

**Cold Spring Harbor  
Junior Senior High School  
Program of Study 2016-2017**



## *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](http://www.csh.k12.ny.us)

January, 2016

Welcome to the Program of Study Guide for the 2016-2017 school year. As you can see, we have made significant changes in the appearance of this guide in an effort to make course selection even easier for you and your child. We believe this also fosters a healthy dialog between student, parent and teacher in making the best course decisions for next year.

The 2016-2017 school year marks our fifth 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 portal and the counseling web site. You may use the sheets to create a draft lists of courses that students can submit to their guidance counselor during the individual scheduling meetings that will take place during third and fourth quarters. 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 throughout quarters 3 and 4. 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 15th 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: How can I e-mail my child’s current teachers?**

**A:** Access your child’s 2015-2016 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: Jay Matuk would be [jmatuk@csh.k12.ny.us](mailto:jmatuk@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. Laurie Conlon [lconlon@csh.k12.ny.us](mailto:lconlon@csh.k12.ny.us)  
Ms. Heather Friedland [hfriedland@csh.k12.ny.us](mailto:hfriedland@csh.k12.ny.us)  
Ms. Mary-Jo Hannity [mhannity@csh.k12.ny.us](mailto:mhannity@csh.k12.ny.us)  
Ms. Jennifer Pickering [jpickering@csh.k12.ny.us](mailto:jpickering@csh.k12.ny.us)  
Dr. Kevin Purrone [kpurrone@csh.k12.ny.us](mailto:kpurrone@csh.k12.ny.us)  
Mr. Andrew Rosenberg [arosenberg@csh.k12.ny.us](mailto:arosenberg@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,

*Jay Matuk*

*Photo Credits: Karen Spehler  
Design and Publication: Kevin Purrone*

## Table of Contents

<b>Add/Drop Deadlines</b>	<b>6</b>
<b>How Scheduling Works</b>	<b>7</b>
<b>Diploma Requirements</b>	<b>10</b>
<b>Art</b>	<b>13</b>
<b>Business</b>	<b>21</b>
<b>English</b>	<b>23</b>
<b>Family and Consumer Sciences</b>	<b>31</b>
<b>Health Education</b>	<b>33</b>
<b>Mathematics</b>	<b>35</b>
<b>Music</b>	<b>45</b>
<b>Online Courses</b>	<b>55</b>
<b>Physical Education</b>	<b>57</b>
<b>Science</b>	<b>61</b>
<b>Social Studies</b>	<b>71</b>
<b>Technology Education</b>	<b>81</b>
<b>Wilson Technological Center</b>	<b>83</b>
<b>World Languages</b>	<b>87</b>

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.

### ***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 Deadlines for 2016-2017

### 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

**21 October:** Fall-semester electives

**Last school week of 2016:** Full-year-course drops or course-level changes (e.g., honors or advanced placement to regents, regents to non-regents or extended):

**17 February:** Spring-semester electives

**Note:** Requests for dropping a course or changing a course level after the following deadlines require administrative approval. 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.

## How Scheduling Works

### Late January

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

### Late January through March 11th

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 14th through June 16th

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

### June 17th through June 30th

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.

### June 29th

Grades 8-12 parents are notified by all-call that 2016-2017 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.

## August 25th

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.

## September

First day of school. School Counselors will begin seeing students on a priority basis for any scheduling adjustments.



[Notes]

## Diploma Requirements

At Cold Spring Harbor high school, each student must carry a minimum course load of 5 subjects, plus physical education, each semester.

### Course Requirements for Graduation

COURSE	ADVANCED REGENTS	REGENTS	LOCAL*
English	4	4	4
Social Studies	4	4	4
Mathematics	3	3	3
Science	3	3	3
World Languages	3 <sup>***</sup>	1 <sup>**</sup>	1 <sup>**</sup>
Health	0.5	0.5	0.5
Art, Music, or Theater	1	1	1
Physical Education	2	2	2
Electives	1.5	3.5	3.5
Minimum Total	22	22	22

<sup>\*\*\*</sup>Students may substitute a designated 5-credit sequence of courses in Art, Business, Music, Theater or Technology for the three-year sequence of courses in World Languages. Each student must have a minimum of one (1) credit in World Languages, must pass both Level 1A and 1B and receive a passing grade on the regional Checkpoint A exam if exercising this option.

<sup>\*\*</sup>Students with an IEP may be exempted from World Language requirement.

<sup>\*</sup>Local Diploma Requirements for students with IEP's.

## Assessment Requirements for Graduation

Regents Diploma	Regents Diploma with Advanced Designation
5 Regents Exams Required (Passing Score = 65)	8 Regents Exams Required (Passing Score = 65)
English Language Arts Exams	English Language Arts Exam
One Mathematics Exam: Integrated Algebra <b>or</b> Geometry <b>or</b> Algebra 2/Trigonometry Exam	Integrated Algebra and Geometry and Algebra2/Trigonometry Exams
Global History Exam	Global History Exam
U. S. History Exam	U. S. History Exam
One Science Exam: Earth Science <b>or</b> Living Environment <b>or</b> Physics	Two Science Exams: 1. Living Environment 2. Earth Science <b>or</b> Chemistry <b>or</b> Physics
*Foreign Language Regional Assessment FLACS Checkpoint A Exam	*Foreign Language Regional Assessment FLACS Checkpoint B Exam

### Honors Distinction on Regents Diplomas

*Regents Diploma with Honors* or *Regents Diploma with Advanced Designation with Honors* is awarded if overall average on required Regents Exams is 90% or higher. In addition, students can receive Honors Distinction in Mathematics and/or Science by meeting the following criteria:

Three Mathematics Regents examinations with 85% or above on each exam  
and/or

Three Science Regents examinations with 85% or above on each exam

### Pathways for Local Diploma for Students with Disabilities

Low Pass Safety Net	RCT Safety Net	Compensatory Safety Net
<ul style="list-style-type: none"> <li>55-64 on ELA, One Math, One Science, Global and U.S. History Regents examinations.</li> </ul>	<ul style="list-style-type: none"> <li>Students entering Grade 9 prior to September 2011.</li> <li>Pass corresponding RCT if student does not achieve a score of 55 or higher on Regents examination(s).</li> </ul>	<ul style="list-style-type: none"> <li>Score between 45-54 on one required Regents exams other than ELA or one Math.</li> <li>ELA and one Math must be a minimum of 55.</li> </ul>

### Non-Diploma Exiting Credentials

Career Development and Occupational Studies Credential (CDOS)	Skills and Achievement Commencement Credential
<ul style="list-style-type: none"> <li>Students with disabilities qualify for this supplement to diploma <b>OR</b> it can be used as existing credential for those who are unable to meet above requirements.</li> <li>Recognizes work readiness skill through a combination of CTE courses and/or work-based experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Students with severe disabilities assessed using NYSSA.</li> </ul>

[Notes]

## Art

### Junior High School

#### **701: Art 7**

**1 year, Alternate Days**

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

#### **703: Art 8**

**1 year, Alternate Days**

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

### Senior High School

#### **711: Studio in Art**

**1 year, 1 credit**

#### **Grades 9-12**

This course is the foundation in the application, practice and manipulation of dry and wet media for all methods of art. This class will involve art, art criticism, aesthetics and production. Students will begin with an introduction to the Elements and Principles of Art and their incorporation 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**

**1 year, Alternate Days, 1/2 credit**

#### **Grades 9-12**

This course is the foundation in the application, practice and manipulation of dry and wet media for all methods of art. This class will involve art, art criticism, aesthetics and production. Students will begin with an introduction to the Elements and Principles of Art and their incorporation 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.

## **745: Media Arts**

**1 year, 1 credit**

### **Grades 9-12**

The course will address the cutting-edge fields of filmmaking, photography, digital photography and computer graphic arts. Students, through studio projects, will investigate the intersection of visual arts, graphics, symbols, and the moving image. An exploration of new techniques and processes will be discussed. Students will receive a basic introduction to Adobe Illustrator, Adobe Photoshop, as well as Lightroom, iMovie and Final Cut Express.

Media Arts fulfills the one-credit Fine Arts graduation requirement mandated by New York State. It may also serve as the prerequisite course for high school Visual Arts electives in Art and/or Music.

## **721: Drawing and Painting**

**1 Year, 1 Credit**

### **Grades 10-12**

#### **Prerequisite: Studio in Art or Media Arts**

This is a course in the application, practice and manipulation of dry and wet media for methods of drawing and painting. Students will be analyzing and discussing past works of art, ranging from the 16<sup>th</sup> century Renaissance to 20<sup>th</sup> century Post-Modernism. Students will explore art as a visual language and its content and meaning in terms of historical and cultural value. The class will begin with drawing, including pencil, charcoal, pen, ink and pastels and then ease into painting with watercolor, acrylics and oils.

## **729: Advanced Drawing and Painting**

**1 Year, 1 Credit**

### **Grades 11-12**

#### **Prerequisite: Drawing and Painting**

This rigorous art course 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. The class will engage in a variety of experimentations and mediums used in creating a drawing and painting portfolio. Students will learn to communicate visual ideas and problem solve through the synthesis of subject, content, medium and text throughout the course. The course will target the development of a Senior portfolio or fulfillment of the AP Art breadth section.

## **737: Fashion Design**

**1 Year, 1 Credit**

### **Grades 9-12**

This course will address fashion as the construction of an art form. Each class assignment or "Challenge" will have the goal of creating a garment that is considered a wearable work of art. Student designers will use a variety of art materials and construction methods to solve design problems. An on-stage spring Fashion Show in the Performing Arts Center will feature 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. Each of the four quarters and the final exam will count as one-fifth of the final grade.

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

This course will allow the student designer to build upon his or her knowledge and experiences of the introductory Fashion Design course. With the advantage of experience, students will be expected to solve design problems at a higher level. The garments produced should be able to serve as examples of work ethic and achievement to introductory students. The spring Fashion Show will highlight 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. Each of the four quarters and the final exam will count as one-fifth of the final grade.

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

This 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 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. Each of the four quarters and the final exam will count as one-fifth of the final grade.

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

Students will 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 will allow you to explore the following careers: anchor, reporter, editor, writer, producer, photo/video journalist, studio engineer. Field trips to live studio news and entertainment venues will also be an important component of this course. Note: this course will meet only during first period. Students can take this course multiple times.

**714: Animation****½ Year, ½ Credit****Grades 10-12****Prerequisite: Digital Imaging I or Media Arts**

Learn to change a still graphic to animation! Students will 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 will 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 will learn industry terms, and examine the work of prominent animators. The emphasis throughout will be on clear and cohesive design that effectively directs viewer attention.

## 741: Digital Imaging I

### Grades 9-12

**½ Year, ½ Credit**

**(Students who have taken Media Arts are not eligible to take this course.)**

This course provides the student 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 will 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

### Grades 9-12

**½ Year, ½ Credit**

**Prerequisite: Media Arts or Digital Imaging I**

Students will gain an understanding of the context of computer imaging as it relates to contemporary art practice. This course will 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 will be taught, there will be a strong focus on the content of the digital art works created in class. Students will 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: Media Arts or Digital Imaging II**

These courses are for emerging filmmakers who want to tell stories using the cinematic process. Students will 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: Media Arts or Digital Imaging II**

These courses introduce the exciting discipline and function of graphic design. The coursework will show 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 will be given. Students will learn how to use size, shape, color and type properly. They will also learn how to apply the concepts of contrast, using text, charts, graphs, simple drawings and photographs. 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).



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

This course 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 are asked to 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**

There are three different options for this course. All students will 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 will give summer assignments to qualified candidates. AP Designation and course number and title will be determined in early September, upon review of the summer assignments. If a student is approved to take the AP course, the relevant course name will then appear 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 Design****1 Year, 1 Credit****Grade 12****Prerequisite: Advanced Drawing and Painting or Digital Imaging II**

This portfolio 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 are asked to 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 Design Photography****1 Year, 1 Credit****Grade 12****Prerequisite: Media Arts or Digital Imaging II**

This portfolio 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 are asked to 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

The Drawing Portfolio 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 can be addressed 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.

