

# *The Chart* 2024-2025



*Earl L. Vandermeulen High School*

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# EARL L. VANDERMEULEN HIGH SCHOOL

## P R E F A C E

THE CHART's intent is to help each student plan his/her program through high school, with successful placement in either higher education or in a career vocation. This booklet describes the courses offered in the high school, and outlines graduation requirements. THE CHART is also a resource for parents as they help their children plan for the future.

Please note the following information as you use this booklet, speak with your teachers, and seek the advice of your counselor.

- The selection of electives should be made in accordance with each individual's objectives and abilities. Alternate elective choices should also be considered in the event the first choice cannot be scheduled. ***Not every course listed in THE CHART may actually be offered during the upcoming school year. The number of course offerings will be dependent upon student enrollment and the outcome of the budget process.***
- Honors and Advanced Placement courses will be scheduled based on a process that includes recommendations from the student's current teachers, as well as input from his/her counselor, parents, and administrators. In order to receive credit for an Advanced Placement course, students are required to take the Advanced Placement Exam at the end of each Advanced Placement course. The fee for this exam will be collected from students by early November.
- Students should note the graduation requirements when considering course registration.
- Students should prepare for post-secondary planning by regularly meeting with their counselor. The counselors have an intimate knowledge of students' needs and abilities, and can help personalize each student's educational experience. It is our hope that each student will be able to reach his/her specific goals and meet his/her own special needs.



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**Jessica Schmettan  
Superintendent of Schools**

**John Ruggero  
Building Principal  
Kim Braha  
Assistant Principal**

***A MESSAGE FROM THE PRINCIPAL***

Dear Students,

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

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

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

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

Sincerely,

**High School Principal**

# GRADUATION REQUIREMENTS

In order to earn a diploma, a student must meet certain requirements in the area of credits and testing competencies:

## *MINIMUM CREDIT REQUIREMENTS FOR GRADUATION*

| <b>Required Core Subjects</b> | <b>Regents Diploma</b>              | <b>Advanced Designation on Regents Diploma</b> |
|-------------------------------|-------------------------------------|--|
| English                       | 4 Credits                           | 4 Credits                                      |
| Social Studies                | 4 Credits                           | 4 Credits                                      |
| Mathematics                   | 3 Credits                           | 3 Credits                                      |
| Science +                     | 3 Credits                           | 3 Credits                                      |
| Second Language               | 1 Credit                            | 3 Credits                                      |
| Art, Music or DDP             | 1 Credit                            | 1 Credit                                       |
| Health                        | .5 Credit                           | .5 Credit                                      |
| ELVHS Requirements            | .5 cr. Research and Public Speaking | .5 cr. Research and Public Speaking            |
| Physical Education *          | 2 Credits                           | 2 Credits                                      |
| Electives                     | 3.5 Credits                         | 1.5 Credits                                    |
| <b>TOTAL</b>                  | <b>22.5 Credits</b>                 | <b>22.5 Credits</b>                            |

+ Of the three required science credits, one credit must be from the Living Environment core and one credit must be from the Physical Setting core.

\* All students must take Physical Education each semester and earn the equivalent of 2 credits by graduation.

All students are required to have completed one credit in World Languages. This credit may be earned in high school or eighth grade. If the credit is earned in eighth grade, successful completion of the World Languages Checkpoint A Proficiency Exam is required.

### **Community Service Requirement:**

- In addition to credit requirements, students must also complete 32 hours of community service.

