestyle. Students learn about the components of fitness and nutrition while analyzing their own fitness levels through a variety of activities. Students are introduced to yoga and weight training and participate in new games and activities such as speedball, rugby and Frisbee games. Students take part in a project adventure unit along with four weeks of instruction in American Red Cross Adult CPR/AED. A unit in substance abuse prevention and healthy decision making is included in the 9th grade Physical Education curriculum. This Substance Abuse Prevention Program (SAPP) is team-taught by the Physical Education Teachers, Guidance Counselors and Mental Health staff.

912: Physical Education 11-12

1 Year, ½ Credit, Alternate Days

Physical Education 11-12 gives students the opportunity to participate in a variety of lifetime activities during the school year. Tennis, archery, golf, volleyball, badminton, softball and backyard games are some of the activities presented to the students. Students are instructed and certified in American Red Cross Adult CPR/AED.

Senior High School Electives

915: Sports Medicine

1 Year, ½ Credit, Alternate Days

Grades 11-12

Meets requirements for full-year Physical Education

Sports Medicine is a non-traditional approach to Physical Education and is geared toward junior and senior students who are planning to pursue a career in the fields of medicine, athletic training, exercise physiology, science, health, dance, recreation and physical education. In a lecture and active laboratory setting, the emphasis of this course will be on athletic training and sports medicine concepts. This course covers prevention and treatment of injuries, performance enhancement, anatomy and physiology, sports specific nutrition, and first aid. Students become proficient in taking blood pressure readings, Adult, Child, Infant CPR/AED, epi-pen administration, basic first aid and athletic taping techniques.

918: Project Adventure

1 Year, ½ Credit, Alternate Days

Grades 9-12

Meets requirement for full-year Physical Education

Project Adventure has a series of sequential activities that have physical, mental, and social components where students are involved in developing group and individual decision making, problem solving, and goal-setting strategies. Project Adventure incorporates the use of cooperative games, trust activities, initiatives, stunts, low and high elements. The main emphasis of the program is 'Challenge' by Choice. Challenge allows students to choose their level of challenge based on their individual comfort zone. If individuals are given the opportunity to try in a supportive atmosphere, they can discover excellence within themselves as they build self-esteem, trust, leadership, and cooperation.

919: Fit for Life

1 Year, ½ Credit, Alternate Days

Grades 9-10

Meets requirements for full-year Physical Education

Fit for Life offers a wealth of information which provides students with the tools needed to design effective and appropriate personal fitness programs throughout their lives. In a lecture and laboratory setting, students examine the seven components of fitness, nutritional concepts and receive an introduction to kinesiology through the use of pedometers and heart-rate monitors. In addition, yoga and weight training activities are highlighted. Although Fit for Life is not a prerequisite for Sports Medicine, some topics are interchangeable and are discussed in both courses.

922: Dance, Movement and Fitness 1 Year, ½ Credit, Alternate Days Grades 9-12

Meets requirement for full-year Physical Education

Dance, Movement and Fitness examines dance from both a historical/cultural and movement perspective. Dance Appreciation helps foster an intelligent appreciation of dance-related activities as an art form. **Active** participation is required as students are guided through diverse dance/movement experiences. Various dance styles such as ballet, jazz, hip hop, kickline, modern, pom, ballroom, line, and aerobic dance/yoga are explored. Previous dance training is not a pre-requisite for this course. In addition, topics such as career opportunities in dance and injury recognition and prevention are discussed. Students perform in select dance performances throughout the school year.

925: Fundamentals of Coaching 1 Year, ½ Credit, Alternate Days Grades 11-12

Meets requirement for full-year Physical Education

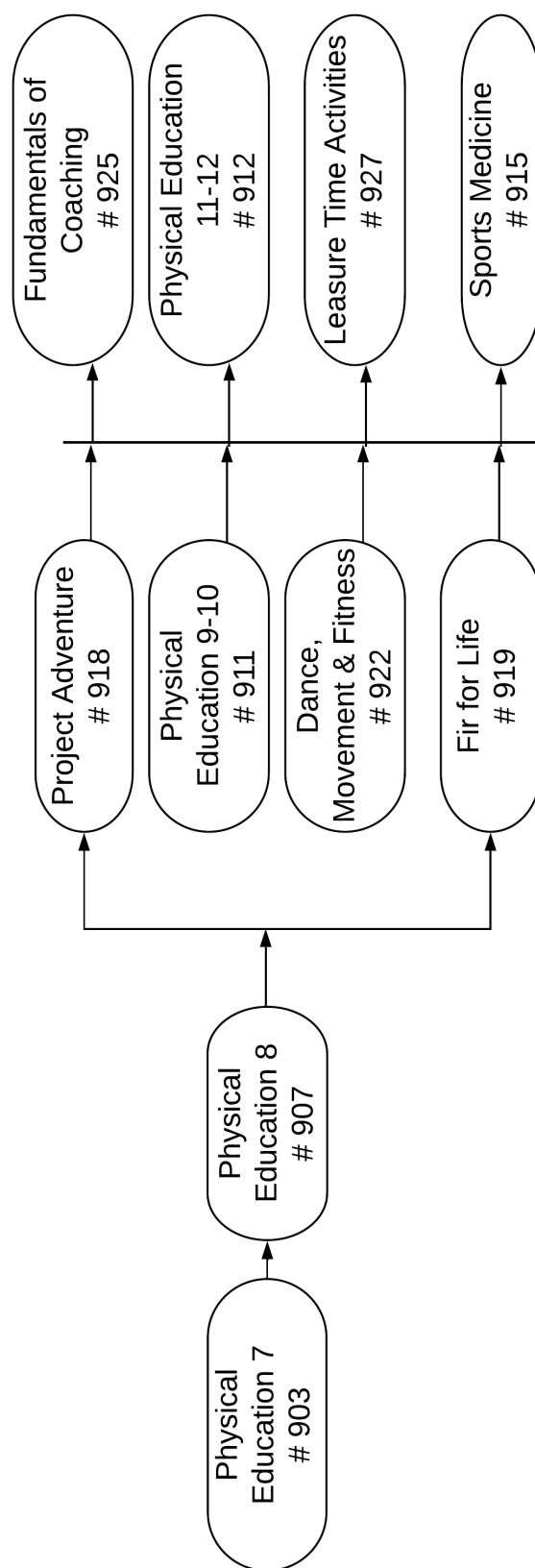
Fundamentals of Coaching develops a student's knowledge and understanding of coaching principles and techniques along with the overall group dynamics of sport. Students develop the ability to plan and implement coaching methods that are based on physical conditioning, sport skill development, strategy and sport tactics. Students design and participate in drills, sport skill tests, and progressive practice sessions. Class experiences include actively developing a team tryout that evaluates student athlete's skill, fitness level, attitude and application of strategy. In addition, students observe various coaches and analyze and debate issues of ethical conduct, team rules and team values. Guest speakers help to provide different coaching perspectives. One major goal of the course is to improve the knowledge and understanding to students so that they may confidently coach, at some level, later in their lives.

927: Leisure Time Activities 1 Year, ½ Credit, Alternate Days Grade 11-12

Meets requirement for full-year Physical Education

Leisure Time Activities provides eleventh and twelfth grade with opportunities to participate in a variety of leisure activities during the school year. Instruction focus on orienteering, tennis, rollerblading, ice skating, cross country skiing, kickboxing, and cycling. Students explore nutrition and are certified in American Red Cross CPR/AED as part of this course.

Physical Education



If a High School student takes Physical Education 9-10 or Physical Education 11-12 along with a Physical Education elective in the same school year, the elective will be included in their GPA calculations. If a High School student takes two Physical Education elective courses in the same school year, one of the course must be selected to count in their GPA calculation. This selection will take place by the end of the fourth week of school. Physical Education 9-10 and 11-12 are not counted in a student GPA or WGPA.

Science Junior High School

407: Science 7

1 Year

Driven by the New York State Next Generation Science Standards, Science 7 will include concepts in both Physical Science and Earth Science. Earth Science concentrations will cover Astronomy, Weather and Climate. Chemistry topics focus on Atomic Structure and Chemical Interactions. Physics topics include motion, forces and simple machines. The course is designed to provide students with a solid foundation as they move throughout Regents courses.

430A: Biology Regents Accelerated

1 Year, 1 Credit

Biology Regents Accelerated is required for all grade 8 students. It provides a broad understanding of the fundamental principles of biology. Extensive treatment is given to the specific areas of cell processes, reproduction and development, modern genetics, evolution and ecology. These concepts are developed through appropriate laboratory experiences. Students are required to take the Living Environment Regents examination in June.

The final grade in the course as well as the regents exam grade will be recorded on the student's high school transcript.

Senior High School

Students are urged to take a full laboratory science program before graduation (Biology, Earth Science, Chemistry and Physics).

412: Earth Science Regents

1 Year, 1 Credit

Earth Science Regents may be taken after successful completion of the Biology Regents Accelerated course taken in grade 8. The curriculum includes weather and climate, rocks and minerals, plate tectonics and the history of the Earth and its life, as well as current environmental issues. Laboratory investigations support and reinforce the syllabus. Students are required to take the Earth Science Regents examination in June.