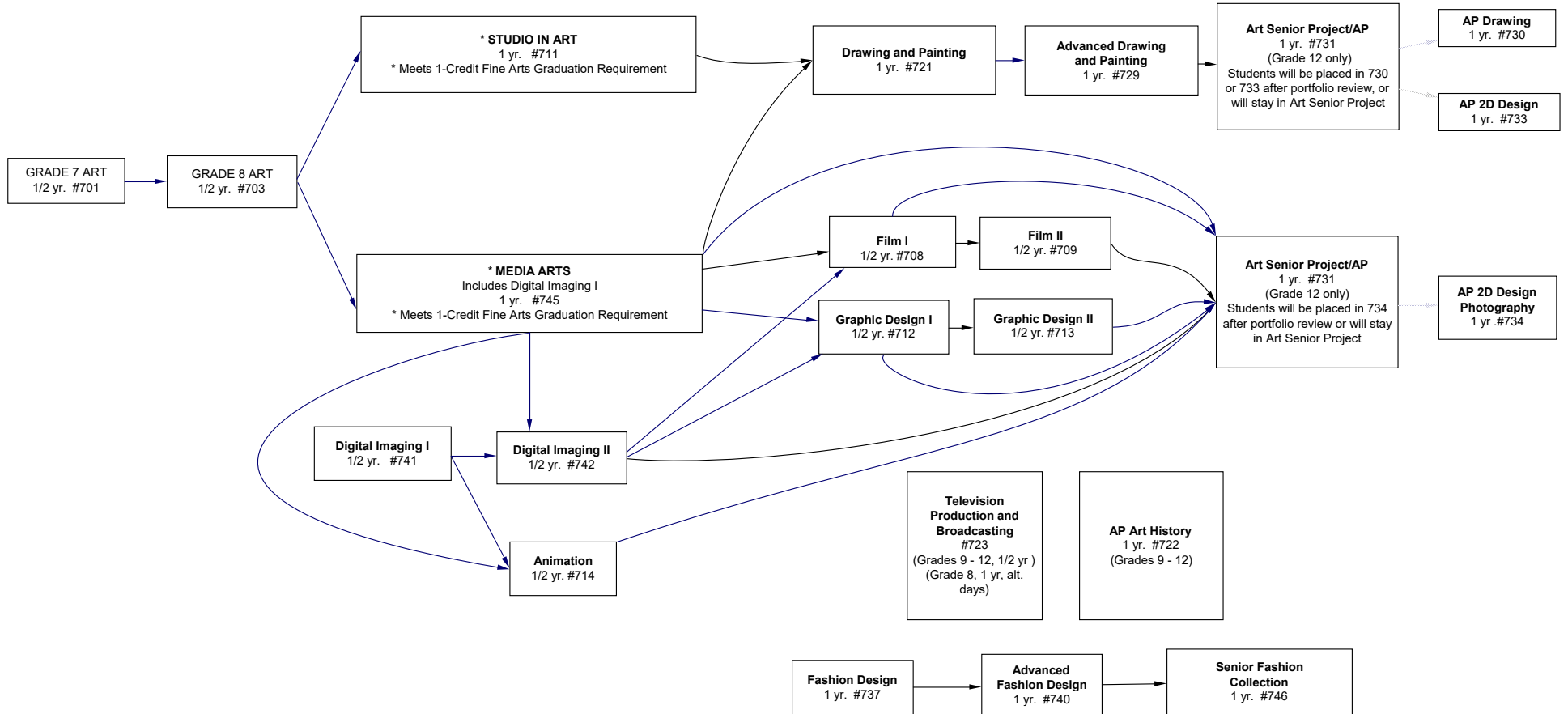
#### 722: Advanced Placement Art History

1 Year, 1 Credit

#### Grades 10-12

Art History emphasizes understanding how and why works of art are created and the function they play in society from the ancient world to contemporary times. Students will learn how to examine and analyze major forms of artistic expression from diverse cultures and understand their contributions to the arts. Students will explore historical context and examine architecture, manuscripts, painting, drawing, printmaking and sculpture through visual analysis. This class will give 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 four field trips. Parents must read and agree to the curriculum, which include mature and/or graphic material.

## Art Curriculum



[Notes]

## 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/>**

[Notes]

# English

## Junior High School

### 101: English 7

1 Year

Students will read a range of texts including novels, digital texts, short stories, poems, and articles. Coursework will emphasize *informational skills*: reading to determine central ideas and claims conveyed in the text, identifying the authors' viewpoints, and examining the text's language and craft. Coursework will also emphasize *literature skills*: analysis of literary concepts, reading for themes, differentiating characters, identifying figurative language, and recognizing literary elements.

The progression for both literature and information skills requires deep comprehension and high-level thinking skills. Students will be expected to engage in close reading to determine explicit content, make logical inferences, and cite supporting textual evidence.

The skills progression for Language, Speaking, and Listening includes instruction in spelling and vocabulary to support students in demonstrating a command of conventions of Standard English grammar when writing and speaking. Vocabulary emphasis is on acquisition of general academic and domain-specific words and phrases.

The Common Core Comprehension and Collaboration standards call for students to contribute to discussions as a whole class, in small groups, and with a partner. This rigorous course addresses the skills required of the New York State Grade 7 ELA exam. Students should expect to have homework every night. Summer reading is required.

### 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 teacher recommendation)

This required course reflects the New York State Common Core State Standards (CCSS) for English Language Arts, with particular attention to writing. The course content will continue the "spiral curriculum" which began in elementary school, supporting continuous improvement in writing and moving toward writing proficiency.

The CCSS calls for increased expectations in the writing of argument, informational, and narrative texts, requiring students to "produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience." Students will be expected to edit for conventions, demonstrating a command of language standards appropriate to seventh grade.

The Writing Workshop will continue explicit instruction, exposing 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 rehearsing, drafting, revising, and editing their writing, and the centrality of instructional feedback to students about their growth as writers. The CCSS for seventh grade requires the use of 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 stu-

dents progress along the projected trajectories of skill development in order to meet the high expectations of the CCSS.

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**

**½ 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 will 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 will 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**

The eighth grade program continues to expose students to a range of literature such as full-length plays, poems, short stories, and novels. Coursework will continue to emphasize *informational skills* and *literature skills*. Throughout the year, students will 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.

Students will continue to strengthen their capacity to analyze literary concepts, reading for themes, differentiating characters, identifying figurative language, and recognizing literary elements such as symbolism. 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. The Common Core Presentation and Knowledge Standards call for students to be skilled presenters, including via nonverbal forms of communication, through the strategic use of various media to clarify information, strengthen claims and evidence, and add interest.

The Common Core Comprehension and Collaboration standards call for students to participate and contribute to discussions building on others' ideas and expressing their own clearly. This rigorous course addresses the skills required of the New York State Grade 8 ELA exam. Students should expect to have homework every night. Summer reading is required.

### **148 or 148A: Grade 8 Writing Workshop and Grade 8 Writing Workshop Academic Intervention Services (AIS)** **(placement based on assessment data and teacher recommendation)**

**1 Year, Alternate Days**

This required course reflects the New York State Common Core State Standards (CCSS) for English Language Arts and the increased attention to the teaching of writing. The course content will continue the "spiral curriculum" in writing from seventh grade, supporting a system of continuous improvement in writing and moving toward students' proficiency as writers.



The CCSS call for students to become progressively capable of writing argument, informational, and narrative texts, requiring students to “produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.” The increased expectations for constructing a narrative argument require students to acknowledge alternative or opposing claims and organize evidence and explanations logically. Additionally, students should demonstrate the capacity to cite relevant evidence, using accurate, credible sources that demonstrate a clear understanding of the topic or text. Students will be expected to edit for conventions, demonstrating a command of language standards appropriate to eighth grade.

The writing workshop will continue explicit instruction, exposing 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 rehearsing, drafting, revising, and editing their writing, and the centrality of instructional feedback to students about their growth as writers. The CCSS for eighth grade requires the use of technology, including the Internet, to produce and publish writing as well as 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 high expectations of the CCSS.

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

In this course students cover a wide range of quality texts that will expose them to literature from various cultures. 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 linked to the Common Core Learning 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

In English 10 students cover 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.**

Designed for the student who has demonstrated superior academic ability and a willingness to pursue intensive English study, this course is literature and writing intensive and moves at a rapid pace with homework typically assigned nightly. Students should expect 75-100 pages of reading per week in addition to short and long-term writing assignments. Students will 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 (11<sup>th</sup> Grade ELA), SAT, or ACT. Additionally, students will review and strengthen grammar and usage concepts, etymology, and writing and citation skills essential for success with this curriculum. Students must complete a summer reading book with either an accompanying written assignment due at the start of the school year or a test during the first week of the academic year.

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

In 11<sup>th</sup> grade students continue to develop skills in 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 linked explicitly to the Common Core Learning Standards, and provide a rigorous and pedagogically sound approach to making the standards come alive through thoughtful planning, adaption, and instruction. The year's work culminates in students taking the New York State Examination in English Language Arts (Common Core).

**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.**

The AP English Language and Composition course is designed to help students become skilled readers of non-fiction 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 will 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 will be asked to write essays that analyze argument and develop their own arguments as well. All students will 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 I****½ Year, ½ Credit****125S: Introduction To College English II****½ Year, ½ Credit****Grade 12**

This is a rigorous college-preparatory course that explores classical and contemporary works of significant literary merit. Among the readings are texts written by Krakauer, Shakespeare, Vonnegut, and Morrison.

Students are expected to read texts closely and develop the practice of literary analysis through various “patterns of writing” or rhetorical modes, such as exemplification, narration, and description. Writing instruction will include expository discourse and argumentation, as well as various research techniques. Discussions and written assignments will situate readings in historical contexts, while analyzing cultural and political themes.

Each semester will include 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. *Introduction to College English I* will emphasize college level research papers of significant length in accordance with the guidelines of standard format styles, such as the Modern Language Association (MLA). *Introduction to College English II* will explore an array of readings including creative nonfiction, social commentary, and contemporary literature.

This course will draw on multiple literary sources, including digital texts. Preparation for daily class discussion is essential, and students are expected to be full and active participants.

**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.**

This course, diverse in scope and genre, is a rigorous exploration of classical and contemporary works of significant literary merit. Among the readings are texts written by Atwood, Brooks, Dostoyevsky, Plath, Shakespeare, Walker, and Yeats. 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. The culminating assignment is a thesis-driven literary research paper, which will require in-class and out of class investigation. This course will draw on multiple literary sources, including digital texts. 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 High School Electives

### 162: Publication Journalism

½ Year, ½ Credit

### 196: Publication Journalism

Full Year, 1 Credit

#### Grades 9-12

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

### 163: Creative Writing I

½ Year, ½ Credit

#### Grades 9-12

Want to get in touch with your artistic side? Write. Express yourself. In this workshop course, students will have an opportunity to find their creative voice while exploring various genres of creative writing, including poetry, the personal narrative, and the short story.

#### *Highlights include:*

- Very Bad Writing Contest (Who can write the worst, most cliché, most boring, or most scattered piece? Get all that bad writing out of your system.)
- Invite and Write Party (a day—or two—when each student invites a guest into the class.
- You each write a piece for each other and share it with the group).
- Finger Painting (Yes, finger painting! Reminisce and write.)
- Poetry and Music Activity (Listen to music and write your own lyrics.)
- Having an opportunity to enter creative writing contests and be a published in *Grok*, the high school literary and art magazine
- Sharing with and learning from your classmates

*Another reason to take this class? Not only will you have an opportunity to express yourself, you will also improve your overall writing skills.*

- Find your voice.
- Write with more clarity.
- Learn to choose your words carefully.
- Learn from the best by reading work by various published authors.

### 164: Creative Writing II

½ Year, ½ Credit

#### Grades 10-12

#### **Prerequisite: Creative Writing I**

In this workshop course, students will further explore the various genres of creative writing but will also have the option of working on individual projects and/or focusing on a particular form. As in Creative Writing I, students will 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.

**168: News Literacy I****½ Year, ½ Credit****Grades 9-12**

The world is flat. Would you believe this if a reporter on TV said it? What about if you read it in a newspaper or heard it on the radio? Critical thinking and reading skills are essential in our modern day era of rapid fire news, retractions, 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 will include guest speakers, the use of a wide array of media, and a possible field trip.

**169: News Literacy II****½ Year, ½ Credit****Grades 9-12****Prerequisite: News Literacy I**

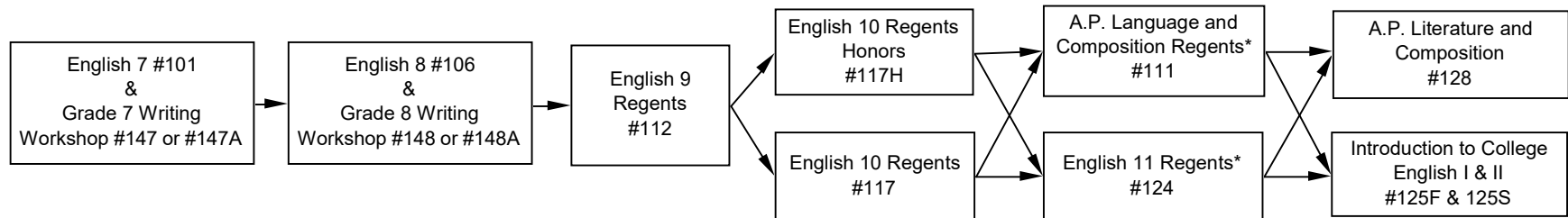
"All the News That's Fit to Print." Today that *New York Times* mantra must be expanded to included news that is fit to post, tweet, or disseminate via video or audio feed. News Literacy II is for students looking to foster their interest in the news and expand the critical thinking skills that are explored in News Literacy I. Assignments will be differentiated for those enrolled in this course that runs concurrently with News Literacy.