## TESTING REQUIREMENTS FOR GRADUATION

| Regents Diploma (5 Exams)  | Advanced Designation on Regents Diploma (9 Exams)   |
|--|---|
| English 11 Regents   | English 11 Regents  |
| Mathematics (Any one)  | Mathematics (All three Regents exams)   |
| Global History & Geography Regents   | Global History & Geography Regents  |
| U. S. History & Government Regents   | U.S. History & Government Regents   |
| Science (Any one)  | Science (one physical and one life science)   |
| World Languages Check Point A or successful completion of one high school World Languages course credit.   | ** World Languages Check Point B (Regents Exam)   |
| <b>A student must pass all Regents examinations with a minimum grade of 65%. A student must achieve an average of 90% or better on his/her Regents examinations in order to receive a diploma with Honors distinction.</b> | <b>A student must pass all Regents examinations with a minimum grade of 65%. A student must achieve an average of 90% or better on his/her Regents examinations in order to receive a diploma with Honors distinction.</b>  |
| <b>Pathways to Graduation:</b><br><br>The 4+1 opportunity permits students to meet graduation testing requirements by substituting an <i>available alternate</i> for ONE Social Studies Regents exam.                      | <b>Mastery in Mathematics and/or Science on Regents Diploma with Advanced Designation:</b><br><br>The graduating class of 2013, and thereafter who complete all coursework and testing requirements for the Regents diploma with advanced designation in mathematics and/or science, and who pass, with a score of 85 or better, three commencement level Regents examinations in mathematics and /or three commencement level Regents examinations in science will earn a Regents diploma with advanced designation, with an annotation on the diploma that denotes mastery in mathematics and/or science. |

**\*\*Students may substitute a five-unit sequence in Art, Music, or Technology to satisfy the World Languages Check Point B requirement. Students who use this substitution option must still earn at least one credit in World Languages. Please see your counselor for further details.**

### Local Diploma:

- Special Education students who score 55-64 on any required Regents examinations may earn a local diploma. Alternatively, a score of 45-54 on a required Regents Exam (except ELA and Math) can be compensated with a score of 65 or above on another required Regents Exam. In all cases, students must achieve a score of 55 or above on ELA and Math. In addition, the student must pass the course in which he/she earned a score of 45-54 and have satisfactory attendance.

The **Individual Arts Assessment Pathway (IAAP)** is 4+1 graduation pathway option in which students complete a locally determined three-unit sequence in the arts and demonstrate, through a collection of creative works, growth over time that meets the High School II Accomplished Performance Indicators in the New York State Learning Standards for the Arts.

### **Individual Arts Assessment Pathway (IAAP) for Port Jefferson (9-12)**

#### **Visual Arts Flow Chart**

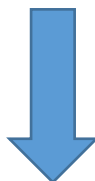
##### **Proficient Level: Foundation Courses**

|                      |                       |
|----------------------|-----------------------|
| Studio in Art (7171) | AP Art History (7470) |
|----------------------|-----------------------|



##### **Accomplished Level: Fine Arts Electives**

|   |   |
|---|---|
| Drawing and Painting 1 (7271)             | Drawing and Painting 1 (7271)             |
| Drawing and Painting 2 (7272)             | Drawing and Painting 2 (7272)             |
| Ceramics 1 (7474)                         | Ceramics 1 (7474)                         |
| Ceramics 2 (7475)                         | Ceramics 2 (7475)                         |
| Sculpture 1 (7471)/<br>Sculpture 2 (7472) | Sculpture 1 (7471)/<br>Sculpture 2 (7472) |
| Jewelry Design (7200)                     | Jewelry Design (7200)                     |
| Photography (6576)                        | Photography (6576)                        |
| Photography Advanced (6577)               | Photography Advanced (6577)               |
| Digital Photography (6579)                | Digital Photography (6579)                |



##### **Advanced Level: Fine Arts Electives**

|                                  |                                  |
|----------------------------------|----------------------------------|
| AP Art History (7470)            | Art Portfolio Development (7473) |
| Art Portfolio Development (7473) | AP Art and Design (7170)         |
| AP Art and Design (7170)         | Fine Arts Independent Study      |

## **Individual Arts Assessment Pathway (IAAP) for Port Jefferson (8-12)**

### **Music Flow Chart**

#### **Proficient Level: Foundation Courses**

|                                   |                            |
|-----------------------------------|----------------------------|
| Music Ensemble (7671, 7873, 7872) | Music Industry I (Grade 8) |
|-----------------------------------|----------------------------|