412H: Earth Science Regents Honors

1 Year, 1 Credit

Best chance for success: A minimum grade of "A-" in Biology Regents Accelerated, strong mathematical skills and teacher recommendation.

Earth Science Regents Honors is primarily for grade 9 students. The curriculum includes weather and climate, rocks and minerals, plate tectonics, the history of the Earth and its life and environmental issues. Laboratory investigations support and reinforce the syllabus. As an honors course, the content will supplement and enrich topics taught in Earth Science regents. There is an increase in the difficulty and variety of mathematical problems and an increase in the depth and breadth of all content areas within Earth Science. Students are required to take the Earth Science Regents examination in June.

441: Chemistry Regents**1 Year, 1 Credit****Prerequisite: Passing grade on the Algebra Regents examination**

Chemistry Regents is for students in grade 10 or above. This course emphasizes the relationship of matter and energy in our universe. Laboratory work illustrates and reinforces basic concepts and relationships. Lab activities and lab reports are part of the curriculum. Students are required to take the Chemistry Regents examination in June.

441H: Chemistry Regents Honors**1 Year, 1 Credit****Grade 10**

Best chance for success: A minimum grade of “A–” in previous year’s science class; strong mathematical skills; teacher recommendation

Prerequisite for Grade 9 students: concurrent enrollment in Advanced Science Research Honors and successful completion of Algebra I accelerated

Chemistry Regents Honors supplements and enriches the topics taught in Chemistry Regents. There will be an increase in the difficulty and variety of mathematical problems, an increase in the depth of study in areas of atomic structure, gas laws, bonding, chemical equilibrium, acid-base theory, and oxidation-reduction concepts. Students are required to take the Chemistry Regents examination in June.

442: Chemistry**1 Year, 1 Credit**

Chemistry is offered as an alternative to Regents Chemistry. It may be used to satisfy the third unit of science required for a Regents diploma. The topics covered are similar to those of Regents Chemistry, but are treated in a less theoretical manner. Lab activities and lab reports are part of the curriculum. However, this course is not designed with the lab requirement needed to take the NYS Chemistry Regents exam.

452: Physics Regents**1 Year, 1 Credit**

Prerequisite: Algebra II Regents either completed or taken concurrently

Best chance for success: A minimum grade of “C” in two Regents-level science courses; passing grades on the Algebra and Geometry Regents examinations

Physics Regents covers all the material of the Regents exam and is augmented with a variety of enrichment material. Topics include mechanics, electricity, waves and atomic physics. Laboratory work is an integral part of the course. Students are required to take the Physics Regents examination in June.

451: Physics**1 Year, 1 Credit**

Best chance for success: Completion of Biology, Earth Science, and Chemistry

Physics is offered for students as an alternative to Regents Physics. It may be used to satisfy the third unit of science required for a Regents diploma. The topics covered are similar to those of Regents Physics, but are treated in a less theoretical manner. Lab activities, lab reports and projects are part of the curriculum. Students are required to use mathematics on a daily basis, including basic trigonometry.

463: Advanced Placement Biology**1 Year, 1 Credit****Prerequisites:** Chemistry Regents and one other Regents-level science course; Physics Regents is recommended**Best chance for success:** A minimum grade of “B” in the Chemistry Regents course

AP Biology is designed to be the equivalent of a college introductory biology course usually taken by freshman science majors. Reading the first five chapters of the AP textbook during the summer prior to taking the course is required. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

475: Advanced Placement Environmental Science**1 Year, 1 Credit****Prerequisites:** Two Regents-level science courses**Best chance for success:** A minimum grade of “C” in two Regents-level science courses

AP Environmental Science is the equivalent of a one-semester, introductory college-level course in environmental science. It combines aspects of other sciences and includes renewable and non-renewable resources, the global climate, endangered species and habitat destruction. Lab activities and field trips are a part of the curriculum. Students are expected to complete selected readings and a written assignment during the summer preceding the course, which is due on the first day of class. The summer assignments will be graded. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

498H: Molecular and Genomic Biology Honors**1 Year, 1 Credit****Grades 10-12****Prerequisite:** Successful completion of Chemistry**This course is in partnership with Cold Spring Harbor Laboratory; the course offers travel to Cold Spring Harbor Laboratory every other day.****Best chance for success:** A minimum grade of “B” in all previous Regents-level science courses

Molecular and Genomic Biology Honors is led by a partnership of CSHHS and CSH Laboratories and enables students to perform Nobel-prize winning DNA experiments at Cold Spring Harbor Laboratories. Molecular and Genomic biology is designed to equip students with modern techniques in recombinant DNA technologies, DNA manipulation and methods in conducting research through experimentation, database analysis and computation using bioinformatics. Knowledge of gene isolation, analysis and annotation in model systems such as *E. coli*, *Arabidopsis thaliana*, *Zea Mays*, and *C. Elegans* is emphasized. In addition, students conduct research and explore projects related to gene evolution in humans. This course, the only one of its kind, promises to have students walk away with hands-on experience working with DNA and methods in research. Regular class attendance is expected and mandatory, since most class work cannot be made up.

444: Advanced Placement Chemistry**1 Year, 1 Credit****Prerequisite:** Chemistry Honors, or Chemistry Regents; 1 year of Physics is recommended

AP Chemistry is for students who have demonstrated a high degree of competence in a first-year chemistry course. This is the equivalent of a college freshman chemistry course usually taken by science majors during their first year. Students are encouraged to preview the syllabus for this course and speak with the AP Chemistry teacher. In addition, students are required to review and complete a summer assignment. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject. After the Advanced Placement Exam is administered, Sophomore and Juniors will prepare for the Chemistry SAT Subject Test under the guidance of the AP Chemistry teacher.

469: Advanced Placement Physics 1: Mechanics**1 Year, 1 Credit****Prerequisites:** concurrent enrollment in, or completion of Algebra II Regents**Best chance for success:** Successful completion of Chemistry Regents Honors

AP Physics 1 covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It also introduces electric circuits. Students who are planning a course of study in engineering should take Advanced Placement Physics C next. Students are encouraged to preview the syllabus for this course and speak with the AP Physics teacher. In Students enrolled in this course are expected to take the Advanced Placement Physics 1 Exam. Sitting for the Physics Regents exam is not a requirement for this course.

470: Advanced Placement Physics 2: Electricity & Magnetism**1 Year, 1 Credit****Prerequisites:** Successful completion of Advanced Placement Physics 1: Mechanics or Physics Regents

AP Physics 2 is for students who have demonstrated a high degree of competence in a first-year physics course. The course is designed to be the equivalent of a one-semester college introductory Physics course usually taken in freshman year. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. Students are encouraged to preview the syllabus for this course and speak with the AP Physics teacher. Students enrolled in this course are expected to take the Advanced Placement Physics 2 Exam.

466: Advanced Placement Physics C**1 Year, 1 Credit****Grade 12****Prerequisite:** AP Physics 1, current enrollment in, or completion of AP Calculus AB or BC

AP Physics C is for students who have demonstrated a high degree of competence in a first year Physics course. The course is designed to be the equivalent of a one-year college introductory Physics course usually taken the freshman year for students planning a course of study in engineering. The first half of the year is spent investigating the concepts involved in mechanics. The second half investigates electricity and magnetism. This is a calculus-based course, and students are encouraged to preview the syllabus for the course and speak with the AP Physics teacher. In addition, students will be required to review several sections of the AP textbook during the summer prior to taking this course. Students are expected to take the Advanced Placement examinations in AP Physics C: Electricity and Magnetism as well as AP Physics C: Mechanics.

Senior High School Electives**468: Astronomy****½ Year, ½ Credit****Grades 10-12**

Astronomy is a one semester course which provides students the opportunity to develop knowledge and understanding about the solar system, galaxy, and universe in which we live. Students will use tools of observation to learn about space and learn how other astronomers past and present have used tools available. The content includes, but is not limited to, historical astronomy, observational astronomy, the celestial sphere, stellar evolution, the solar system, the earth as a system in space, the earth/moon system, galaxies, cosmology and the origin of the universe in the big bang.

479: Science in the 21st Century (Not Available in 2020-2021) **½ Year, ½ Credit** **Grades 10-12**

Prerequisite: Biology

Science in the 21st Century presents students with some of the crucial issues facing the world's population today. Included among them are climate change, pollution, natural disasters, diminished resources, and population growth. Possible solutions are explored, as well as their political, social and economic ramifications. This course increases scientific knowledge of our students and aid them in making informed and responsible decisions.