\*It is possible to take New Literacy I or II for college credit through Stony Brook University's Accelerated College Education program.

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

Need help with the critical reading or writing sections of the SAT or ACT? Interested in exploring where words come from? Want to have a greater command of our language? Enjoy wordplay? If you answered yes to any or all of these questions, then "What's That You Say?" is for you – a class designed to foster language curiosity, appreciation, and astute utilization, which in turn will increase standardized test scores and prove to be a lot of fun.

## English Curriculum



\* Regents in June

## Family And Consumer Sciences

### Junior High School

#### 801: Home And Careers 7

**½ Year, Alternate Days**

##### Grade 7

This course is designed to prepare 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

This course 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

Learn the many components of cooking and baking through hands-on experience in the basics of food preparation. Culinary techniques will be studied as well as safety, sanitation, and the use and types of kitchen equipment. Students will be 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 will mentor beginning students while building upon and perfecting the culinary skills learned in Culinary Arts I, as well as their critical thinking, decision making, problem solving, and time management skills through participation in food labs.



## Health Education

### Junior High School

#### **921: Health 7**

**1 year, Alternate Days**

This course 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.**

The major goals of the tenth grade course are to stress wellness: to assist teens in learning that personal wellness begins with the individual taking responsibility for his or her own health. There will be a review of the 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 will also focus 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.**

Students will discuss and explore issues such as world health issues, 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.

[Notes]

# Mathematics

## Junior High School

### 302 or 302TAE: Math 7 or Math 7 Extended

1 Year

#### (placement based on assessment data and teacher recommendation)

The primary objectives of this course are to strengthen students' skills in arithmetic operations, to introduce abstract topics such as equation solving, and to provide an opportunity to appreciate mathematics through real-life applications. The course is also intended to serve as a bridge through which students begin to utilize the structured techniques of secondary school mathematics. Students will be introduced to Algebra. Topics studied include: 1. Integers, fractions, decimals, and percents; 2. Ratio and Proportional reasoning; 3. Expressions and Equations; 4. Number theory; 5. Geometry; 6. Probability and Statistics; and 7. Graphing. This course prepares students to take the New York State Math 7 Assessment in April in addition to a departmental final examination in June.

Math 7 Extended (302TAE) is **required** for students who have not met New York State's standards as determined by state assessment data and/or district assessments. The extended class meets one period every day and a double period every other day.

### 307 or 307TAE: Math 8 or Math 8 Extended

1 Year

#### (placement based on assessment data and teacher recommendation)

This course follows Common Core Math 7 and focuses on expressions and equations, functions and geometry, the number system, and statistics. Students will explore the connections among proportional relationships, lines, and linear equations. They will analyze and solve linear equations and simultaneous linear equations. Functions and slope will be explored throughout the year in a variety of models. Students will use functions to compare relationships between quantities. They will investigate the topics of congruence and similarity in geometry and also focus on the Pythagorean Theorem and its converse. Real world applications involving the volumes of spheres, cylinders and cones will be covered. Students will look at patterns in statistics through bivariate data. This course prepares students to take the New York State Math 8 Assessment in May. In addition, they will take a departmental final exam in June.

Math 8 Extended (307TAE) is required for students that have not met New York State's standards as determined by state assessment and/or district assessments. The extended class meets one period every day and a double period every other day.

### 370A: Algebra 1 Regents Accelerated

1 Year, 1 Credit

#### Prerequisite: Successful completion of Math 7

#### Best chance for success: Teacher recommendation.

The course is specifically designed for grade 8 students who are highly talented and motivated in mathematics, and who have demonstrated that talent along with interest and enthusiasm for the subject matter throughout 7<sup>th</sup> grade. Students are recommended by teachers based on many aspects of student performance including, but not limited to, grades, classroom contributions, and demonstrated positive enthusiasm. Students who take this course "skip" Math 8.

This first course in the high school math sequence will assist students in developing skills and processes to be applied using a variety of techniques to solve problems successfully. Topics include: algebra with a strong emphasis on solving and graphing equations and inequalities (linear, quadratic and exponential). The graphing calculator will be used throughout the course. Students will take the New York State Regents exam in Common Core Algebra in June. The final grade in the course as well as the regents exam grade will be on the student's high school transcript.

## Senior High School

### **370 or 370TAE: Algebra I Regents or Algebra I Regents Extended**

**1 Year, 1 Credit**

#### **Prerequisite: Math 8, assessment data and teacher recommendation**

Students will develop skills and processes to be applied using a variety of techniques to solve problems successfully. Topics include algebra with a strong emphasis on solving and grading equations and inequalities (linear, quadratic and exponential). The graphing calculator will be used throughout the course. Students will take the New York State Regents exam in Common Core Algebra in June.

Integrate Algebra Regents Extended (370TAE) is **required** for students who have not met New York State's standards as determined by state assessment data and/or district assessments. It meets one period every day and a double period every other day.

### **371H: Geometry Regents Honors**

**1 Year, 1 Credit**

#### **Prerequisite: Algebra I Regents Accelerated and a passing grade on the Regents examination.**

#### **Best chance for success: Teacher recommendation.**

This course is designed for 9<sup>th</sup> grade math students who have mastered the Common Core Algebra curriculum in eighth grade. Geometry is the second course in the state's high school math sequence. Students will 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 similarity 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 sectors of 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 Geometry Regents Common Core. There is more difficulty and variety of mathematical problems as well as greater depth and breadth of all content areas. Students will take the New York State Regents exam in Common Core Geometry in June.

## **371 or 371TAE: Geometry Regents or Geometry Regents Extended**

### **1 Year, 1 Credit**

#### **Prerequisites: Algebra I Regents**

This course is designed for 10<sup>th</sup> grade math students who have completed the Common Core Algebra 1 curriculum in ninth grade. Geometry is the second course in the state's high school math sequence. Students will 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 similarity transformations, prove theorems involving similarity, define trigonometric ratios and solve problems involving right triangles. Students are to understand and apply theorems about circles, find arc lengths and areas of sectors of 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 Common Core Geometry in June.

Common Core Geometry Extended (371TAE) meets one period every day and a double period every other day.

## **372H: Algebra 2 Regents Honors**

### **1 Year, 1 Credit**

**Prerequisites: Integrated Algebra 1 Regents Honors or Accelerated, Geometry Honors or Accelerated.**

**Best chance for success: Teacher recommendation.**

This course is the third in the three-year sequence that addresses the common core 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 will supplement and enrich topics taught in Algebra 2 Regents. There is a greater variety of mathematical problems as well as a greater depth in all content areas. Students take the New York State Algebra 2 Common Core Regents Exam in June, which is one of the criteria for an advanced regents diploma.

## **372 or 372E: Algebra 2 Regents or Algebra 2 Regents Extended**

### **1 Year, 1 Credit**

**Prerequisite: Algebra 1, Geometry and passing grades on the corresponding Common Core Regents examinations; assessment data and teacher recommendation.**

This course is the third in the three-year sequence that addresses the common core standards in Mathematics. The class will develop topics including intermediate algebra, advanced algebra, exponential, logarithmic and polynomial functions, the complex number system, probability and statistics. Students take the New York State Algebra 2 Common Core Regents Exam in June, which is one of the criteria for an advanced regents diploma.

Algebra 2 Regents Extended (372E) meets one period every day and a double period every other day.

**349: Intermediate Algebra****1 Year, 1 Credit**

This course is designed for students who have successfully passed the New York State Integrated Algebra Regents exam and the Geometry Regents exam. This course seeks to integrate the topics of intermediate algebra and trigonometry, and broaden the students' mathematical knowledge through an examination of basic functions (linear, quadratic, and polynomial functions; exponential and logarithmic functions; and trigonometric functions). The focus will be on mathematical processes, as well as applications. The students will use the graphing calculator throughout this course as a tool to explore these processes and applications. A final exam will be administered in June.

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

This course is a college-preparatory course that will use sophisticated mathematics to give students the tools to become financially responsible young adults. The course employs algebra, precalculus, probability and statistics, calculus 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. Field projects, computer spreadsheets, and graphing calculators are key components of the course.

**347H: Precalculus Honors****1 Year, 1 Credit**

**Prerequisites: Algebra 2/Trigonometry Regents Honors or Accelerated.**

**Best chance for success: Teacher recommendation.**

This course is designed 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 are prepared to take AP Calculus in their senior year.

**362: Precalculus****1 Year, 1 Credit**

**Prerequisites: Integrated Algebra, Geometry, Algebra 2/Trigonometry.**

This course is recommended 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****1 Year, 1 Credit**

**Prerequisite: Algebra 2/Trigonometry.**

**Best chance for success: Teacher recommendation.**

This course is designed for high performing mathematics students in grade 12. The course will cover precalculus concepts, including polynomial, power, rational, exponential, logistic, logarithmic and trigonometric functions, vectors and parametric and polar equations. Afterwards, the course will continue with the study of calculus.

**341: Advanced Placement Calculus AB with Precalculus****1 Year, 1 Credit****Prerequisite: Algebra 1, Geometry, Algebra 2/Trigonometry.****Best chance for success: Teacher recommendation.**

This course is designed for selected seniors who took Algebra 2/Trigonometry Regents as juniors and who have demonstrated ability and interest in higher mathematics. In order to cover the topics from both a precalculus and a calculus course in a single academic year, the class will meet one period every day and a double period every other day. Students will 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 will be administered in June. 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.**

This course is equivalent to at least one semester of college calculus; additional topics will be covered as time permits. Students are exposed to the theory underlying the 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 June. 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: Precalculus Honors.****Best chance for success: Teacher recommendation.**

This course is equivalent to two semesters of college calculus. Students are exposed to the theory underlying the 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 June. 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 2/Trigonometry.****Best chance for success: Teacher recommendation.**

Activities include 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 students attends. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

## Math Electives

### **339: Computer Game Design**

**½ Year, ½ Credit**

#### **Grades 10-12**

#### **Prerequisite: Computer Science I and Computer Science II**

This course is an introduction to the basic methods of game design. Students will learn key programming concepts and will explore game development software to create original graphics and interactive computer games.

### **340: Statistics**

**½ Year, ½ Credit**

#### **Grades 11-12**

#### **Prerequisite: Two years of high school math**

Anyone who wants to be able to look critically at numerical information and not be misled will benefit from a 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 be used to tell the story you want told.

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 will be 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**

This introductory course is for students with no previous knowledge of computer science. It focuses on developing programming and problem-solving skills using the VB language. As a result of this course, students will be able to create a computer program 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**

This course 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**

This college level course 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.