#### **Accomplished Level: Music Electives**

|                                   |                                   |
|-----------------------------------|-----------------------------------|
| Music Ensemble (7671, 7873, 7872) | Music Industry II (7773)          |
| Music Industry II (7773)          | Bach to Hip Hop (7774)            |
| Bach to Hip Hop (7774)            | Music Theory I (7772)             |
| Music Theory I (7772)             | Music Ensemble (7671, 7873, 7872) |



#### **Advanced Level: Music Electives**

|                        |                        |
|------------------------|------------------------|
| Music Theory (7772)    | Music Theory (7772)    |
| AP Music Theory (7770) | AP Music Theory (7770) |



## The New York State Education Department's Seal of Civic Readiness

The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma:

- shows the student's understanding of a commitment to participatory government; civic responsibility and civic values;
- demonstrates to universities, colleges, and future employers that the student has engaged in meaningful civic experiential learning; and
- recognizes the value of civic engagement and scholarship.



### Criteria for the Seal of Civic Readiness

In order to obtain the Seal of Civic Readiness, a student must complete all the requirements for a New York State local or Regents diploma and earn a total of six points with at least two points in Civic Knowledge and at least two points in Civic Participation. Students may also earn points by completing a middle school Capstone project or a high school Capstone project.

| Civic Knowledge                                  | Pts. | Civic Participation   | Pts. |
|--|------|---|------|
| 4 Credits of social studies                      | 1    | High School Civics Project (limit two times during grades 9-12)   | 1.5  |
| Mastery level on Social Studies Regents Exam     | 1.5* | Service-Learning Project (minimum 25 hours) and reflective civic learning essay/presentation/product                  | 1*   |
| Proficiency level on Social Studies Regents Exam | 1*   | Proficiency level in an elective course that promotes civic engagement  | .5*  |
| Advanced social studies course(s)                | .5*  | Middle School Capstone Project (Grades 7 and 8 are only eligible for this point)                                      | 1    |
| Research Project                                 | 1    | Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product | .5*  |
|  |      | Civics Capstone Project   | 4    |

\*Students may receive these points more than once.

Testing accommodations recommended in an individualized education program or Section 504 accommodations plan must be provided for all State and districtwide assessments administered to students with disabilities, as consistent with State policy.

Learn more about the New York State Education Department's Seal of Civic Readiness on the Department's [Civic Readiness Initiative webpage](http://www.nysed.gov/curriculum-instruction/civic-readiness-initiative) (<http://www.nysed.gov/curriculum-instruction/civic-readiness-initiative>).



# COLLEGE ENTRANCE TESTS

## The SAT and PSAT

- Going forward, the PSAT and SAT exams will only be offered in digital format.
- The new digital PSAT and SAT exams are structured into two main sections: Reading & Writing, and Math, with a total test duration of 2 hours and 14 minutes. Students have 64 minutes for the Reading and Writing section and 70 minutes for the Math section.
- Each section is split into two equal-length modules, separated by a 10-minute break. The first module in each section includes a mix of easy, medium, and hard questions. Depending on how well students perform in the first module, the second module's questions will be adjusted in difficulty (adaptive testing).
- The new Reading & Writing section combines the two sections and simultaneously assesses a student's reading comprehension and writing skills. Test takers will encounter 54 multiple choice questions with the new exam format, each including a very short passage.
- The new math section includes 33 multiple choice questions with 11 student produced response questions. The significant difference in the new exam format is that the student is now allowed to use a calculator for all portions of the math section.
- For additional information and resources, please visit the College Board website at [www.collegeboard.org](http://www.collegeboard.org).