482: Oceanography (Not Available in 2020-2021) **½ Year, ½ Credit** **Grades 10-12**

This course is designed to present an integrated overview of the principles and concepts of geology, chemistry, and physics of the world's oceans. The course begins with the physical and chemical properties of seawater (light, sound, salinity, buoyancy) and the role of the oceans in elemental cycles. The discussion of physical oceanography includes large-scale patterns, ocean circulation, as well as small-scale phenomena such as waves and tides. The geology of the coastal ocean, beaches, and estuaries leads into a discussion of the ocean's major communities and the biotic and physical factors structuring them. Topics of current interest (climate change, coastal development, fisheries, and introduced species, coral bleaching and hydrothermal vents) are presented throughout the course

483: Marine Biology **½ Year, ½ Credit** **Grades 10-12**

The marine environment encompasses 99% of the Earth's biosphere and contains an incredible diversity of microbial, algal, and animal life forms. This course will examine the biology of these organisms and the abiotic (e.g. salinity, nutrients, water currents and tides) and biotic factors (e.g. competition, predation, symbiosis) that influence distribution and abundance of species. Specific topics will include ecosystem biodiversity, estuaries, subtidal communities, coral reefs, pelagic and deep sea communities, impacts of humans on the ocean, resumption of whaling and conservation.

435: Forensic Science I **½ Year, ½ Credit** **Grades 10-12**

Forensic science begins at the crime scene and offers the technology of science for the definition and enforcement of law. Some topics include: fingerprinting, DNA fingerprinting, forensic toxicology and chromatography. In order to merge theory with practice, discussion and analysis of number of actual forensic case histories is part of the course.

488: Anatomy and Physiology **½ Year, ½ Credit** **Grades 10-12**

Anatomy and Physiology is for high school students interested in health care careers, along with those who want to become better personal decision makers in their own health care. Students engage in critical thinking and problem solving around physiology and anatomy concepts to complete course activities. The course emphasizes exposing students to the general functions and structure of the human body.

448H: Research Honors I **Grades 9-12**

½ Year, ¼ Credit
Alternate Days

Research Honors I provides students with research skills in the natural and social sciences. These skills include: how to evaluate the validity of websites, access and utilize electronic databases, build a bibliography, use basic statistical tools to evaluate data, create graphs using Excel, write a natural or social science research paper and make an effective oral presentation. Students acquire real data, write research papers, design a poster and present their work orally. This course requires a high degree of motivation.

449H: Research Honors II **Grades 9-12**

½ Year, ¼ Credit
Alternate Days

Prerequisite: Research Honors I

Research Honors II is for students who wish to use the skills acquired in Research I and further develop them by conducting guided independent research. This course focusses on the ethics of research, application of the scientific method to experimental design, and data gathering and analysis. Assessment is based on the student portfolio as it develops throughout the course. Students are required to enter their research project in at least one local research fair or competition.

450H: Independent Research Honors

1 Year, 1 Credit

Grades 10-12 Students may take this course multiple times.

Prerequisite: Research Honors II

Meeting times to be arranged with teacher

Independent Research Honors is for students who plan and develop independent research for presentation and competition in local, regional and national contests. The course includes advanced statistical analysis of data as well as an extended literature search of the research topic. As appropriate, time is spent in the establishment of connections between students and professional mentors who assist and guide students as they perform their research. Students are required to enter their research project in a minimum of three research fairs and contests. Summer research is a prerequisite for repeating this course.

481H: Summer Research Program Honors **Grades 9-12**

July/ August

Monday –Thursday, 8:00 a.m. to 12:00 noon

Summer Research is designed for two groups:

- 1) Students who have completed Research I and II: the Summer Research Program is an opportunity to continue their research or to get a head start on their Independent Research project.
- 2) Students who have not completed Research I and II: the Summer Research Program is an opportunity to learn laboratory skills and conduct supervised experiments using the latest techniques of molecular and genomic biology.

Students who attend a minimum of 60 hours will earn 0.5 credits with a grade of "P."

453H: Advanced Science Research Honors I **1 Year, 1 Credit**
Grade 9

Prerequisites: 1) Completion of Algebra I accelerated in grade 8, 2) Enrollment in an honors level science course in grade 9, and 3) Student Statement of Interest

Best chance for success: A minimum grade of “A-” in Accelerated Regents Algebra 1 and Biology with an 8th grade team recommendation.

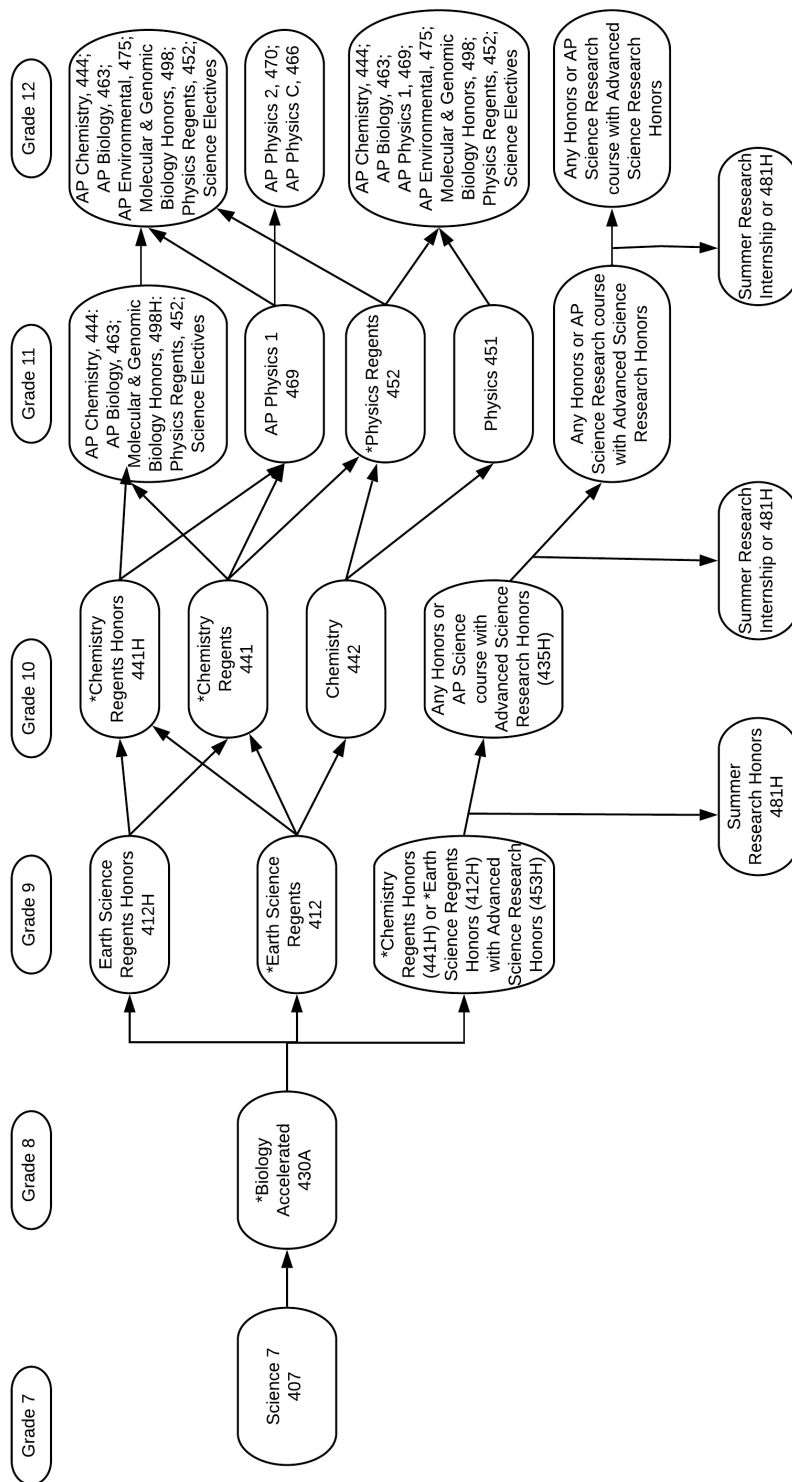
Advanced Science Research Honors I is for students who possess a deep interest and motivation in pursuing research in their high school years through summer study, internships, and a commitment to research. This course will serve as the first course in a sequence that will provide students with the opportunity to engage in research that will prepare them for national competitions such as Regeneron STS, ISEF, and others.

454H-456H: Advanced Science Research Honors II-III
Grades 10-12 **1 Year, 1 Credit**

Prerequisites: Advanced Science Research Honors I

Advanced Science Research Honors II is the continuation of our Advanced Science Research Honors I (ASRH) course. Students in this course will build upon the work that they began in ASRH I to provide students with the opportunity to engage in research that will prepare them for national competitions such as Regeneron STS and others.

Science Curriculum



*Regents exam in June

The following electives are offered for grades 10-12: Marine Biology, Oceanography (482 & 483); Forensic Science (435); Anatomy and Physiology (488); Science in the 21st Century (479); Advanced Science Research Honors (454H-456H)

The following electives are offered to grades 9-12: Research Honors I & II (448H & 449 H); Independent Research Honors (450H)

Note: Electives are not a substitute for a required laboratory science class. We strongly encourage students to take four years of Regents laboratory science, including Biology, Earth Science, Chemistry and Physics.

Social Studies Junior High School

202: Social Studies 7

1 Year

United States and New York State History

Social Studies 7 examines American history from pre-Colonial Indians through the Civil War. Students focus on the social history of this period with attention given to local history whenever appropriate. America's interaction with Canada and Mexico is also studied. There is a final exam at the end of the year.