***\*New Course\****

**336: Advanced Placement Computer Science Principles**

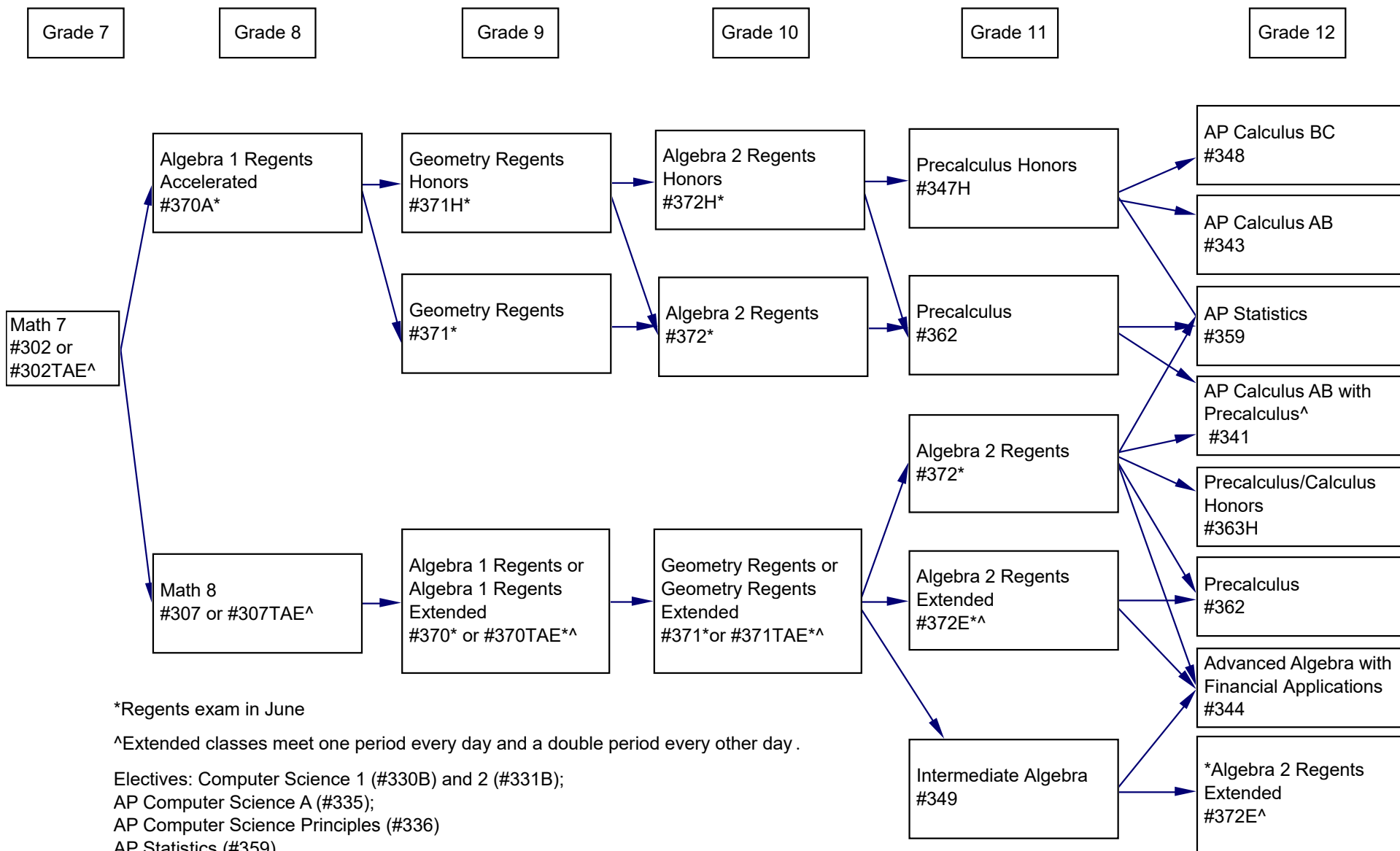
**1 Year, 1 Credit**

**Grades 10-12**

**Prerequisite: Computer Science I and Computer Science II**

This course is designed to be 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 will 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.

# Math Curriculum

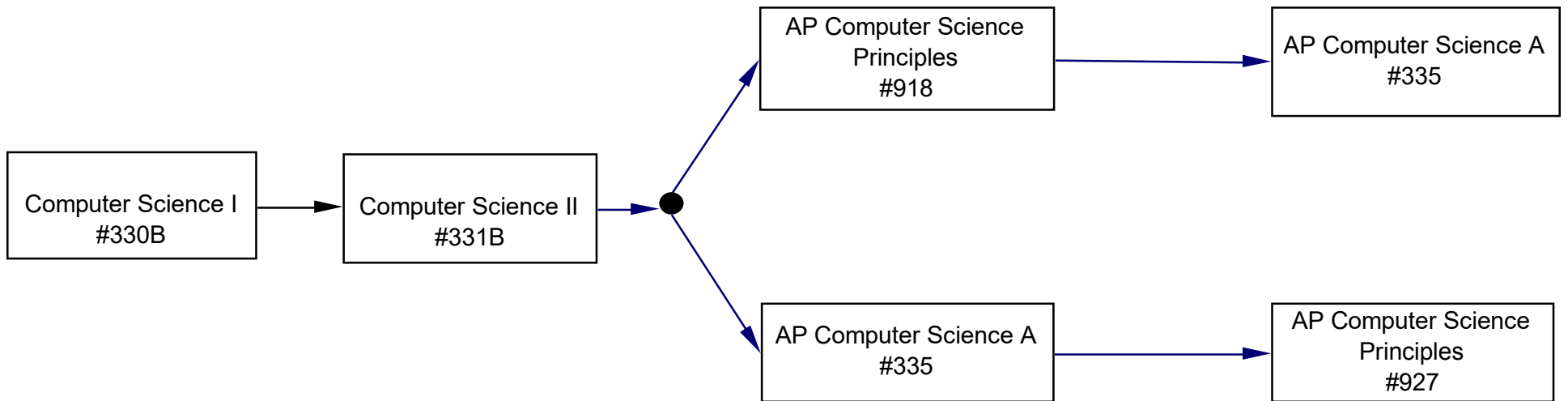


\*Regents exam in June

^Extended classes meet one period every day and a double period every other day .

Electives: Computer Science 1 (#330B) and 2 (#331B);  
 AP Computer Science A (#335);  
 AP Computer Science Principles (#336)  
 AP Statistics (#359)  
 Statistics (#340);  
 Computer Game Design (#349)

# Computer Science Curriculum



[Notes]

## Music

### Junior High School

All students must complete one half credit (one year alternate days) in music at the Junior High School level. This can be fulfilled by a **core** performing ensemble (wind ensemble, orchestra or chorus), classroom music, or music studio.

We encourage students to continue the course of study they followed at the sixth grade level (wind ensemble, orchestra, chorus or classroom music). Students may **only** enroll in 'Extended' classes when it involves two core performing ensembles.

Music studio is an alternative option to classroom music for students who are not involved in a **core** performing ensemble.

#### 755: Classroom Music 7

1 Year, Alternate Days

#### 759: Classroom Music 8

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 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 will 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.**

The conductor will 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 will introduce basic vocal exercises and will assign written worksheets to improve singing technique, expand musical literacy and develop ear-training skills. Students will prepare music from a varied repertoire that exposes them to a diversity of cultures, styles and historical periods. Students enrolled in this class will be 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 per-**

**performances at the PAC in January 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.**

Students will attend this class one day per six day cycle, and attend orchestra or wind ensemble two days out of a six day cycle. The conductor will 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 will introduce basic vocal exercises and will assign written worksheets to improve singing technique, expand musical literacy and develop ear-training skills. Students will prepare music from a varied repertoire that exposes them to a diversity of cultures, styles and historical periods. Students enrolled in this class will be 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 January 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.

### 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.**

Students will refine basic skills such as music reading, rhythm, tone quality, scales, fingerings and articulation. The conductor will emphasize 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 will be 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 January 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.**

Students will attend this class two days per six day cycle, and attend chorus one day out of a six day cycle. Students will refine basic skills such as music reading, rhythm, tone quality, scales, fingerings and articulation. The conductor will emphasize 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 will be 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 January 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.

**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.**

Students will learn the tools to develop basic orchestral performance skills: sight-reading, rhythm, pitch, instrument specific fingering and posture, balance, scales and interpretation. The conductor will emphasize all aspects of well-developed ensemble playing as students prepare music from a varied repertoire for two concerts. Students enrolled in this class will be 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 January 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.

Students will attend this class two days per six day cycle, and attend chorus one day out of a six day cycle. Students learn the tools to develop basic orchestral performance skills: sight-reading, rhythm, pitch, instrument specific fingering and posture, balance, scales and interpretation. The conductor will emphasize all aspects of well-developed ensemble playing as students prepare music from a varied repertoire for two concerts. Students enrolled in this class will be 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 January 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.

## Senior High School

Wind ensemble, orchestra, chorus 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).

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, chorus and theater workshop are the only music classes that fulfill New York State's one-credit graduation requirement in the arts.



**761: Senior High Chorus 9-12****1 Year, 1 Credit****792: Senior High Chorus 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 1-credit graduation requirement in Music mandated by New York State.

At its foundation, the ensemble explores the great choral classics but branches off into the music of more contemporary and eclectic styles. The conductor will expect students to develop their voices and contribute individually to the group. Students will focus on all aspects of healthy, accurate and confident singing such as proper breathing, posture, diction, vowel formation, tone production, and range flexibility. We will 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 1-credit graduation requirement in Music mandated by New York State.

The conductor will encourage the development of all aspects of musical skill for each student, including sight-reading, rhythm, pitch, instrument specific fingering and posture, balance, scales and interpretation. Students will 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 1-credit graduation requirement in Music mandated by New York State.

This class contains more advanced students and explores more challenging literature. The conductor will encourage the development of all aspects of musical skill is encouraged 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 can 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 1-credit graduation requirement in Music mandated by New York State.

The advanced student 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 will emphasize 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 will 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 teaches the student how to operate a music sound studio. Students will develop music recording and compositional techniques. They will explore digital music processing through audio and MIDI components, electronic synthesizers, sound samplers, rhythm machines, computers, etc. Students will 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**

This class fulfills the 1-credit graduation requirement in Music mandated by New York State. This is a 1 credit course open to grades 9-12. Theatre Workshop provides an introduction to theatre as a performing art. This course emphasizes artistic perception and creative expression. It promotes understanding of aesthetic valuing, historical and cultural awareness, and the inter-connections of the arts and other disciplines. Students will be trained in the 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 can take this course multiple times.

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

**Students must have the recommendation of their core performing ensemble teacher.**

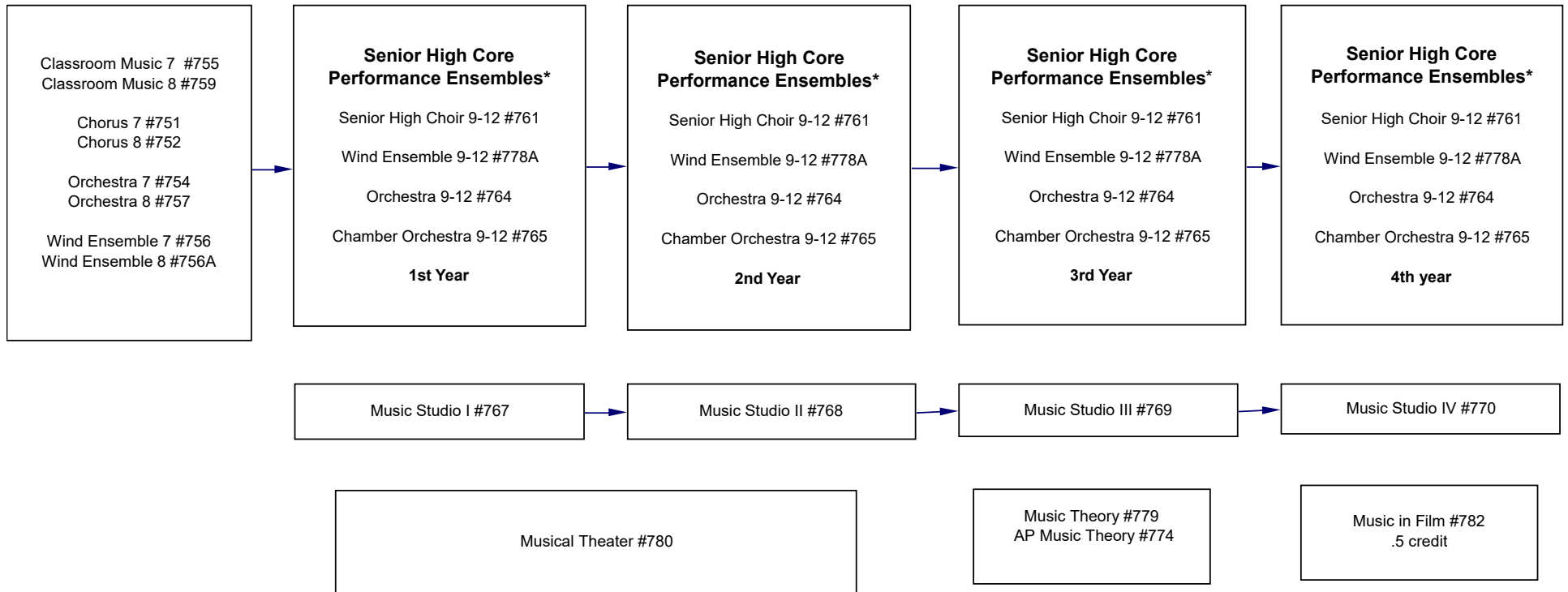
This class fulfills the 1-credit graduation requirement in Music mandated by New York State. The objective of Music Theory is to prepare students for college level music theory which is the study of music's language. The curriculum focuses on the study of harmony, voice leading, ear training and counterpoint. 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****½ Year, ½ Credit****Grades 9-12**

This course will survey some of the most notable composers of original film music from 1930 to the present. Students will study musical style and technique and each composer's style will be analyzed in conjunction with musical influences throughout history. Some of the themes covered will 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. Lectures will be supplemented by audio and video examples. Grades will be 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:

MENC All-National and All-Eastern; NYSSMA All-State; NMEA All-County and Long Island String Festival Association (LISFA).

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 honors groups such as CSHHS Vocal Jazz , Junior/Senior High Jazz Band and the Senior High Musical Orchestra.