## ACT

- The ACT is a three hour, multiple choice achievement test that measures abilities in the following areas: English, math, reading and science reasoning.
- The ACT can be used in place of the SAT at most colleges. Most colleges do not favor one exam over the other.
- For additional information, please visit the ACT website at [www.actstudent.org](http://www.actstudent.org)

## TOEFL (TEST OF ENGLISH AS A FOREIGN LANGUAGE)

- TOEFL exams are available for students whose native language is not English. For additional information, please visit the TOEFL website at [www.ets.org/toefl](http://www.ets.org/toefl)

## NCAA Division I & II Initial Eligibility

Prospective student-athletes at Division I & II institutions must register with the NCAA Clearinghouse. (Go to MACROBUTTON HtmlResAnchor [www.ncaa.org](http://www.ncaa.org) for information, application, etc.) The NCAA approves **Core Courses** for use in establishing initial eligibility certification status of student athletes from our high school. Those students first entering college on or after August 1, 2008, who are interested in applying for Division I or Division II eligibility, **must** meet the following requirements:

### Division I

#### 16 Core Courses

4 years of English

3 years of Mathematics

2 years of Natural/Physical Science (1 year of lab)

1 year of additional English, Mathematics or

Natural/Physical science

2 years of Social Studies

4 years of additional courses (from any area above,  
World Languages or nondoctrinal religion/philosophy)

#### ENGLISH

AP Capstone

Advanced Creative Writing

Creative Writing

Eng. Lit. A.P.

Eng. Lang. A.P.

Eng. 9, 9X

Eng. 10, 10X

Eng. 11, 11X

Eng. 12, 12X

Literature and Film

Mystery, Horror and Suspense

Research and Public Speaking

The Graphic Novel

#### MATHEMATICS

Algebra I

Algebra II

AP Computer Science A

AP Computer Science Principles

AP Statistics

College Algebra and Trigonometry

College Statistics

Geometry

Introduction to Computer Science

Pre-Calculus, Pre-Calculus X, Calculus X, AP Calculus

AP Calc AB and & AP Calc BC

#### NATURAL/PHYSICAL SCIENCE

Anatomy/Physiology

AP Biology w/lab

AP Chemistry w/lab

AP Environmental Science w/lab

AP Physics I

Chemistry w/lab

Earth Science w/lab

Forensic Science

Fossils and Findings

Living Environment w/ lab

Marine Science

Physics w/lab

Research I

Veterinary/Zoology

Physics Create & Compete

### Division II

#### 16 Core Courses

3 years of English

2 years of Mathematics

2 years of Natural/Physical Science (1 year of lab)

3 years of additional English, Mathematics or

Natural/Physical science

2 years of Social Studies

4 years of additional courses (from any area  
above, World Languages or nondoctrinal  
religion/philosophy)

#### SOCIAL STUDIES

AP European History

AP Macroeconomics

AP Psychology

AP United States History

AP World History

Criminal Justice (formerly Experiencing the Law)

Economics

Global Studies 10, 10X

Global Studies 9, 9X

Government

History and Headlines

Holocaust

Sports History

U.S. History 11, U.S. History 11 X

#### ADDITIONAL CORE COURSE

AP Italian

AP Latin - Caesar and Vergil

French 1, 2, 3, IV, V

French Lang. A.P., Lit. A.P.

Italian 1, 2, 3, IV, V

Latin 1, 2, 3, IV, V

Spanish 1, 2, 3, IV, V

Spanish Lang. A.P., Lit. A.P.

**IMPORTANT NOTE: PLEASE REQUEST  
THAT A FINAL TRANSCRIPT BE SENT TO  
THE NCAA BEFORE YOU GRADUATE. ALL  
REQUESTS SHOULD GO THROUGH THE  
COUNSELING OFFICE.**

# GENERAL INFORMATION

## CREDITS

**ONE CREDIT** is earned from one full year of study in a subject successfully completed. Laboratory science courses, such as biology and some math, meet more often, however, students still earn one credit for these classes.