207: Social Studies 8

1 Year

United States and New York State History

Social Studies 8 examines American History from the era of Reconstruction to the present. As in the case of Social Studies 7, students focus on the history of New York State's and America's relations with adjacent nations. There is a final exam at the end of the year.

Senior High School

212: Global History & Geography I Regents

1 Year, 1 Credit

Grade 9

Global History & Geography begins with an exploration of world history from the Paleolithic Era and the development of the first civilizations, and continues with an examination of classical societies, and then traces the expansion of trade networks and their global impact until 1750. The course emphasizes key themes of interactions over time, shifts in political power, and the role of belief systems. The primary emphasis is on history, but relevant geographical, economic, and political concepts are interwoven into the historical context. The course focuses on three instructional points: 1) Focus on Conceptual Understandings; 2) Fostering student, inquiry, collaboration and Informed Action; 3) Integration of Content and Skills. There is a final exam at the end of the year.

214: Pre-AP World History & Geography Regents

1 Year, 1 Credit

Grade 9

Best chance for success: A minimum grade of "A–" in English and "A" in Social Studies 8; teacher recommendation

Pre-AP World History and Geography focuses deeply on building the skills, knowledge and confidence that will propel students through high school coursework, college, careers, and civic life. The course is built around enduring ideas to create an engaging and relevant social studies course. Students learn that history is an interrelated story of the world. The course explores the invisible structures and forces that shape and reflect the regions, communities, governments, economies, and cultures of humanity. The historical time period examined in this course is 8000 BCE to approximately 1400 CE. There is a final exam at the end of the year. This course will prepare student for work in AP World History: Modern or AP European History.

217: Global History & Geography II Regents

Grade 10

1 Year, 1 Credit

Global History & Geography II is a continuation of a two-year program and provides the student with a series of opportunities to examine global history from a chronological perspective emphasizing select themes and concepts. Students study history from 1750 to the present and will focus on the following major developments: Enlightenment, Age of Revolution, Industrialism, Nationalism, Imperialism, Totalitarianism and Global Problems affecting our society today. For each historical era, students investigate the following global connections and linkages: Cultural Diffusion, Migration, Multi-Regional Empires, Belief Systems, Trade and Conflict. Since the earth is a planet of diverse groups of people and geography, students focus on using geography to explain the connection between past and present civilizations. The Global History Regents examination in June is required and is worth 20% of the final course grade. A summer assignment is required.

216: Advanced Placement World History: Modern Regents

1 Year, 1 Credit

Grade 10

Best chance for success: A minimum grade of “B” average in Pre-AP World History & Geography Regents and teacher recommendation

AP World History: Modern is a college level world history and geography course that prepares for the AP World History: Modern exam. The course considers the global processes, social interactions, international frameworks, and cross-cultural comparisons endemic to an understanding of World History. Students explore history from 1200 C.E. to the present. This course offers an in-depth examination of politics, economics, philosophy, technology, society and cross-cultural comparisons. Interpretive and analytical skills are an integral part of the course. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject. The Global History Regents examination in June is required which is worth 20% of the final course grade.

227: Advanced Placement European History Regents

Grades 10-12

1 Year, 1 Credit

Best chance for success: A minimum grade of “A–” in Global History I; teacher recommendation

This course will survey European History from the Renaissance and its roots in the Italian City States to the complexities of the modern European Union. A variety of skills will be taught in preparation for the Advanced Placement Exam, including writing for analysis and interpretation of information, effective outlining, identifying bias and point of view from primary and secondary sources and historical thinking. Throughout the year students will practice the new AP test format, which includes the Long (free-response) and DBQ Essay, Short-Answer Writing and Multiple Choice (based on primary source prompts). Students will practice Contextualization, Periodization, Causation and Compare and Contrast skills.

The reading, notetaking, pace of the class and skills practiced are more demanding than 9th grade. After completing this college level course, the class will learn the necessary content of Africa, Asia, the Middle East and Latin America in preparation of the Global History and Geography Regents Exam given in June. The Regents exam is required for sophomores and is worth 20% of the final course grade. Juniors, seniors or any student that has already taken the Regents Exam will research a topic of interest and produce a paper, instead of re-taking the Regents Exam.

222: U.S. History & Government Regents**1 Year, 1 Credit****Grade 11**

U.S. History is divided into seven major historical units: 1) the origins and development of the U.S. Constitution and Bill of Rights; 2) a review of U.S. history from 1787-1865 as it relates to constitutional-legal developments; 3) post-Civil War history with emphasis on the nature and implications of the shift from an agrarian to an industrial society; 4) expansion of the American nation; 5) the nature of American culture and values in the industrial era; 6) the origins and impact of the Depression era; 7) and America's place in the post-WW II global community. Students take the New York State Regents Examination in U.S. History & Government in June, which is worth 20% of the final course grade.

225: Advanced Placement U.S. History Regents**1 Year, 1 Credit****Grade 11**

Prerequisite: Social Studies 10 (course 216, 217 or 227).

Best chance for success: A minimum grade of “A–” average in Social Studies 10 (course 215, 217 or 227); teacher recommendation

AP U.S. History relies entirely on college-level materials, and is divided into two parts: 1) a chronology of American history and 2) an interpretation of American history. Students read college-level books to learn various interpretations of history. This course surveys social, political, economic, religious and military interpretations of American history. It requires the advanced skills of analysis and interpretation. A significant amount of chapter outlining is a major component of the course expectations and grade. Students enrolled in any Advanced Placement course are expected to take the Advanced Placement examination in that subject. Students will take the New York State Regents Examination in U.S. History & Government in June, which is worth 20% of the final course grade.

251: Economics**½ Year, ½ Credit****Grade 12**

Economics provides students with the economic knowledge and skills necessary to function as informed and economically literate American citizens. Students focus on understanding economic concepts, the operation of the American economic system, and how to function within this system as both productive and well-informed citizens. Economic issues of current importance and America's place in the global economy are part of the course. A research paper, addressing the key concepts studied, is required as is 5 hours of community service. Students may satisfy the Economics requirement with participation and successful completion of the Virtual Enterprise course.

254: Public Affairs**½ Year, ½ Credit****Grade 12**

Public Affairs students discuss domestic issues of contemporary concern, the formulation of public policy, and popular involvement in the American political process and public affairs. Among the topics discussed are taxation, the welfare system, health care, public education, immigration, trade, and superpower relations. Requirements include direct involvement in some aspect of public affairs and the political process, including 5 hours of community service, participation in class debates, a mock congress, and a research paper as a final examination.

256: Advanced Placement Economics

1 Year, 1 Credit

Grade 12 (Grade 11 allowed with administrative permission and concurrent enrollment in course 225)

Prerequisite for grade 12 students: U.S. History (course 222 or 225).

Best chance for success: A minimum grade of “A–” in U.S. History (course 222 or 225); teacher recommendation

AP Economics may be taken in place of Economics and Public Affairs. The purpose of this Advanced Placement course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Readings are from a college-level textbook, newspapers, periodicals and internet sources. Students focus on contemporary economic developments and application of economic principles to today's world. This course places particular emphasis on the study of national income and price determination, and also develops students' familiarity with economic performance measures, economic growth, and international economics. Students prepare for the Economics AP Examination. They will experience a simulated stock market, utilizing spreadsheets to collect, interpret and present data. Within the course, students will participate in various virtual business simulations. A significant amount of chapter outlining is a major component of the course expectations and grade. Students enrolled in any Advanced Placement course are expected to take the Advanced Placement Examination in that subject.

226: Advanced Placement U.S. Government and Politics

1 Year, 1 Credit

Grade 12

Prerequisite: U.S. History (course 222 or 225)

Best chance for success: A minimum grade of “A–” in U.S. History (course 222 or 225); teacher recommendation

AP Government and Politics may be taken in place of Public Affairs and Economics. The purpose of this course is to analyze organizational components of institutions of government and apply them to how government works. Students learn how our government makes public policy decisions and understand historical perspectives of each topic. This course concentrates on examples from 1960 to the present. It requires students to analyze and interpret the decisions of each of the branches of government. Students research the legislative history of an actual law and produce a college-level research paper with an annotated bibliography. A significant amount of chapter outlining is a major component of the course expectations and grade. Students enrolled in any Advanced Placement course are expected to take the Advanced Placement Examination in that subject.

Senior High School Electives

Please note: Not all Social Studies electives are offered every year.

288: Advanced Placement Human Geography **1 Year, 1 Credit**

Grades 11-12 have priority for this section; grade 10 allowed

Best chance of success: A minimum grade of “A–” in Global History II, AP European History or AP World History II

The AP Human Geography course covers a range of material that would normally be included in a semester-long, college-level course in Introductory Human Geography. Students learn to use maps and spatial data sheets, as well as understand and interpret the implications of associations among phenomena in places. Students will also learn to define regions of the world and evaluate the regionalization process. Finally, students will characterize and analyze the changing interconnection in geography and how it influences the human race. There is a significant emphasis on vocabulary and its application. Some chapter outlining required. Students enrolled in any Advanced Placement course are expected to take the Advanced Placement examination in that subject.