NOTE: Performance Ensembles, AP Music Theory and Musical Theater are the only music classes that fulfill New York State's one-credit graduation requirement in the arts.

[Notes]

## Online Courses

### Business

#### #860-OLC: Personal Finance

½ Year, ½ Credit

#### This is open to Grades 11-12

Understanding financial management concepts is an important life skill that forms the crux of this one-semester Personal Finance course. Students learn to understand 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 21<sup>st</sup> Century.”*

[Notes]



# Physical Education

## Junior High School

### 903: Physical Education 7

1 Year, Alternate Days

### 907: Physical Education 8

Students will take the part in the FitnessGram Physical Fitness Test. Results will be recorded into a computer program and FitnessGram report for each child will be 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 will take the part in the FitnessGram Physical Fitness Test. Results will be recorded into a computer program and FitnessGram report for each child will be 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 WGPA.

### 911: Physical Education 9-10

1 Year, ½ Credit, Alternate Days

Ninth and tenth grade Physical Education focuses on promoting a physically-active lifestyle. Students will learn about the components of fitness and nutrition while analyzing their own fitness levels through a variety of activities. Students will be introduced to yoga and weight training and will participate in new games and activities such as speedball, rugby and Frisbee games. Students will 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**

Eleventh and twelfth grade students will have opportunities during the school year to participate in a variety of lifetime activities. 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**

This non-traditional approach to Physical Education 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 will cover prevention and treatment of injuries, performance enhancement, anatomy and physiology, sports specific nutrition, and first aid. Students will 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**

Grades 9-12 Meets requirement for full-year Physical Education Through a series of sequential activities, involving physical, mental, and social components, students will be 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**

Grades 9-10 Meets requirements for full-year Physical Education This course will offer a wealth of information which will provide students with the tools needed to design effective and appropriate personal fitness programs throughout their lives. In a lecture and laboratory setting, students will 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 will be highlighted. Although Fit for Life is not a prerequisite for Sports Medicine, some topics are interchangeable and will be 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**

This course will examine dance from both a historical/cultural and movement perspective. Dance Appreciation will help to foster an intelligent appreciation of dance-related activities as an art form. **Active** participation will be 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 will be 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 will be discussed. Students will perform in select dance performances throughout the school year.

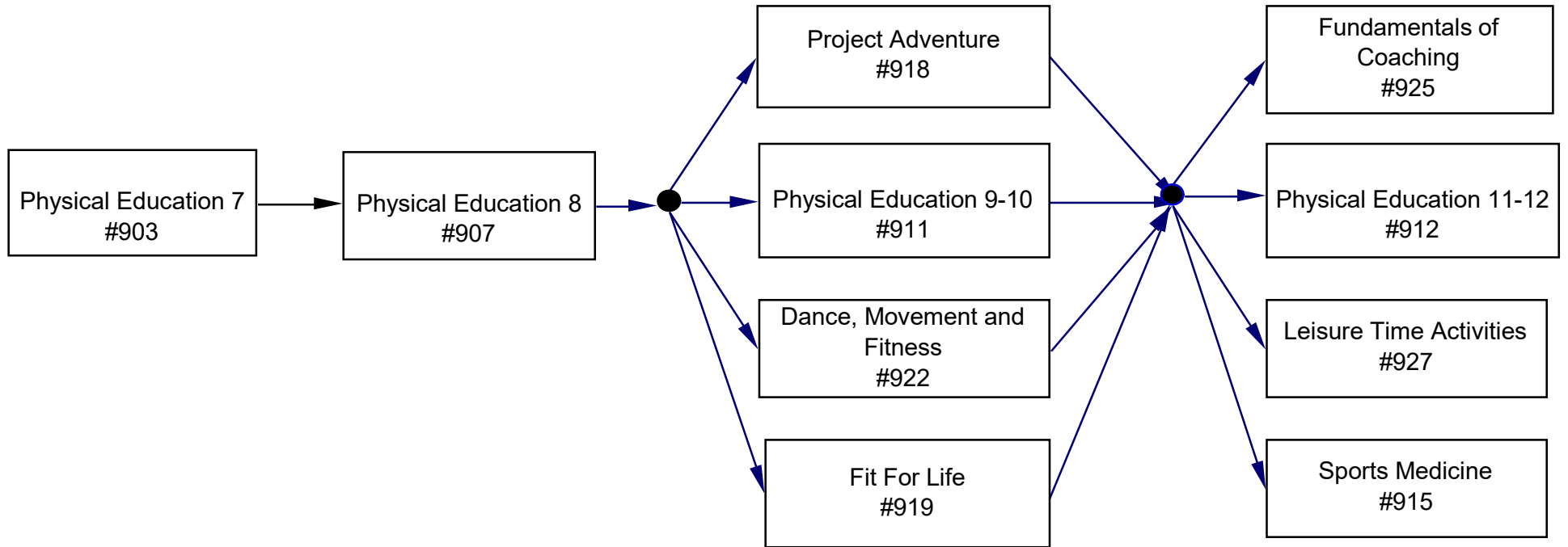
**925: Fundamentals Of Coaching      1 Year, ½ Credit, Alternate Days**  
**Grades 11-12****Meets requirement for full-year Physical Education**

This course is designed to develop a student's knowledge and understanding of coaching principles and techniques along with the overall group dynamics of sport. Students will develop the ability to plan and implement coaching methods that are based on physical conditioning, sport skill development, strategy and sport tactics. Time will be spent designing and participating in drills, sport skill tests, progressive practice sessions. Class experiences will include actively developing a team tryout that evaluates student athlete's skill, fitness level, attitude and application of strategy. In addition, students will observe various coaches and will analyze and debate issues of ethical conduct, team rules and team values. Guest speakers will 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**

Our eleventh and twelfth grade students will have opportunities during the school year to participate in a variety of leisure activities. Instruction will focus on orienteering, tennis, rollerblading, ice skating, cross country skiing, kickboxing, and cycling. Students will also be instructed on nutrition and certified in American Red Cross CPR/AED.

## Physical Education Curriculum



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

#### 401: Life Science 7

1 Year

Students will engage in interdisciplinary units where they will explore physical science concepts and how they relate to biology. Topics will also include the cellular nature of life, the human body systems and ecology.

#### 430A: Biology Regents Accelerated

1 Year, 1 Credit

This is the science course required for all grade 8 students. It provides a broad understanding of the fundamental principles of biology. Extensive treatment will be 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

This course 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.**

This course 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 will be 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.**

This course 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. Besides lab reports, there may be at least two required projects. 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 Earth Science, strong mathematical skills and teacher recommendation.**

This course is for students in grade 10 or above. It 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. In addition, quarterly projects may be required for at least two of the four marking periods. Students are required to take the Chemistry Regents examination in June.

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

This course 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.

**452: Physics Regents****1 Year, 1 Credit****Prerequisite: Algebra 2 and Trigonometry 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 Integrated Algebra and Geometry Regents examinations.**

This course will cover all the material of the Regents exam and will be 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.**

This course 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 will be 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 “C” in the Chemistry Regents course.**

This course is designed to be the equivalent of a college introductory biology course usually taken by freshman science majors. Students will be required to read the first two chapters of the AP textbook during the summer prior to taking the course. The course will also prepare students for the Living Environment Regents examination in June. Students are required to take this exam if they have not passed the Biology Regents course and the Living Environment Regents examination, as required by New York State. 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.**

This course is designed to be the equivalent to 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 will be expected to complete selected readings and a written assignment during the summer preceding the course, which will be 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****This course is in partnership with Cold Spring Harbor Laboratory; Students are transported to Cold Spring Harbor Lab daily for periods 8 and 9.****Prerequisites: Grades 11 or 12.****Best chance for success: A minimum grade of “B” in all previous Regents-level science courses.**

This initiative, led by the partnership of CSHHS and CSH Laboratories, enables students to perform Nobel-prize winning experiments with DNA 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 and database analysis and computation using bioinformatics. Particular emphasis will be placed on gene isolation, analysis and annotation in model systems such as *E. coli*, *Arabidopsis thaliana*, *Zea Mays*, and *C. Elegans*. In addition, students will conduct research and project work on gene evolution with 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. This course will also prepare students for the Living Environment Regents examination in June. Students are required to take this exam if they have not passed the Biology Regents course and the Living Environment examination, as required by New York State.

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

This course is designed for students who have demonstrated a high degree of competence in a first-year chemistry course. The course is designed to be 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 will be required to review and complete an assignment covering the first four chapters of the AP textbook during the summer. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

**469: Advanced Placement Physics 1: Mechanics****1 Year, 1 Credit****Prerequisites: concurrent enrollment in, or completion of Algebra 2 / Trigonometry Regents.****Best chance for success: Successful completion of Chemistry Regents Honors course.**

The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce 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. Students enrolled in this course are expected to take the Advanced Placement Physics 1 Exam.

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

This course is designed 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. In addition, students will be required to review several sections of the AP textbook during the summer prior to taking this course. 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**

This course is designed 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

### 479: Science in the 21st Century

½ Year, ½ Credit

#### Grades 10-12

#### Prerequisite: Biology

This course will present 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 will be explored, as well as their political, social and economic ramifications. This course will increase the scientific knowledge of our students and aid them in making informed and responsible decisions.

### 476: Marine Science I

½ Year, ½ Credit

#### Grades 10-12

This course is designed for students interested in oceanography and marine biology. It emphasizes the study of life in the sea, as well as the physical factors in the ocean, such as light, temperature, tides and currents, and their impact on marine life. Pollution and conservation issues will be explored.

### 477: Marine Science II

½ Year, ½ Credit

#### Grades 10-12

#### Prerequisite: Marine Science I.

**Best chance for success: A minimum grade of "B" in Marine Science or teacher recommendation.**

Marine Science II is an inquiry based course in which students will be given a major project to complete. Collaboration with experts in the field is a requirement for success. The skills to be acquired include research, oral presentation, independent thought and problem solving. The course focuses on the six major marine ecosystems that are located on Long Island.

### 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 that will be discussed are: fingerprinting, DNA fingerprinting, forensic toxicology and chromatography. In order to merge theory with practice, we will discuss a number of actual forensic case histories.

**488: Anatomy and Physiology****½ Year, ½ Credit**

This course is designed for high school students interested in health care careers, and/or 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****½ Year, ¼ Credit****Grades 9-12****Alternate Days**

This course is designed to provide 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 will acquire real data, write research paper, design a poster and present their work orally. This course requires a high degree of motivation.

**449H: Research Honors II****½ Year, ¼ Credit****Grades 9-12****Alternate Days****Prerequisite: Research Honors I.**

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

**450H: Independent Research Honors****1 Year, 1 Credit****Meeting times to be arranged with teacher.****Grades 10-12 Students may take this course multiple times.****Prerequisite: Research Honors II.**

This course is designed for students who will plan and develop independent research to be presented for 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 will be spent in the establishment of connections between students and professional mentors who will assist and guide students as they perform their research. Students will be 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 July 11 through August 18**  
**Grades 9-12**  
**Monday –Thursday**  
**8:00 a.m. to 12:00 noon**

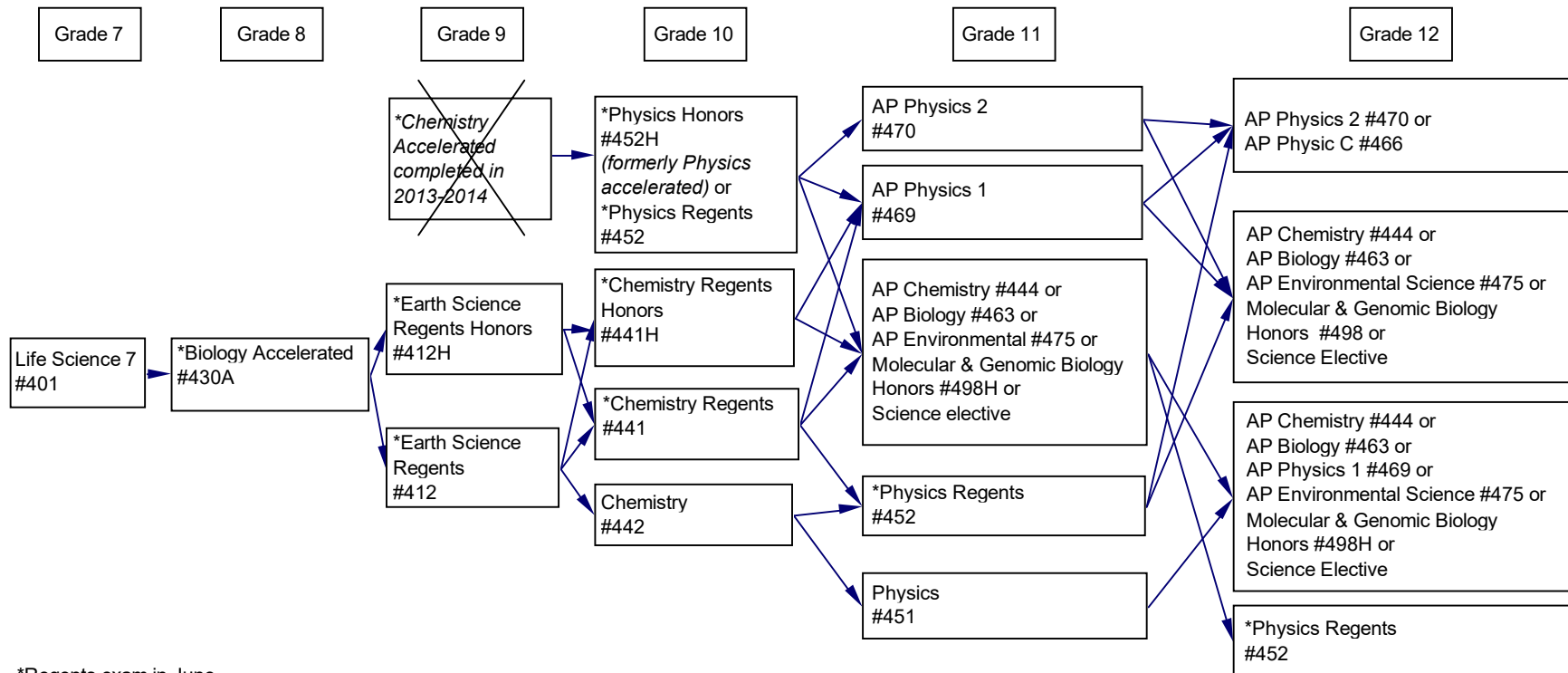
This program is designed for two groups:

- 1) For 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) For 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."