**ONE-HALF CREDIT** is earned for each semester course or a class which meets on alternating days for a full year.

**ONE-QUARTER CREDIT** is earned for a course which meets on alternating days for one semester.

**PROMOTION GUIDELINES** - Promotion in grades 9 through 12 is dependent on the number of credits accumulated and the required courses passed:

- A student will be considered a twelfth grader if he or she is scheduled to complete all of his or her graduation requirements by June of that school year. Students should have completed 1-1/2 credits of physical education prior to grade 12. Participation in senior events and activities are contingent upon the student's status as a 12<sup>th</sup> grader.
- Any questions pertaining to a student's promotional status should be directed to the student's school counselor.
- Students are strongly urged to attend summer school to compensate for failed academic subjects. Although doubling-up is **not** recommended, students may be allowed to double-up in such courses in the following year provided space is available in their schedule and in the courses required. Failed courses cannot be re-taken as independent study.

## COURSE TYPES

**REQUIRED COURSES** - courses specified by New York State Department of Education or the Port Jefferson Board of Education as necessary to fulfill diploma requirements.

**ELECTIVES** - courses chosen by the student in any academic area outside the required courses used to complete credit requirements for graduation.

**SEMESTER SUBJECTS** - When a student registers for a first semester course (September-January), he/she must also indicate his/her planned second semester courses (February-June).

**HONORS PROGRAM** - Students will be eligible for Honors courses and/or Advanced Placement college courses based on a process that considers prior academic performance and includes recommendations from the student's current teachers, counselor, and administrators. (Honors classes carry the following grade weighting: 1.025)

**ADVANCED PLACEMENT COURSES (AP)**- Advanced Placement college level courses are offered in all major subject areas. These courses prepare our students to take the Advanced Placement exams and allow them to apply for college credit. All college bound students are encouraged to experience Advanced Placement courses. **Students enrolled in Advanced Placement courses are expected to complete a summer assignment in preparation for the course.** (Advanced Placement classes carry the following grade weighting: 1.075)

## **ADVANCED PLACEMENT COURSE OFFERINGS**

### **Art/Music**

Art History  
Music Theory  
Studio Art: 2-D Design  
Studio Art: Drawing

### **English**

Capstone Seminar  
English Language and Composition  
English Literature and Composition

### **World Languages**

French Language  
Italian Language  
Latin  
Spanish Language  
Spanish Literature

### **Mathematics**

Calculus AB  
Calculus BC  
Computer Science A  
Computer Science Principles  
Statistics

### **Science**

Biology  
Chemistry  
Environmental Science  
Physics  
Research

### **Social Studies**

European History  
Macroeconomics  
Psychology  
United States History  
World History

**IMPORTANT NOTE: Advanced Placement examinations are a culminating assessment in all AP courses and are therefore an integral part of the program. Earl L. Vandermeulen High School recommends that all students enrolled in an AP course take the AP examination in May.**

- Additional Advanced Placement information is available through the College Board at the following web site: <http://www.collegeboard.com/student/testing/ap/about.html>

## **DUAL ENROLLMENT COURSES**

Students enrolled in high school courses may be simultaneously enrolled in post-secondary coursework in collaboration with a participating college/university in order to earn college credit. There are many reasons why our students should consider participating in this program, including:

- Students are introduced to the rigors of college coursework.
- Post-secondary courses are offered at an affordable reduced tuition rate.
- Students enjoy the convenience of taking college courses during regular school hours.