246: Advanced Placement Psychology **1 Year, 1 Credit**

Grades 11-12

Best chance for success: A minimum grade of “A–” in Social Studies; Teacher recommendation

Advanced Placement Psychology is full year course designed to introduce the systematic and scientific study of human behavior and mental processes of human behavior. This course emphasizes the scientific approach, particularly experimental design and methodology as used in psychology. Students examine and critique psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. The course provides an experience equivalent to that of an undergraduate introductory psychology course. In doing so, students will complete material that most colleges require for taking upper-level courses in psychology. Students enrolled in any Advanced Placement course are expected to take the Advanced Placement examination in that subject.

134: Tournament Debate (Fall Only) **½ Year, ½ Credit**

Grades 9-12

Debate provides instruction and practice in how to debate. Students gain confidence in public speaking and are given the opportunity to choose from several styles of debate: Lincoln-Douglas (individual debate), Public Forum (team debate), and Parliamentary debate. The course focuses on in-class debating of major political and ethical issues in current events. Students are taught how to write arguments, rebuttals, and debate cases and how to develop cross-examination skills and analytical thinking. While participation in one or more local debate tournaments held on Saturdays is not required for this class, it is strongly encouraged in order to develop students' debating skills. With several original topics every year, students can take this course multiple times.

Students who earn an "A" overall for the course and fully qualify for the State Championships by receiving at least two "half-qualifications" in the same event (LD Debate, PF Debate, Extemporaneous Speaking, or Model Congress) at two or more tournaments prior to the end of the second quarter may qualify for the Honors Designation in Tournament Debate by virtue of their substantial achievement.

230: Current Events (Not Available in 2020-2021)**½ Year, ½ Credit****Grades 9-12**

Current Events critically analyzes national and world events. Students read newspapers, magazines and evaluate the most recent government decisions. This class examines events in Long Island, New York, the nation and the world. As a result, students become critical participants in the world in which they live. Grades are determined through class participation, writing assignments, a midterm and a final exam.

231: America at War (Not Available in 2020-2021)**½ Year, ½ Credit****Grades 9-12**

America at War provides students an opportunity to examine the effects of war on the history of the United States. The first part of the course focuses on a history of wars fought before World War II. The second part of the course focuses on the events of World War II through the activities of the United States in Iraq and Afghanistan. Students discuss tactics used in modern war. In addition, propaganda from newspapers, film, TV and media is examined. Discussion concentrates on the political, social and economic changes in America as a result of war. A paper and oral presentation is a requirement of the course.

243: Psychology**½ Year, ½ Credit****Grades 9-12**

Psychology explores the principles of human behavior. Class discussion and the use of surveys and video tapes are important components of the course. Among the topics included are: the biological basis of behavior, learning, memory, intelligence, personality, psychological disorders and therapies. Quizzes, tests and projects assess student performance.

250: Ancient and Medieval History**½ Year, ½ Credit****Grades 9-12 (Not Available in 2020-2021)**

Ancient and Medieval History provides students with an opportunity to explore Ancient and Medieval cultures throughout the world. Students examine a diverse group of cultures including but not limited to: Egyptian, Han, Mayan, Celtic, and Medieval Europeans. Readings, videos, lectures and student projects bring history alive in this course.

252: Criminal Law**½ Year, ½ Credit****Grades 9-12**

Criminal Law examines the rights of the accused as guaranteed by the Bill of Rights. Students explore search and seizure, probable cause, warrant requirements, police affidavits, self-incrimination, Miranda warnings, police interrogations, automobile stops, the right to an attorney, double jeopardy, habeas corpus and the right to a speedy trial. Students are assessed through their participation in mock trials and various written case briefings and paper writings that reflect fictional and non-fictional court cases. This course allows students who have an interest in law to learn more about criminal procedure.

253: Constitutional Law (Not Available in 2020-2021)**½ Year, ½ Credit****Grades 9-12**

Constitutional Law examines the United States Constitution. Students explore Supreme Court cases that are part of the 11th grade U.S. History Regents examination. The original ten amendments to the Constitution are an important part of this course. Students prepare court briefings of the cases and present these to the class. They participate in a Moot Tournament during the semester. This course inspires students to examine the United States Constitution and all that it implies today.

255: Student Leadership (Not Available in 2020-2021)**½ Year, ½ Credit****Grades 9-12**

Student Leadership is a half-year elective class that explores all aspects of leadership, its importance, and the skills involved in becoming outstanding, effective, and successful leaders. Self-esteem and values, communication skills, organizational skills, goal setting, decision making, problem solving, chairing meetings, human relation skills, styles of leadership, and cultural diversity are all addressed in both informal discussions and participation in various unique, experiential exercises. The theme of “working together to achieve goals” is the key to each student’s success in student leadership.

261: History of New York City/Urban Studies**½ Year, ½ Credit****Grades 9-12**

History of NYC explores the transformation of New York City from a small Dutch trading post to the largest city in the United States. We will examine themes such as transportation, geography, influential people, and important dates in NYC history. Students compare influences on the city and discuss its changing role in the United States. Multiple field trips are taken each semester to broaden our understanding of discussed topics. Students complete in class projects and discussions.

262: Mysteries in History**½ Year, ½ Credit****Grades 9-12**

Mysteries in History explores events throughout history that remain unsolved or questioned. These events are viewed from various perspectives so students can formulate their own opinion as to what may have happened. Student input will have an influence on topics of discussion, which may include the lost colony of Roanoke, the role of the Freemasons in founding the U. S., the kidnapping of the Lindbergh baby, Amelia Earhart, the disappearance of the Indus Valley Civilization, the Gulf of Tonkin and Lyndon B. Johnson, the curse of King Tut and the John F. Kennedy assassination. Students complete a research paper discussing their views on a controversial event and take traditional quizzes and tests.

263: Sociology **Grades 9-12**

½ Year, ½ Credit

Sociology is the study of the origin, development and structure of human societies and the behavior of individuals and groups in society. This course provides a broad overview of sociology and how it applies to everyday life. Major theoretical perspectives and concepts are presented, including, sociological imagination, culture, deviance, inequality, social change, and social structure. Students also explore the influence of social class and social institutions such as churches, family, government, economy, and the environment. There is a significant emphasis on vocabulary and its application to the major themes. Students create presentations and take traditional exams and quizzes.

264: Professional Sports and the American Economy

Grades 9-12

½ Year, ½ Credit

Professional Sports and the American Economy challenges students to analyze the industry of professional sports, not only as spectator and fan, but as owner, athlete, and agent. The course enables students to learn and apply the math skills necessary for budgeting, contracts, payrolls, luxury tax, advertising, endorsements, stadium funding, and concessions. Through this course, students learn to think critically and to solve problems, enabling them to make more informed personal business choices.

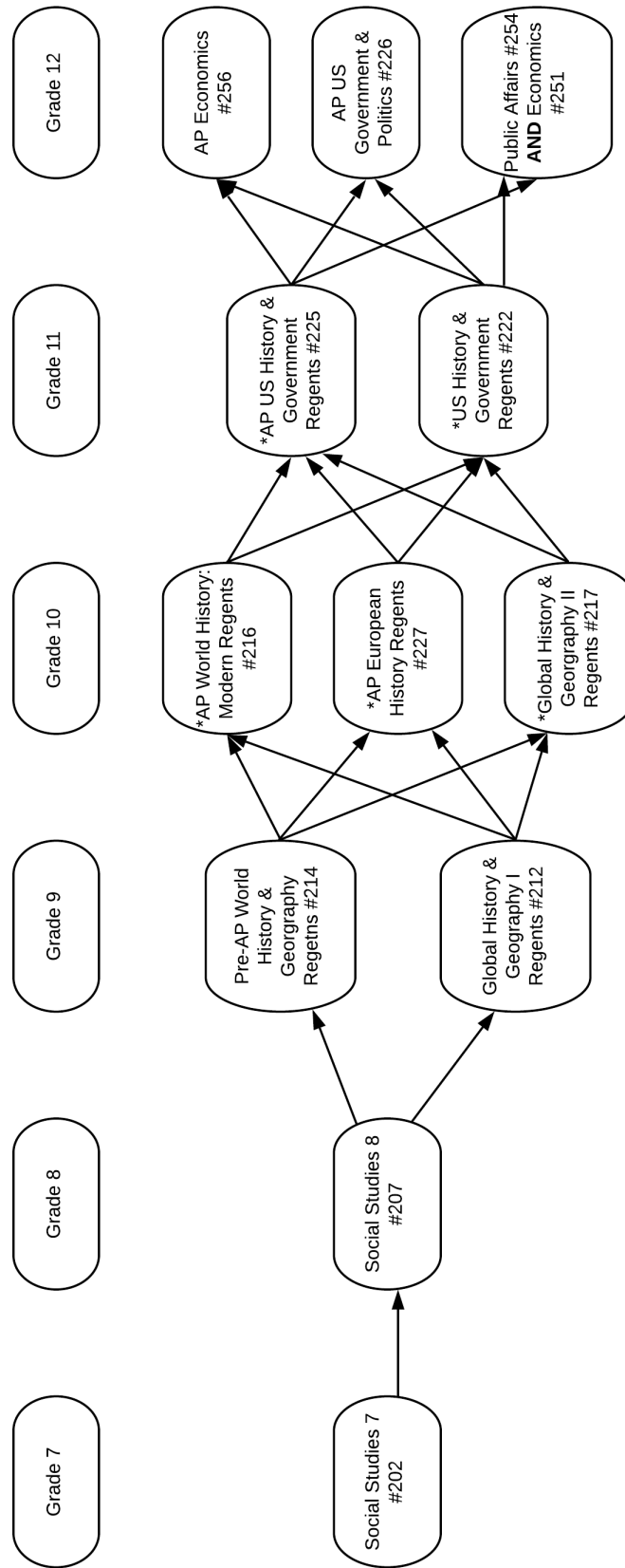
265: Social Science Research

Grades 9-12

½ Year, ½ Credit

Social Science Research is for students who are interested in research in the behavioral, natural and social sciences. Students are introduced to methods and concepts used by researchers. The use of technology is utilized to collect and present findings. Students work independently and in small groups to complete experiments. Students may take the course multiple times. With each additional time this course is taken by a student, a higher level of research and analysis is expected.