## Science Curriculum for Grade 12 in 2016-2017 only

Note: Certain courses have math prerequisites--please see course book



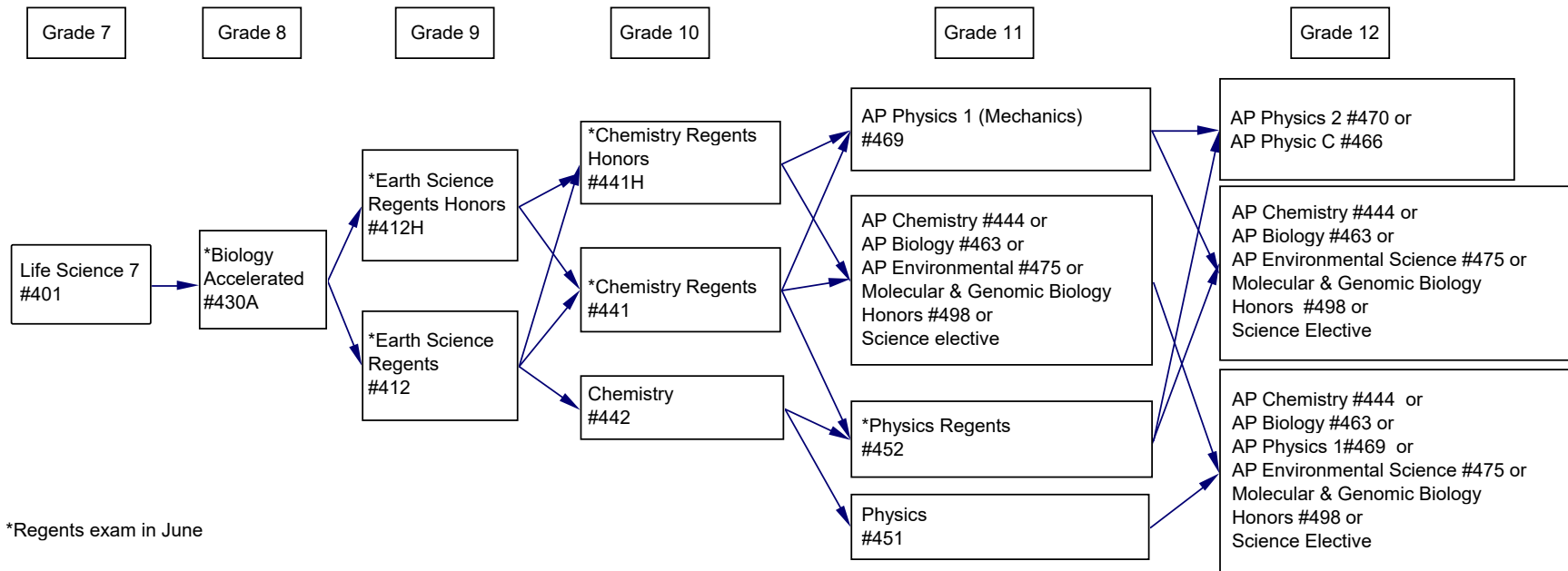
\*Regents exam in June

Students must include in their science curriculum a course in Biology or Molecular & Genomic Biology and pass the Living Environment Regents exam to earn an advanced regents diploma.

Electives: Marine Science I & II (#476 & #477); Forensic Science (#435); Anatomy and Physiology (#488); Science in the 21st Century (#479); Research Honors I & II (#448H & #449H); 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 laboratory science, including Biology, Earth Science, Chemistry and Physics.

## Science Curriculum for Grades 7- 11 in 2016-2017

Note: Certain courses have math prerequisites--please see course book



\*Regents exam in June

Students must include in their science curriculum a course in Biology or Molecular & Genomic Biology and pass the Living Environment Regents exam to earn an advanced regents diploma.

Electives: Marine Science I & II (#476 & #477); Forensic Science (#435); Anatomy and Physiology (#488); Science in the 21st Century (#479); Research Honors I & II (#448H & #449H); 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 laboratory science, including Biology, Earth Science, Chemistry and Physics.

[Notes]

## Social Studies

### Junior High School

#### 202: Social Studies 7

1 Year

##### United States and New York State History

This course examines American history from pre-Colonial Indians through the Civil War. Emphasis is placed upon the social history of this time period with attention given to local history whenever appropriate. America's interaction with Canada and Mexico is also studied. A final exam is given at the end of the year.

#### 207: Social Studies 8

1 Year

##### United States and New York State History

This course examines American History from the era of Reconstruction to the present. As in the case of Social Studies 7, attention is given to the history of New York State's and America's relations with adjacent nations. A state assessment encompassing 7th and 8th grade material may be administered at the end of the school year. A final exam is given at the end of the year.

### Senior High School

#### 212: Global History & Geography I Regents

1 Year, 1 Credit

##### Grade 9

Global I utilizes a teaming approach with The English Department to create a truly interdisciplinary course of study. This humanities instructional approach involves a conscious effort to apply knowledge, principles, and/or values to more than one academic discipline simultaneously. It supports goals such as transfer of learning, teaching students to think and reason, and providing a curriculum that is more relevant and accessible to students. Global History & Geography covers world history from the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact until 1750. The course emphasizes the key themes of interactions over time, shifts in political power, and the role of belief systems. The primary emphasis will be on history, but relevant geographical, economic, and political concepts will be interwoven into the historical context. The course will focus on three instructional points: 1. Focus on Conceptual Understandings. 2. Fostering student, inquiry, collaboration and Informed Action. 3. Integration of Content and Skills. A final exam is given at the end of the year.

#### 213: Advanced Placement World History I 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**

This course is the first part of a two-year sequence in college-level World History and Geography in preparation for the AP World History and Geography exam administered in sophomore year. *The teacher applied the same interdisciplinary humanities approach as described above in Course 212.* The course considers the global processes, social interactions, international frameworks, and cross-cultural comparisons endemic to an understanding of World History. The time

frame examined is from 8000 B.C.E. to 1500 C.E. This course will offer an in-depth examination of philosophy, religion, art, literature, and geography of various cultures. Interpretive and analytical skills will be emphasized. (Students are required to take the Global History Regents examination and the AP World History Examination at the end of tenth grade.) A final exam is given at the end of the year. A significant amount of chapter outlining is a major component of the course expectations and grade. Summer assignment required. Students enrolled in any Advanced Placement course are expected to take the Advanced Placement examination in that subject. Students will take the AP exam at the end of Advanced Placement World History II.

## **217: Global History & Geography II Regents**

**1 Year, 1 Credit**

### **Grade 10**

This course 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. The time frame is from 1750 to the present. Students 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 will investigate the following global connections and linkages: Cultural Diffusion, Migration, Multi-Regional Empires, Belief Systems, Trade and Conflict. The earth is a planet of diverse groups of people and geography. The students will focus on using geography to explain the connection between past and present civilizations. Students in this course are required to take the Global History Regents examination, which will count as the final exam, at the end of the course. Summer assignment required.

## **215: Advanced Placement World History II Regents**

**1 Year, 1 Credit**

### **Grade 10**

**Prerequisite: AP World History I.**

**Best chance for success: A minimum grade of “B–” average in AP World History I and teacher recommendation.**

This course is the second part of a two-year sequence in college level World History and Geography in preparation for the AP World History and Geography exam. The course considers the global processes, social interactions, international frameworks, and cross-cultural comparisons endemic to an understanding of World History. The time frame examined is from 1000 C.E. to the present. This course will offer an in-depth examination of modern politics, economics, philosophy, technology, and society and of cross-cultural comparison. Interpretive and analytical skills will be emphasized. Only students who have successfully completed AP World History and Geography I may take this course. (Students must take the Global History Regents examination in addition to the AP Examination.) The Regents Exam counts as the final exam. A significant amount of chapter outlining is a major component of the course expectations and grade. Summer assignment required. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

## **227: Advanced Placement European History Regents**

**1 Year, 1 Credit**

### **Grades 10-12**

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

The student reads deeply into selected problems of European History since the Middle Ages. The course is divided into two parts: chronology of European History and interpretation of European History. The study of European history since 1450 introduces students to cultural, eco-



conomic, political and social developments that have played a role in shaping their world. Sophomores enrolled in this class must take the Global History & Geography II Regents Examination which counts as their final exam. Juniors and seniors enrolled in this course are responsible for a research paper to be counted as their final exam. A significant amount of chapter outlining is a major component of the course expectations and grade. Summer assignment required. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

## **222: U.S. History & Government Regents**

**1 Year, 1 Credit**

### **Grade 11**

This course is divided into six major historical units, the first of which is devoted to the origins and development of the U.S. Constitution and Bill of Rights. It then follows a review of U.S. history from 1787-1865 at it relates to constitutional-legal developments. The remainder of the course is devoted to post-Civil War history with emphasis placed upon the nature and implications of the shift from an agrarian to an industrial society; expansion of the American nation; the nature of American culture and values in the industrial era; the origins and impact of the Depression era; and America's place in the post-WW II global community. Students will take the New York State Regents Examination in U.S. History & Government at the end of this course, which counts as the final exam. Summer assignment required.

## **225: Advanced Placement U.S. History Regents**

**1 Year, 1 Credit**

### **Grade 11**

**Prerequisite: Social Studies 10 (course 215, 217 or 227).**

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

This course, which relies entirely on college-level materials, is divided into two parts: chronology of American history and interpretation of American history. Readings are gathered from college-level textbooks and are based upon various interpretations of history. This is a course designed to be a survey of history that covers the social, political, economic, religious and military interpretations of American history. It requires the advanced skill of analysis and interpretation. Students will take the New York State Regents Examination in U.S. History & Government at the end of this course, which counts as the final exam. A significant amount of chapter outlining is a major component of the course expectations and grade. Summer assignment required. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

## **251: Economics**

**½ Year, ½ Credit**

### **Grade 12**

This course aims to provide students with the economic knowledge and skills necessary to function as informed and economically literate American citizens. Stress is placed upon understanding basic economic concepts, the operation of the American economic system, and how to function within this system as both a productive and well-informed citizen. Economic issues of current importance and America's place in the global economy are also studied. A research paper, addressing the key concepts studied, is required. Students will satisfy the Economics requirement with participation and successful completion of the Virtual Enterprise course.

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

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, the trade gap, and superpower relations. Requirements include direct involvement in some aspect of public affairs and the political process, participation in class debates, a mock congress, and a research paper as a final examination. A research paper, addressing the key concepts studied, is required.

**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.**

This course 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 and periodicals. Focus will be 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 will prepare for the Economics AP examination and they will also receive Public Affairs credit. Students will experience a simulated stock market, utilizing Microsoft Excel. A college-level research paper, with an annotated bibliography, is required. A significant amount of chapter outlining is a major component of the course expectations and grade. Summer assignment required. 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.**

This course can be taken in place of Public Affairs and it will encompass the requirements for Economics. The purpose of this course is to analyze organizational components of institutions of government and apply them to how government works. In this way, students will understand how our government makes public policy decisions. Students must understand historical perspectives of each topic but, more often than not, this course will concentrate on examples from 1960 to the present. This course requires students to analyze and interpret the decisions of each of the branches of government. Students are required to research the legislative history of an actual law and produce a college-level research paper, with an annotated bibliography, describing their findings. A significant amount of chapter outlining is a major component of the course expectations and grade. Summer assignment required. Students enrolled in any Ad-

vanced Placement course are expected to take the Advanced Placement examination in that subject.