A post-secondary academic transcript is generated at the culmination of the course and the credits earned are transferable to many colleges and universities. Students must register by the deadline identified by the sponsoring college/university and pay any associated costs in order to receive college credit for the course. Please be advised that the acceptance of these credits is at the discretion of the college or university that the student is enrolled in after high school graduation.

| <b><u>Name of Course</u></b> | <b><u>College/University Attached</u></b> | <b><u>Potential Benefit</u></b> | <b><u>Deadline</u></b> |
|------------------------------|---|---------------------------------|------------------------|
| AP Music Theory              | Suffolk County Community College          | 3 credits                       | September 15           |
| AP Psychology                | Suffolk County Community College          | 3 credits                       | September 15           |
| Broadcasting                 | Suffolk County Community College          | 3 credits                       | September 15           |
| Calculus X                   | Suffolk County Community College          | 4 credits                       | September 15           |
| Criminal Justice             | Suffolk County Community College          | 3 credits                       | September 15           |
| Music Theory 1               | Suffolk County Community College          | 3 credits                       | September 15           |
| Photography                  | Suffolk County Community College          | 3 credits                       | September 15           |
| Pre-Calculus                 | Suffolk County Community College          | 4 credits                       | September 15           |
| Pre-Calculus X               | Suffolk County Community College          | 4 credits                       | September 15           |
|                              |   |                                 |                        |
| College Accounting           | Long Island University - Post             | 3 credits                       | November 1             |
|                              |   |                                 |                        |
| AP French Language           | Stony Brook University                    | 3 credits                       | October 15             |
| AP Italian Language          | Stony Brook University                    | 3 credits                       | October 15             |
| AP Latin                     | Stony Brook University                    | 3 credits                       | October 15             |
| AP Spanish Language          | Stony Brook University                    | 3 credits                       | October 15             |
| AP Spanish Literature        | Stony Brook University                    | 3 credits                       | October 15             |
| AP US History                | Stony Brook University                    | 6 credits                       | October 15             |
| French 3                     | Stony Brook University                    | 4 credits                       | October 15             |
| French 4                     | Stony Brook University                    | 4 credits                       | October 15             |
| French 5                     | Stony Brook University                    | 3 credits                       | October 15             |
| Italian 3                    | Stony Brook University                    | 4 credits                       | October 15             |
| Italian 4                    | Stony Brook University                    | 4 credits                       | October 15             |
| Italian 5                    | Stony Brook University                    | 3 credits                       | October 15             |
| Latin 4                      | Stony Brook University                    | 3 credits                       | October 15             |
| Latin 5                      | Stony Brook University                    | 3 credits                       | October 15             |
| Spanish 3                    | Stony Brook University                    | 4 credits                       | October 15             |
| Spanish 4                    | Stony Brook University                    | 4 credits                       | October 15             |
| Spanish 5                    | Stony Brook University                    | 3 credits                       | October 15             |
|                              |   |                                 |                        |

## **SCHEDULING**

### **STUDENT/PARENT RESPONSIBILITY**

Student course selection and program development for the subsequent school year is a process that takes place over a period of time extending from January to May. Parents are encouraged to take an active role in their son/daughter's program development as the educational needs and objectives of the students are paramount.

Students will meet with their teachers during scheduled teacher recommendation days to discuss course level placement for the following year. The student will also select elective courses via a Google form. The student will then meet with his/her counselor to review their overall program and verify course requests. A copy of the student's requests will be available via Parent Portal in March. This is an opportunity to review the student's requests and contact the Counseling Office with any concerns. If you require additional information about teacher recommendations, please contact the classroom teacher directly.

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 the actual course offerings. If, upon review of the course request in PowerSchool, the student discovers an error, it will be the student's responsibility to notify his/her counselor immediately. The counselor will also verify and review the course selections, and make any necessary changes.

### **CHANGE OF MIND**

If a student wishes to change a course (add and/or drop) after the initial selections have been made, the student should make a request to the counselor prior to the end of March. Due to scheduling restrictions, not all requests for change may be accommodated. The student will be advised as to the disposition of this request as quickly as possible. Counselors will make adjustments to schedules as a result of the June report card grades and/or summer school grades, in consultation with students and parents.

### **SUMMER SCHOOL**

Students must meet with their counselor before enrolling in any summer school program. Forms for summer school registration will be available in the counseling office in June. Failure to make up courses in summer school may delay graduation.

### **ADDITIONS LIMITED**

At the beginning of each semester, students may be permitted to make additions to their programs provided that room exists both in their schedule and in the course they wish to add.