Social Studies Curriculum



* All students must take the Global History & Geography Framework Regents at the end of 10th Grade and the US History & Government Regents at the end of 11th Grade.

Technology

Junior High School

876: Gateway To Technology 8

1 Year, Alternate Days

The course focuses on design and building using mechanical drawing, CAD (computer aided design) software and building methods. Students use geometry, problem solving and project management skills to design and develop product prototypes. Autodesk inventor is a “state of the art” CAD software program currently being used in the manufacturing, design and fabrication industries. Students master mechanical software features: sketching, constraining and dimensionality, creation of parts, 3D features, editing and parts assembly. Students then apply CAD drawing specifications to real-world, cut-and-build projects produced in class shop area. This course integrates the Science, Technology, Engineering, and Math concepts also known as “STEM.” It also uses a “Principles of Engineering” environment with focus on stated goals and purpose. Gateway to Technology also has a Robotic component attached to the classroom instruction. The LEGO Mindstorms is the featured robotic hardware and software program. Students design, program and control a fully-functional “NXT” generation robot. They use software to plan, test and modify sequences of instructions for a variety of life-like robotic behaviors. Students are then challenged to physically construct the components resulting in a stated goal. Please visit the website listed below for information regarding this topic.

<http://mindstorms.lego.com/en-us/default.aspx>

Senior High School

877: Engineering and Design In Technology

½ Year, ½ Credit

Grades: 9-12

Engineering and Design in Technology inspires students to use geometry, problem solving and project management skills to design and develop prototypes. This course addresses further development in learning CAD (Computer Aided Design) software, specifically Autodesk Inventor, including a real-world, cut-and-build project based on CAD specifications. This course follows the “Principles of Engineering” concept including problem solving, reengineering, physical assembly, and design concepts. This course integrates the science, technology, engineering, and math concepts also known as “STEM.” Students can take this course multiple times.

880: Robotics

½ Year, ½ Credit

Grades: 9-12

Students learn to design, program and control fully-functional Mindstorms Lego robotic series “NXT” generation. They use software to plan, test and modify sequences of instructions for a variety of life-like robotic behaviors. The activities cover topics that include science, technology, engineering and mathematics (STEM). Students work to solve open-ended, robotic building tasks and software programming to achieve a stated goal. Upon completion of goal, students then contemplate what they have constructed and adapt their ideas to encourage continuation or extension of original obstacle with increasingly difficult challenges within the same theme. This course builds on the GTT introduction to robotics and employs a “principles of engineering” environment with focus on a stated goal or purpose. Students who take the Robotics course are not required to join the Robotics Club. The club and course are separate, although students are welcome to be part of both. Students can take this course multiple times.

Wilson Technological Center

Career and Technical Education (CTE) General Career and Technical Education (GCTE)

www.wilsontech.org and www.mytechnow.org

Surf Tech www.wilsontech.org/surftech

Grades 9 and 10

This free program is open to all 9th and 10th graders to introduce career paths in technical and vocational fields. Tech's expert instructors will help you evaluate a career at no charge. Learn the skills and education necessary to succeed in these fields. Classes are held after school once a week from 2:50-4:15 PM (usually at Tech's Dix Hills campus). For those with special needs, Tech also offers smaller class size programs, at no charge, at their Manor Plains campus.

Information and applications with course descriptions and the dates and times of programs are mailed home to every 9th and 10th grade student. Applications require a parent and/or guardian signature, as well as a signature by a Cold Spring Harbor High School counselor. Once a CSHHS counselor receives a completed and timely application they fax the application to Wilson Tech. You may call the Counseling Center for further information. All Surf Tech classes are non-credit bearing courses.

896 (AM); 897 (PM): Career And Technical Education Classes (CTE) Grades 11 and 12

Students in grades 11 and 12 can attend courses at Wilson Tech that will prepare them for future careers as well as postsecondary education. Students who choose a CTE program attend their home school (CSHHS) for half a day and are bused to Wilson Tech for the other half of the school day.

Students who complete a CTE program may receive up to four and a half credits for each year completed. Students may also take classes at Wilson Tech and receive academic credit in mathematics, science, social studies and English. Students may also take regents preparatory courses at Wilson Tech.

Students who are interested in attending a CTE program should notify their counselor no later than February of their sophomore year. A school trip to Wilson Tech is scheduled every year in March or April. Students are encouraged to attend. Locations of Wilson Tech programs vary according to the area of study each student pursues and whether or not a student would be best placed in small classes.

Prepare For Work or College

Students who complete Tech programs find a variety of options for the future. Work-Based learning programs such as work-study programs, job shadowing, clinical affiliations and Automotive Youth Education Systems (AYES, a national school-to-work program initiated by General Motors) may lead to permanent employment. The Job Placement Office provides comprehensive services to students while they attend Tech, as well as anytime thereafter. After registering with the Job Placement Office, current and past students have access to a Job Placement counselor who refers interested individuals, with appropriate skills, to prospective employers. Jobs are posted weekly for the most up-to-date job leads.

Many students elect to further their education at two and four-year colleges or at specialized training institutes. More than half of Tech graduates pursue higher education and enroll in college or other training institutes after high school. Wilson Tech has articulation agreements with close to 30 colleges, in addition to many technical schools, art institutes and culinary institutes where students can receive advanced standing and scholarships.

Career and Technical Programs

Construction Careers

Architectural Design/CAD
Carpentry
Construction/Electricity
Heating/Ventilation/Air Conditioning
Welding

Health Careers

Medical Assisting
Medical Laboratory
Nurse Assisting
Profession Health Careers

Transportation Careers

Aircraft Technology
Auto Body Repair
Automotive Technology
Aviation Science/Flight
Marine and Motor Sports Technology

Graphic & Media Careers

Advertising/Graphic Design
Audio Production
Digital Film and Video Production
Interior Design
Photography

Service Careers

Business and Hospitality Management
Certified Personal Trainer
Cosmetology
Criminal Justice

Culinary Arts
Early Childhood Education
Esthetics
Equine Studies
Fashion Merchandising/Design
Veterinary Assisting

Technology Careers

Computer Networking
Computer Technology for Business
Electronics/Robotics/Computer Repair

Earn A Technical Endorsement (CTE) For Your Regents Diploma

In order to earn a Career and Technical Education Diploma Endorsement (a gold seal that affixes to the high school diploma) students will:

- be eligible for a Regents Diploma
- Successfully complete a two-year Tech program
- have no more than 36 absences within two years
- complete ½ credit in Career and Financial management (CFM)
- pass a certification exam in their program

896 (AM); 897 (PM): Small Classes For Students with Special Needs General Career And Technical Education Students (GCTE) Grades 11-12

Wilson Tech helps prepare students with disabilities, ages 16-21, for competitive employment upon graduation or for entry into advanced programs with support in Secondary Career and Technical Education.

Smaller-class-size programs for General Career and Technical Education (GCTE) students are designed to provide a comprehensive career and technical education experience to individuals with special needs in grades 11 and 12. All smaller-class-size programs are one-half day in length, with students attending either morning or afternoon sessions.

Students who complete a GCTE program may receive up to four and a half credits for each year completed. Students may also take classes at Wilson Tech and receive academic credit in mathematics, science, social studies and English. Students may also take regents preparatory courses at Wilson Tech.

Students who are interested in attending a GCTE program should notify their counselor no later than February of their sophomore year. They should also be sure to discuss GCTE opportunities at the student's annual CSE meeting. A school trip to Wilson Tech is scheduled every year in March or April. Students are encouraged to attend. Parents/guardians may also make their own arrangements with Wilson Tech to visit the various GCTE programs with their child. Parents are encouraged to consult the Special Education department and/or the Counseling Center for more information regarding individualized trips to visit a GCTE program.