## Senior High School Electives

**Some Social Studies electives are offered in alternating years.**

### **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 wide range of material that would normally be included in a semester-long, college-level course in Introductory Human Geography. Students will 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, they 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. No summer assignment. 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.**

This course is a college-level course that requires students to analyze human behavior. Students are required to apply theories of psychology from various perspectives and in turn they will analyze their own behavior. Students will be required to think critically while analyzing statistics and empirical data. They will also analyze and participate in many experiments. Students should have a strong foundation in biology in order to understand the neurological aspects of behavior. A significant amount of chapter outlining is a major component of the course expectations and grade. Summer assignment required. 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**

This course provides instruction and practice in Lincoln-Douglas Debate and Public Forum debates. The course focuses on in-class debating of major political and ethical issues. Students are taught case writing, rebuttals, cross-examination skills, analytical thinking, and political and moral philosophy.

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. Students can take this course multiple times.

### **230: Current Events (not available for the 2016-2017 school year)**

**½ Year, ½ Credit**

#### **Grades 9-12**

The goal of this course is to critically analyze world and national events. Students will read newspapers, magazines and evaluate the most recent government decisions. This class will examine events in Long Island, New York, the nation and the world. As a result, students will become critical participants in the world in which they live. Grades will be determined through class participation, writing assignments, a midterm and a final.

### **231: America At War (not available for the 2016-2017 school year)**

**½ Year, ½ Credit**

#### **Grades 9-12**

This course is designed to provide students an opportunity to examine the effects of war on the history of the United States. The early part of the course will focus on a history of wars fought until World War II. The major focus of the course will be on the period from the French and Indian War to World War II.

The second phase of the class will focus on the events of World War II through the activities of the United States in Iraq and Afghanistan. The class will involve discussion on tactics used in modern war. In addition, the use of propaganda from newspapers to film to TV will be examined. Discussion will concentrate on the political, social and economic changes in America as a result of war. A paper and oral presentation is a requirement to complete the course.

### **243: Psychology**

**½ Year, ½ Credit**

#### **Grades 9-12**

This course provides introductory instruction in, and analysis of, the principles of human behavior. Emphasis is placed upon class discussion and the use of surveys and video tapes. Among the topics included are: the biological basis of behavior, learning, memory, intelligence, personality, psychological disorders and therapies. Quizzes, tests and projects will be used to assess student performance.

### **250: Ancient and Medieval History (not available for the 2016-2017 school year)**

**½ Year, ½ Credit**

#### **Grades 9-12**

This course is designed to provide students with an opportunity to explore Ancient and Medieval cultures throughout the world. The students will examine a diverse group of cultures including but not limited to cultures such as: The Egyptian, The Han, The Mayan, The Celtic, and Medieval Europeans. Readings, videos, lectures, and student projects will be used to bring history alive.

## **252: Criminal Law**

### **Grades 9-12**

**½ Year, ½ Credit**

This course examines the rights of the accused in the Bill of Rights. This course will cover search and seizure, probable cause, warrant requirements, police affidavits, self-incrimination, Miranda warnings, police interrogations, automobile stops, right to an attorney, double jeopardy, habeas corpus and the right to a speedy trial. The students will be 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 will allow students who have an interest in law to learn more about criminal procedure.

## **253: Constitutional Law ((not available for the 2016-2017 school year)**

**½ Year, ½ Credit**

### **Grades 9-12**

This course examines the United States Constitution. The students will be covering Supreme Court cases that will be covered on the 11<sup>th</sup> grade Regents examination and beyond. The topics to be covered will embrace the original ten amendments to the Constitution. Students will prepare court briefings of the cases. They will present these to the class and participate in a Moot Tournament during the semester. This course will allow students to examine the United States Constitution and all that it implies.

## **255: Student Leadership**

### **Grades 9-12**

**½ Year, ½ Credit**

The student leadership class 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**

### **Grades 9-12**

**½ Year, ½ Credit**

Students will examine the creation of New York City from a Dutch colony to the urban metropolis of today. Topics include discovery and settlement, the role of New York in the American Revolution, the Civil War draft riots, Tammany Hall, Immigration, Industrialization, Robert Moses and the September 11<sup>th</sup> attacks. Students will compare major events of New York City and discuss its changing ethnic composition and economic influence of the city. Students are expected to complete a research project, make presentations, and take traditional exams.

## **262: Mysteries In History**

### **Grades 9-12**

**½ Year, ½ Credit**

This class will look at events throughout history that remain unsolved or questioned. These events will be studied from various perspectives so students can formulate their own opinion as to what may have happened. Topics of discussion 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 will complete a research paper discussing their views on a controversial event and will be expected to 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 will be expected to create power point presentations and take traditional exams and quizzes.

**264: Professional Sports And The American Economy**  
**Grades 9-12**

**½ Year, ½ Credit**

This course will challenge students to look at an industry of professional sports, not only as spectator and fan, but as owner, athlete, and agent. The course will enable 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 will learn to think critically and to problem solve, enabling them to make more informed personal business choices.

***\*New Course\****

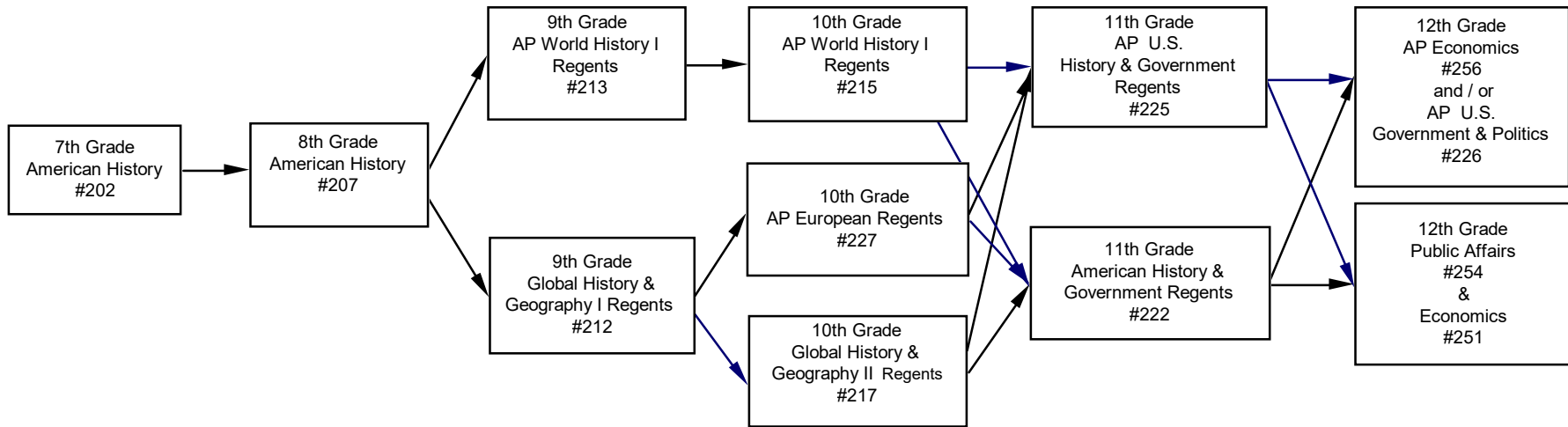
**265: Social Science Research**  
**Grades 9-12**

**½ Year, ½ Credit**

This course is designed for students who are interested in research in the behavioral, natural and social sciences. Students will be introduced to common methods and concepts used by researchers. The use of technology will be utilized to collect and present findings. Students will work independently and in small groups to complete experiments. Students can 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.

Students may take the course multiple times. A higher level of research and analysis is expected each time. (More advanced Social Science research courses may be offered at some time in the future.)

## Social Studies Curriculum



All students must take the Global History & Geography Regents at the end of 10th grade and the American History & Government Regents at the end of 11th grade.

9th and 10th grade Global History & Geography is a two year sequence that can be completed at the AP or Regents levels or combination of both.

### Social Studies Electives 2016-2017

AP Human Geography (#288), AP Psychology (#246), Tournament Debate (#134), Psychology (#243), Criminal Law (#252), Student Leadership (#255), History of New York City/Urban Studies (#261), Mysteries In History (#262), Sociology (#263), Professional Sports and the American Economy (#264), Social Science Research (#265)

[Notes]



## Technology

### Junior High School

#### **876: Gateway To Technology 8**

**1 Year, Alternate Days**

The course will focus on design and building using mechanical drawing, CAD (computer aided design) software and building methods. Students will 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 will design, program and control a fully-functional “NXT” generation robot. They will use software to plan, test and modify sequences of instructions for a variety of life-like robotic behaviors. Students will then be 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**

Students will use geometry, problem solving and project management skills to design and develop prototypes. This course will address 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 will learn to design, program and control fully-functional Mindstorms Lego robotic series “NXT” generation. They will use software to plan, test and modify sequences of instructions for a variety of life-like robotic behaviors. The activities will cover topics that include science, technology, engineering and mathematics (STEM). Students will work to solve open-ended, robotic building tasks and software programming to achieve a stated goal. Upon completion of goal, students will 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.

[Notes]

**Wilson Technological Center**  
**Career and Technical Education (CTE)**  
**General Career and Technical Education (GCTE)**

[www.wilsontech.org](http://www.wilsontech.org) and [www.mytechnow.org](http://www.mytechnow.org)

**Surf Tech [www.wilsontech.org/surftech](http://www.wilsontech.org/surftech)**

**Grades 9 and 10**

This free program is open to all 9<sup>th</sup> and 10<sup>th</sup> 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 9<sup>th</sup> and 10<sup>th</sup> 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 comprehen-

sive 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
- Photography

### Service Careers

- Certified Personal Trainer
- Cosmetology
- Criminal Justice
- Culinary Arts
- Early Childhood Education
- 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 your skills and grades in math and English and can improve entrance exam scores— SATs and ACTs.**

Studying an international language can improve your analytic and interpretive capacities. Three to five years of language study is impressive on college applications and will help you 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 foreign language is one of the five top skills needed in today's job market. No matter what career you choose, learning a second language gives a real advantage.

- **Language study helps you connect with other cultures.**

Knowledge of other cultures will help you expand your personal horizons and become a responsible citizen. Your ability to talk to others and gather information beyond the world of English will contribute to your community and your country.

## Junior High School

FLACS (Foreign Language Association of Chairpersons & Supervisors) is the organization responsible for the regional Checkpoint A and Checkpoint B examinations formerly known as Regents examinations. Successful completion of a two-year junior high world language sequence along with passing the 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

1 Year

#### Grade 7

French 1A is an introduction to French language and culture. Emphasis is placed on the development of listening and speaking skills. Reading and writing skills are cultivated through a variety of authentic materials. The French heritage and its contributions to our civilization are also explored. The values inherent in acquiring second-language proficiency and heightened cultural awareness are promoted.

#### 554: French 1B

1 Year

#### Grade 8

French 1B is the second year of French language instruction. Emphasis is placed on further development and refinement of listening, speaking, reading and writing skills through a variety of authentic sources. The year will culminate with the administration of the FLACS Checkpoint A Exam. One high school Foreign Language credit is awarded upon passing the exam.

## Spanish

### **552: Spanish 1A**

**1 Year**

#### **Grade 7**

Welcome to Spanish 1A. This is the first in the series of Spanish language courses offered at Cold Spring Harbor Junior / Senior High School. Emphasis is placed on the introduction of the four basic language skills (speaking, listening, reading and writing) through a communicative approach to second language learning. The study of important aspects of Hispanic cultures and civilizations will also be introduced throughout the course of the year. This class will begin to prepare students for the FLACS Regional Checkpoint A Exam in Spanish, which they are required to take at the end of 8<sup>th</sup> grade.

### **555: Spanish 1B**

**1 Year**

#### **Grade 8**

Welcome to Spanish 1B. This is the second in the series of Spanish language courses offered at Cold Spring Harbor Junior / Senior High School. Emphasis is placed on the reinforcement of the four basic language skills (speaking, listening, reading and writing) through a communicative approach to second language learning. The study of important aspects of Spanish cultures and civilizations will be continued throughout the course of this year. This class will prepare students for the FLACS Regional Checkpoint A Exam in Spanish, which they are required to take at the end of 8<sup>th</sup> grade.