## **CHANGING COURSES**

The selection of courses is a serious matter. It determines staffing, building utilization, schedule preparation, and other considerations. Therefore, we recommended that students and their parents review the course selections outlined in THE CHART in preparing programs for the next school year.

A procedure for dropping a course, which involves student, parent, teacher, and counselor, must be followed before the request is finalized.

### **Add/Drop**

- Add/Drops will be considered within the first six weeks of a full- year course with the permission of the parent/guardian and a building administrator.
- Add/Drops will be considered within the first three weeks of a semester course with the permission of the parent/guardian and a building administrator.
- A level change within a specific content area, i.e., AP World History to Global 10 Honors, may be considered throughout the school year with the permission of the parent/guardian and a building administrator provided there is available space in the class.

Forms for dropping courses can be obtained in the counseling office.

**Students must continue to attend the class they wish to drop until the process is complete and they receive a new schedule.**

## **DOUBLING UP**

Normally, we do not allow students to "double up" in their courses. An example of “doubling up” would be taking English 11 and English 12 at the same time. All such requests are referred to the Principal.



## **COMMUNITY SERVICE LEARNING**

### **“GIVE BACK ONE DAY A YEAR”**

#### **REQUIREMENT**

Students are expected to complete 8 hours per year in grades 9 through 12, for a total of **32 hours**, in order to fulfill the graduation requirement for community service.

#### **CRITERIA**

Community Service learning credit will be granted for work in the following areas:

- The environment
- The physically challenged
- The emotionally challenged
- The educationally challenged
- The economically disadvantaged
- Senior citizens

Service learning credit will also be granted to students who work on programs sponsored by local civic organizations and/or by the Villages of Belle Terre and Port Jefferson.

#### **INCENTIVES/AWARDS PROGRAM**

150 hrs. + Eligible for scholarship  
150 hrs. + Senior Awards/Recognition  
60 hrs. + Letter of recommendation to colleges

#### **APPEALS PROCESS**

Any student who feels he/she has been unfairly denied community service learning credit may appeal directly to the Principal. The appeal must be in writing and limited to two pages.

## **COUNSELING SERVICES**

Counseling services are available for every student in the school. Your counselor is the person who will support you and can help you with a wide range of services. These include:

#### **ASSISTANCE WITH EDUCATIONAL PLANNING:**

- Your counselor can help you plan your high school courses so you utilize your abilities to the fullest.

#### **TESTING SERVICES:**

- The Counseling Office will provide information concerning standardized tests, SAT's, ACT's, etc. Your counselor can assist you with the interpretation of these test scores.

#### **OCCUPATIONAL AND CAREER INFORMATION:**

- Detailed information and specific educational requirements can be accessed through the Counseling office.

#### **INDIVIDUAL AND GROUP COUNSELING:**

- Counselors have the training and experience to help you with home, school and/or social concerns. Your counselor welcomes the opportunity to talk things over with any student or parent.

#### **ASSISTANCE WITH POST- SECONDARY EDUCATION:**

- The Counseling Office will provide information regarding college, technical and vocational training and financial assistance. Applications for local scholarships are also provided.

#### **REFERRAL SERVICES:**

- Counselors can provide students with access to a number of special services in our school. They may also guide you to community agencies or local practitioners who are able to provide professional assistance.

### **COUNSELING APPOINTMENTS**

Students are encouraged to visit their counselor and should complete an appointment form in the Counseling Office. Parents are also welcome to contact the counselor assigned to their child at any time.