All GCTE students are eligible for vocational assessments and profiles which assess student's interests and aptitudes and assist students, parents and school districts in developing an appropriate vocational placement. They also provide information on students' demonstrated proficiencies. Smaller-class-size-programs have a reduced ratio per certified teacher and classroom aide. GCTE students are provided with services that are more intensive in order to meet their educational requirements. Guidance counselors, a school psychologist and a special education consultant teacher are available throughout the day to provide additional support to individual students.

The Job Placement Office at the Manor Plains Campus of Wilson Tech assists students with employment opportunities during and upon completion of their Tech program. Consideration is given to the appropriateness of a student's abilities, attendance, behavior and skills.

GCTE programs are designed to benefit a student that requires a more personalized, highly structured learning environment. In the smaller-class-size programs held at Wilson Tech's Manor Plains Campus, Tech strives to accommodate students with varying abilities, emphasizing individualized and differentiated instruction.

Smaller Classes for Students with Special Needs General Career And Technical Education Programs (GCTE):

Career Exploration
Auto Maintenance
Building and Grounds/Maintenance
Building Trades
Cosmetology
Design and Production Technology

Electronic Manufacturing
Food Services
Life Skills
Office Skills
Printing
Retailing

World Languages

Why study a second language?

- Completion of three years of high school level World Language and Checkpoint B Examination will allow students to graduate with an Advanced Regents Diploma.
- Studying a second language can improve skills and grades in Math and English and can improve exam scores on SATs and ACTs.
- Studying an international language can improve analytic and interpretive capacities. Three to five years of language study is impressive on college applications and will help students succeed in classes at the university level.
- More and more businesses work closely with companies in other countries. A Princeton University study shows that competency in a world language is one of the five top skills needed in today's job market. No matter what career students choose, learning a second language gives an advantage.
- Language study helps students make connections with other cultures.
- Knowledge of other cultures helps students expand their personal horizons and become responsible citizens. Students' ability to talk to others and gather information beyond the world of English contributes to their community.

Junior High School

Successful completion of a two-year junior high world language sequence along with passing the Checkpoint A examination in June yields one unit of high school credit which will appear on the high school transcript. This allows students to enter the high school world language classes at level 2.

French

551: French 1A Grade 7

1 Year

French 1A is the first in the series of French language courses. Students will begin to develop their language proficiency by engaging in authentic tasks in all three modes of communication (interpersonal, interpretive and presentational). Emphasis is placed on the relationship among the perspectives, practices and products of Francophone cultures. This class begins to prepare students for the Regional Checkpoint A Exam in French, which students are required to take at the end of French 1B.

554: French 1B Grade 8

1 Year

French 1B is the second year of French language instruction. The class emphasizes further development of students' language proficiency by engaging them in authentic tasks in all three modes of communication (interpersonal, interpretive and presentational). Students will read level-appropriate materials in the target language. This practice will strengthen students' literacy skills and allow them to make intercultural connections and comparisons. This year culminates with the administration of the Regional Checkpoint A Exam. One high school World Language credit is awarded upon passing the exam.

Spanish

552: Spanish 1A

1 Year

Grade 7

Spanish 1A is the first in the series of Spanish language courses. Students will begin to develop their language proficiency by engaging in authentic tasks in all three modes of communication (interpersonal, interpretive and presentational). Emphasis is placed on the relationship among the perspectives, practices and products of Hispanic cultures. This class begins to prepare students for the Regional Checkpoint A Exam in Spanish, which students are required to take at the end of Spanish IB.

555: Spanish 1B

1 Year

Grade 8

Spanish 1B is the second in the series of Spanish language courses. This class emphasizes further development of students' language proficiency by engaging them in authentic tasks in all three modes of communication (interpersonal, interpretive and presentational). Emphasis continues to be placed on the relationship among the perspectives, practices and products of Hispanic cultures. Students are expected to communicate in Spanish at the novice high level. Students will read two *novelas* in the target language. This practice will strengthen students' literacy skills and allow them to make intercultural connections and comparisons. This year culminates with the administration of the Regional Checkpoint A Exam. One high school World Language credit is awarded upon passing the exam.

Senior High School

French

504: French 1

1 Year, 1 Credit

Grades 9-12

French 1 is an introductory class where students begin to develop proficiency in all three modes of communication (interpersonal, interpretive and presentational) through personalized, real world tasks. They learn proper pronunciation and engage in simple conversations. There is extensive emphasis on vocabulary acquisition. Simple grammatical structures are learned and gradually, with the use of authentic materials, the students develop basic reading and writing skills. Emphasis is placed on the relationship among the perspectives, practices and products of Francophone cultures.

505: French 2

1 Year, 1 Credit

Grades 9-12

Prerequisite: French 1B or French 1

French 2 is a course that continues to develop students' language proficiency by engaging in authentic tasks in all three modes of communication (interpersonal, interpretive and presentational). Students are expected to speak French in class and do more extensive readings, writings, and independent projects. Emphasis is placed on the relationship among the perspectives, practices and products of Francophone cultures.

505H: French 2 Honors**1 Year, 1 Credit****Grades 9-12****Prerequisite: French 1B****Best chance for success: A minimum grade of “A” in French 1B or French 1; teacher recommendation**

French 2 Honors is a course that continues to develop students' language proficiency by engaging in authentic tasks in all three modes of communication (interpersonal, interpretive and presentational). Students are expected to speak French in class and do more extensive readings, writings, and independent projects. Francophone cultures and traditions will be integrated into the content. Because this is an honors course, additional content will supplement and enrich topics taught in French 2. Therefore, there is greater depth and breadth in all content areas.

506: French 3**1 Year, 1 Credit****Grades 10-12****Prerequisite: French 2. or French 2 Honors**

French 3 is a course that continues to develop students' language proficiency by engaging in authentic tasks in all three modes of communication (interpersonal, interpretive and presentational). Advanced grammar points are emphasized in both spoken and written French. The class is taught mostly in French and students are expected to speak in French in class every day. Francophone cultures and traditions will be integrated into the content. Students will take the Regional Checkpoint B Examination in French in June.

506H: French 3 Honors**1 Year, 1 Credit****Grades 10-12****Prerequisite: French 2, French 2 Honors****Best chance for success: A in French 2 or French 2 Honors**

French 3 Honors is an accelerated study of advanced grammar and the application of complex structures to spoken language. The class is mostly taught in French. This class emphasizes the continuous development of students' language proficiency by engaging in authentic tasks in all three modes of communication (interpersonal, interpretive and presentational). Twenty five percent of the grade is derived from oral participation in the class. Because this is an honors course, additional content will supplement and enrich topics taught in French 3. Therefore there is greater depth and breadth in all content areas. Students take the Regional Checkpoint B examination in June.

507: French 4**1 Year, 1 Credit****Grades 11-12****Prerequisite: French 3 or French 3 Honors**

French 4 is an introductory course in the study of advanced grammar and intense vocabulary, with emphasis on idiomatic expressions and usage. Authentic materials, video and written media introduce students to non-textual French. Units of study are developed from a variety of materials in an effort to prepare students for more advanced study. French 4 continually emphasizes oral and aural communication.

507H: French 4 Honors**1 Year, 1 Credit****Grades 11-12****Prerequisite: French 3 or French 3 Honors**

French 4H is an accelerated study of advanced grammar and the application of complex structures to spoken language. Emphasis is on the development of an advanced vocabulary. Grammar and vocabulary are then integrated into the elements needed for advanced conversation, composition and aural comprehension. Authentic materials, including video and other media, are used to further develop the student's ability to understand, speak and write in a more complex manner. This course is intended to prepare students for French 5 AP.

508: French 5**1 Year, 1 Credit****Grade 12****Prerequisite: French 4 or French 4 Honors**

French 5 is an advanced course. Units of study include an intensive development of advanced vocabulary, syntax, and communication skills. Intercultural reading, using authentic French materials, is developed through the study of a variety of literary genres. Students develop conversational skills through discussion in French.

509: Advanced Placement French Language**1 Year, 1 Credit****Prerequisite: French 4 or French 4 Honors****Summer assignment required**

AP French Language emphasizes the use of language for active communication. The objectives of the course are: to be able to understand spoken French in various contexts; to develop further a French vocabulary sufficiently ample for reading newspaper and magazine articles and literary texts without dependence on a dictionary; to be able to express oneself both in speech and in writing with reasonable fluency and accuracy. The course seeks to develop language skills that may be used in various activities and disciplines and to train students in the organization and writing of compositions. The course is taught entirely in French. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

Spanish**553: Spanish 1****1 Year, 1 Credit****Grades 9-12**

Spanish 1 is an introductory class where students begin to develop proficiency in all three modes of communication (interpersonal, interpretive and presentational) through personalized, real world tasks. They learn proper pronunciation and engage in simple conversations. There is extensive emphasis on vocabulary acquisition. Simple grammatical structures are learned and gradually, with the use of authentic materials, the students develop basic reading and writing skills. Emphasis is placed on the relationship among the perspectives, practices and products of Hispanic cultures.