## Senior High School

## French

### **504: French 1**

**1 Year, 1 Credit**

#### **Grades 9-12**

This is an introductory class where students begin to develop proficiency in listening and speaking in French. 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. Focus is also on the culture and contributions of French-speaking countries.

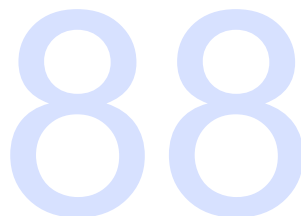
### **505: French 2**

**1 Year, 1 Credit**

#### **Grades 9-12**

##### **Prerequisite: French 1B or French 1.**

French 2 is a transitional course. An intermediate level of grammatical study is developed. Emphasis is placed on speaking and listening as a means of better and more accurate communication, but units of study relative to developing reading and writing proficiencies are begun. The study of important aspects of French culture and civilization is continued.





**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.**

In French 2 Honors, students develop an intermediate level of grammatical study. The course emphasizes speaking and listening as a means of better, more accurate communication, and introduces reading and writing proficiencies. Students are expected to speak French 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 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 an intermediate course. Emphasis is placed on the refinement of the four basic language skills: speaking, listening, reading, and writing through a communicative approach to second language study. Students will take the FLACS Checkpoint B Examination 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. The course emphasizes the refinement of four basic language skills: speaking, listening, reading, and writing through a communicative approach to second-language study. 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 New York State approved Foreign Language Administrative and Chairpersons' Checkpoint B examination in June.

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

French 4 is an introductory course in the study of advanced grammar and intense vocabulary, with emphasis upon idiomatic expressions and usage. Authentic materials and video and written media are used to 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 in French. Emphasis continues to be placed upon oral/aural communication.

**507H: French 4 Honors****1 Year, 1 Credit****Prerequisite: French 3, French 3 Honors or Enriched.**

French 4H is an accelerated study of advanced grammar and the application of complex structures to spoken language. Emphasis is placed upon the development of an advanced vocabu-

lary base. 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, French 4 Honors or Enriched.**

French 5 is an advanced course. Units of study include a more intensive development of the understanding of advanced vocabulary, syntax, and communication skills. Intercultural reading, using authentic French materials, is developed through the study of a variety of literary genres. Conversational skills are better developed through discussion.

### **509: Advanced Placement French Language**

**1 Year, 1 Credit**

**Prerequisite: French 4, French 4 Honors or Enriched  
Summer assignment required.**

AP French Language is a course that 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 can 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**

This is an introductory class where students begin to develop proficiency in listening and speaking the Spanish language. 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. Focus is also on the culture and contributions of Spanish-speaking countries.

### **526: Spanish 2**

**1 Year, 1 Credit**

#### **Grades 9-12**

**Prerequisite: Spanish 1B or Spanish 1.**

Spanish 2 is a transitional course. An intermediate level of grammatical study is developed. Emphasis is placed on speaking and listening as a means of better and more accurate communication, but units of study relative to developing reading and writing proficiencies are begun. The study of important aspects of Spanish cultures and civilizations is continued.

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

In Spanish 2 Honors, Students develop an intermediate level of grammatical study. The course emphasizes speaking and listening as a means of better, more accurate communication, and introduces reading and writing proficiencies. 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**

Emphasis is placed on the refinement of the four basic language skills: speaking, listening, reading, and writing through a communicative approach to second language study. Students take the New York State approved Foreign Language Administrative and Chairpersons' Checkpoint B examination in June.

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

**Prerequisite: Spanish 2, Spanish 2 Honors or Enriched; teacher recommendation. Best chance for success: A minimum grade of "A" in Spanish 2 or Spanish 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. Emphasis is placed on the refinement of the four basic language skills: speaking, listening, reading, and writing through a communicative approach to second language study. 25% of the grade is derived from oral participation in the class. Students take the New York State approved Foreign Language Administrative and Chairpersons' Checkpoint B examination in June.

**528: Spanish 4 (Spanish Communication & Culture)****1 Year, 1 Credit****Grade 11****Prerequisite: Spanish 3 or Spanish 3 Honors.**

Spanish 4 is a post-Regents 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. Ipods, video cameras, podcasts, skits, real life settings, and class trips to authentic Spanish programs are utilized to elicit student responses and develop the student's conversational abilities.

The second half of the year is devoted to Spanish Culture: 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.

**528H: Spanish 4 Honors****1 Year, 1 Credit****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. Emphasis is placed upon the development of an advanced vocabulary base. Grammar and vocabulary are then integrated into the elements needed for advanced conversation, composition and aural comprehension. Authentic materials are used to further develop the student's ability to understand, speak and write in a more complex manner.

**529: Spanish 5 (Advanced Conversational Spanish)****1 Year, 1 Credit****Prerequisite: Spanish 4 or Spanish 4 Honors.**

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

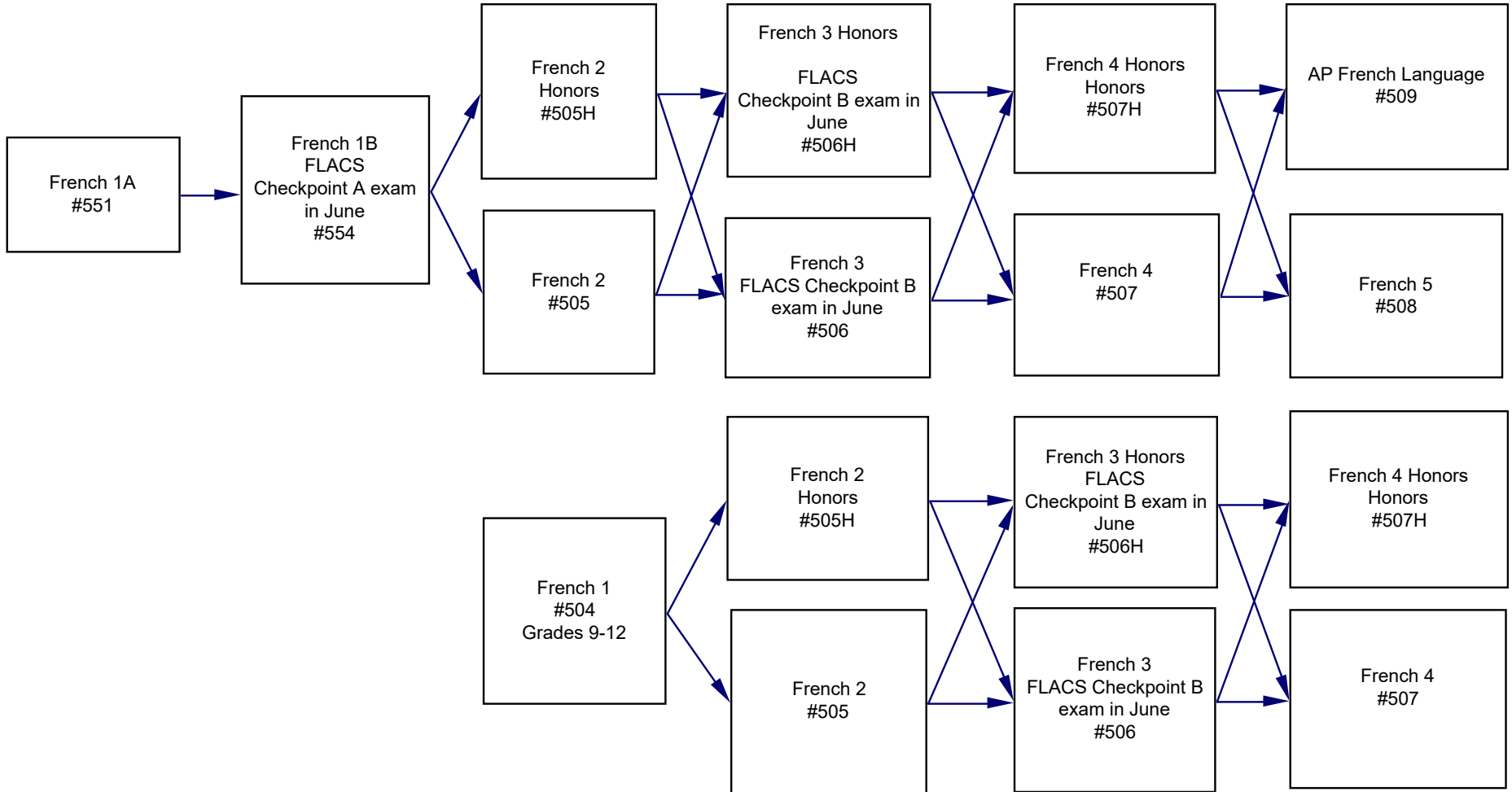
**534: Advanced Placement Spanish Language****1 Year, 1 Credit****Prerequisite: Spanish 4 or Spanish 4 Honors****Summer assignment required.**

AP Spanish Language is a course that 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. The course is taught entirely in the Spanish. Students enrolled in any advanced placement course are expected to take the Advanced Placement examination in that subject.

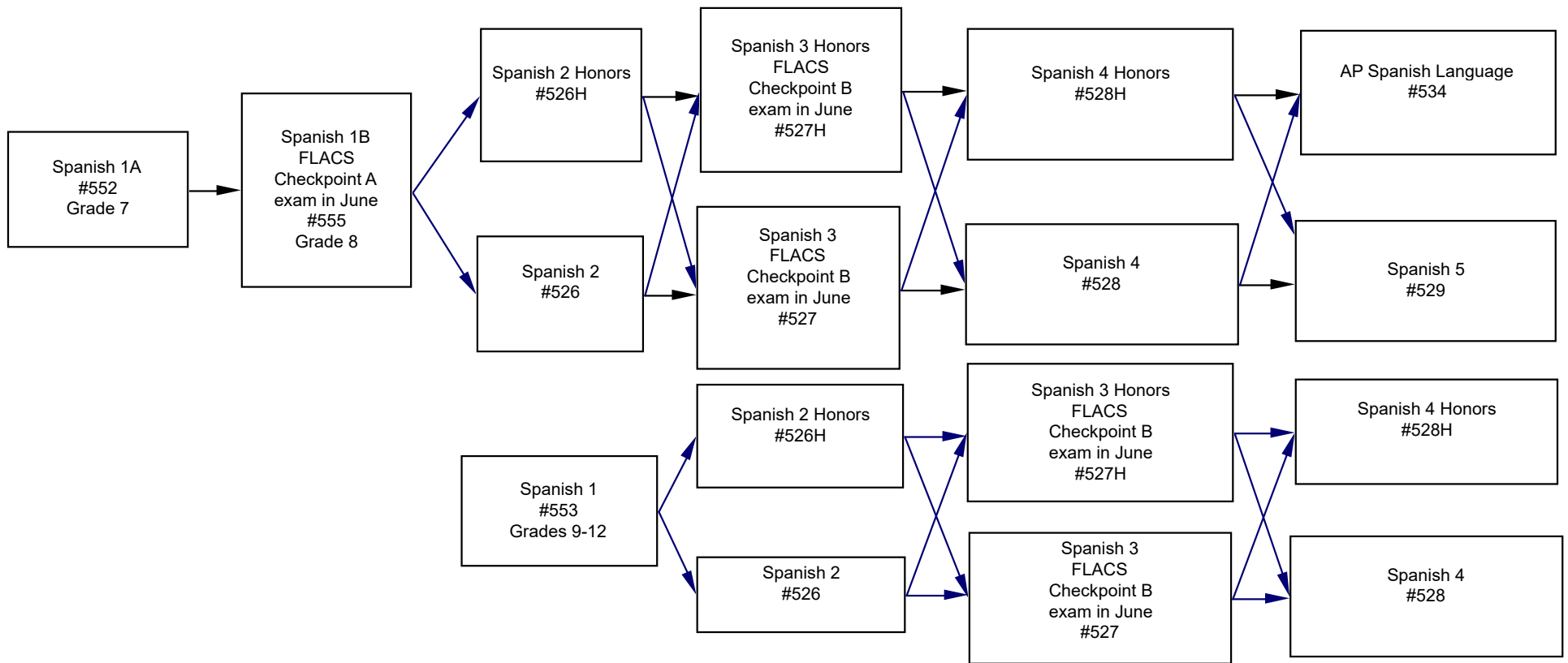
**Senior High School Electives****520: Latin and the Study of Ancient Rome****Grades 9-12****½ Year, ½ Credit**

This course will provide students with an introduction to the language, culture and history of Ancient Rome. Students will learn about aspects of Roman culture and history that molded the ancient world and continue to influence modern civilization. They will also gain an understanding of the basic grammatical structures of written Latin, and will be able to read short, entertaining stories about Roman life. This is a user-friendly introduction to Latin that will help all students improve their English vocabulary and understanding. All instruction will be in English.

# French Curriculum



# Spanish Curriculum



[Notes]