526: Spanish 2**1 Year, 1 Credit****Grades 9-12****Prerequisite: Spanish 1B or Spanish 1**

Spanish 2 is a transitional course in the study of the Spanish language, which will focus on intermediate vocabulary and grammar development. Emphasis is placed on speaking and listening as a means of better and more accurate communication. Units of study relative to developing reading and writing proficiencies will also be introduced. The study of important aspects of Spanish cultures and civilizations will be continued throughout the course of this year.

526H: Spanish 2 Honors**1 year, 1 credit****Grades 9-12****Prerequisite: Spanish 1B or Spanish 1**

Spanish 2 Honors is a transitional course in the study of the Spanish language, which will focus on intermediate vocabulary and grammar development. Emphasis is placed on speaking and listening as a means of better and more accurate communication. Units of study relative to developing reading and writing proficiencies will also be introduced. The study of important aspects of Spanish cultures and civilizations will be continued throughout the course of this year. Students are expected to speak Spanish in class and to do more extensive readings and independent projects. Because this is an honors course, additional content will supplement and enrich topics taught in Spanish 2. Therefore there is greater depth and breadth in all content areas.

527: Spanish 3**1 Year, 1 Credit****Grades 10-12****Prerequisite: Spanish 2 or Spanish 2 Honors**

Spanish 3 is a course that continues to develop students' language proficiency by engaging in authentic tasks in all three modes of communication (interpersonal, interpretive and presentational). Throughout this course, students will reinforce previously learned information, master new content, and engage in authentic conversation. Literature will be used to increase students' comprehension as well as to explore Hispanic culture and history. Students take the Regional Checkpoint B examination in June.

527H: Spanish 3 Honors**1 Year, 1 Credit****Grades 10-12****Prerequisite: Spanish 2 or Spanish 2 Honors**

Spanish 3 Honors is an accelerated study of advanced grammar and the application of complex structures to spoken language. The class is taught mostly in the target language. This class emphasizes the continuous development of students' language proficiency by engaging in authentic tasks in all three modes of communication (interpersonal, interpretive and presentational). Students will read two *novelas* and will use higher order thinking skills to discuss, compare and analyze literature in the target language. 25% of the grade is derived from oral participation in the class. Students take the Regional Checkpoint B examination in June.

528: Spanish 4**1 Year, 1 Credit****Grade 11-12****Prerequisite: Spanish 3 or Spanish 3 Honors**

Spanish 4 is a post-Checkpoint B course that focuses on speaking and is conducted entirely in Spanish. There is an intense use of Spanish vocabulary and grammatical structures. A major objective is the development of conversational skills in practical situations. Technology is integrated into instruction to enhance learning. A portion of the class is devoted to Spanish Culture: Specifically, the lifestyles and histories of Spanish-speaking countries. A brief review of these countries' geography and history open the way to readings, projects, and discussions of music, art, literature, cuisine, social structure, customs and traditions. Authentic materials from Spanish magazines, newspapers and videos are used to evoke class discussions. Guest speakers and class trips to Spanish programs are arranged whenever possible. The development of conversational and writing skills is emphasized throughout the course, and is rooted in project based learning.

528H: Spanish 4 Honors**1 Year, 1 Credit****Grades 11-12****Prerequisite: Spanish 3 or Spanish 3 Honors**

Spanish 4 Honors is an accelerated study of advanced grammar and the application of complex structures to spoken language. Students focus on the development of an advanced vocabulary base. Grammar and vocabulary are then integrated into the elements needed for advanced conversation, composition and aural comprehension. Emphasis is placed on cultural themes such as *Piñatas*, *Quinceañera*, *Bullfighting*, *Yerba Mate*, *Tapas*, *Castellano v. Español*, *Día de los Muertos*, and much more. This course serves as the prerequisite for Advanced Placement Spanish. Students are required to speak solely in Spanish. Idiomatic expressions will have a large role in learning the target language. Authentic materials are used to further develop the student's ability to understand, speak and write in the target language in a more complex manner. Daily songs are played to encourage learning and participation in Spanish.

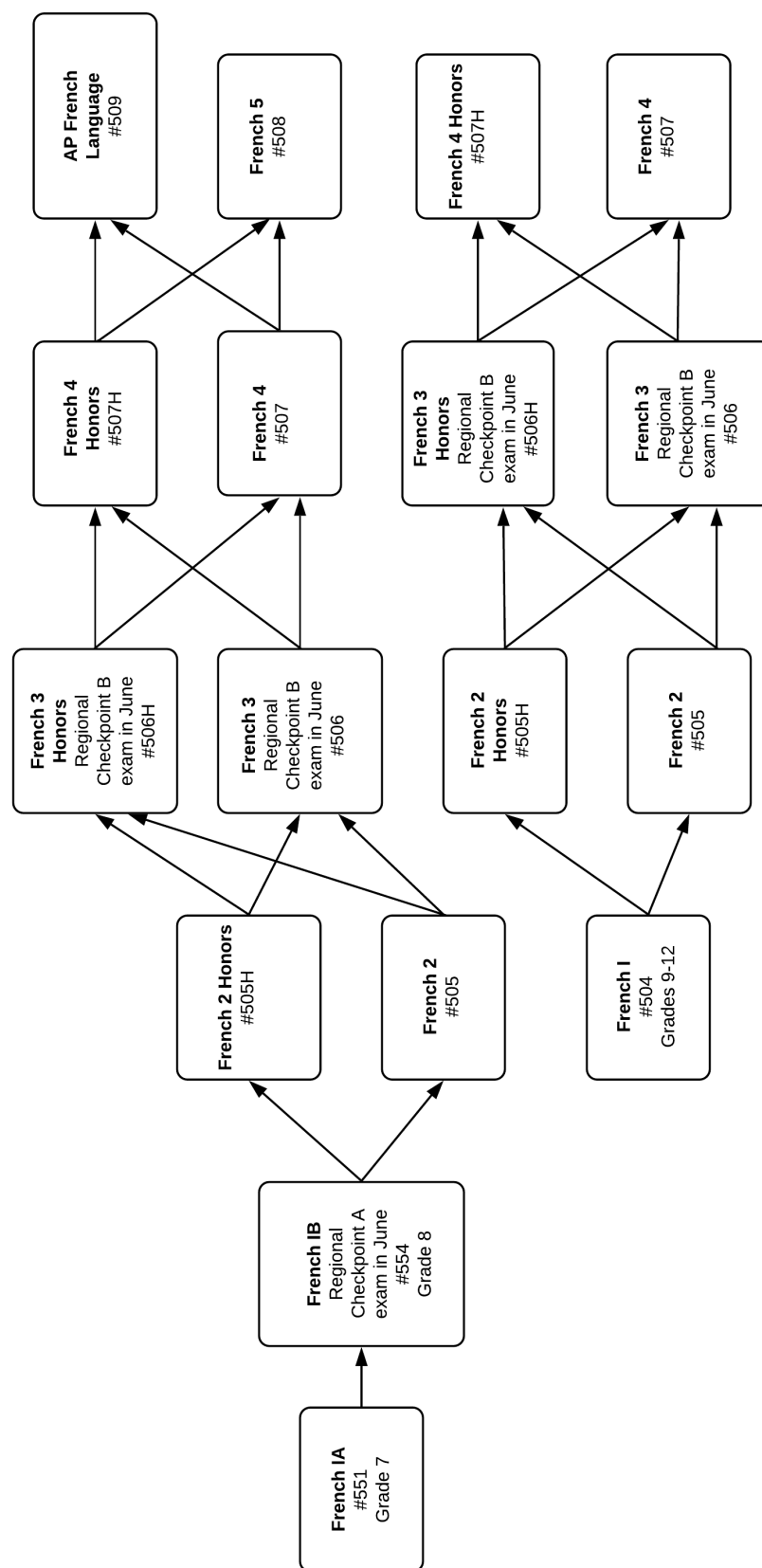
529: Spanish 5**1 Year, 1 Credit****Grade 12****Prerequisite: Spanish 4 or Spanish 4 Honors**

Spanish 5 is an advanced conversational course that builds on skills learned in previous classes with a focus on aural comprehension and oral proficiency. Students master topical vocabularies, grammar, idioms, and practical expressions on an advanced level. The use of authentic materials such as international newspapers, infographics, podcasts, television and films are used to stimulate discussion. Students engage in activities such as podcasting, videos, skits, and skyping. This course is taught entirely in Spanish.

534: Advanced Placement Spanish Language**1 Year, 1 Credit****Prerequisite: Spanish 4 or Spanish 4 Honors****Summer assignment required**

AP Spanish Language emphasizes the use of language for active communication. The objectives of the course are: to be able to understand spoken Spanish in various contexts; to develop further a Spanish vocabulary for reading newspaper and magazine articles and literary texts without dependence on a dictionary and to be able to express oneself both in speech and in writing with reasonable fluency and accuracy. The course seeks to develop language skills that can be used in various activities and disciplines and to train students in the organization and writing of compositions. Authentic radio transmissions and realia are integrated into class daily. There is a heavy focus on idiomatic expressions and colloquialisms. Students will be expected to compare and contrast cultural items of the Spanish speaking countries. Students will conduct a simulated telephone conversation in Spanish related to individual prompts. The course is taught entirely in Spanish. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

French Curriculum



Spanish Curriculum