### **REMINDER: QUESTIONS – CONCERNS – SUPPORT**

If you have any questions, remember all administrative and counseling functions, which affect individual students, are located on the first floor of the main building. If you need help or assistance, you may see your counselor or an administrator by simply calling the office and requesting an appointment.

|                     |                |              |
|---------------------|----------------|--------------|
| Principal           | John Ruggero   | 631-791-4421 |
| Assistant Principal | Kim Braha      | 631-791-4461 |
| Counselors          | Kathi Galvin   | 631-791-4457 |
|                     | Kerri Neligon  | 631-791-4457 |
| Psychologist        | Kristen Wendel | 631-791-4413 |
| Social Worker       | Kristin Britt  | 631-791-4412 |

### **REPORTS OF PROGRESS**

**PROGRESS REPORTS** - are communicated to parents through our Parent Portal on the district website. (Parents who wish to receive a paper copy of this report should contact the Counseling Office.) These reports will become available after the first five weeks of each quarter. Parents are encouraged to call individual teachers and meet with them to monitor student progress on an ongoing basis.

**REPORT CARDS** - are issued every ten weeks through our Parent Portal on the district website. Report cards can be mailed home upon request. Grades, attendance information, and personal comments are all part of the report card. Report cards are issued four times during the school year with approximately ten weeks in each marking period.

### **SPECIAL MARKS**

- I - Incomplete. Student must contact teacher to make-up work within a two-week period of time. After the work is made up, the incomplete will be changed to the numerical mark earned. An incomplete that is not made up will reflect a grade of 55%.
- NE - New entrant in class; too soon to calculate a grade.
- M - Medical Excuse

### **GRADING COURSE WORK FOR GRADES 9-12**

|           |          |            |                             |
|-----------|----------|------------|-----------------------------|
| <b>90</b> | <b>-</b> | <b>100</b> | <b>Superior achievement</b> |
| <b>80</b> |          | <b>89</b>  | <b>High quality work</b>    |
| <b>70</b> |          | <b>79</b>  | <b>Satisfactory work</b>    |
| <b>65</b> |          | <b>69</b>  | <b>Passing grade</b>        |
| <b>45</b> |          | <b>64</b>  | <b>Failing grade</b>        |

Grades on Regents examinations may be averaged when calculating the final grade for each subject in which Regents tests are given and are listed separately on the transcript. The final course grade for a one-year course is usually determined by a straight numerical computation in which the final test and each marking period grade is calculated as one-fifth of the grade. Semester courses are based on two marking period grades and the final test. The final test usually accounts for 20% of the final grade.

### **PHYSICAL EDUCATION**

All students are required to take and pass Physical Education while in attendance at the high school. Students must participate each semester they attend school and complete two credits of course work over a four-year period. ***NO ONE WILL BE EXCUSED FROM PHYSICAL EDUCATION.*** An Incomplete "I" in Physical Education for the year means that it must be made up in order to graduate. A physician's note will be necessary to excuse a student from some of the regular Physical Education activities. However, all medically excused students must report to their teacher every assigned Physical Education period.

## **SPECIAL EDUCATION PROGRAM**

Special Education is an integral component of our educational program. Students with disabilities have access to all district programs, including extracurricular activities.

A full continuum of special education services is offered to qualified students. While the Committee on Special Education (CSE) makes a recommendation to the Board of Education based on a multi-disciplinary evaluation, it does so with the involvement of the parent(s) and student, whenever possible.

## **EASTERN LONG ISLAND ACADEMY OF APPLIED TECHNOLOGY**

Eastern Long Island Academy of Applied Technology vocational education programs are only available to students in eleventh and twelfth grades. Students, who attend LI Tech Academy, spend the morning at the high school and are bused to a LI Tech Academy center during the lunch period (approximately 11:15 a.m.). They return to the high school at approximately 3:15 p.m. Students can earn four credits each year at LI Tech Academy. The following are some of the programs available through LI Tech Academy:

|  |  |   |
|--|--|---|
| <i>Animal Science</i>  | <i>Computer Science and App Development</i>      | <i>Heating, Ventilation, A/C</i>                      |
| <i>Art Design &amp; Visual Communications</i>                    | <i>Computer Technology &amp; Repair</i>          | <i>Law Enforcement</i>                                |
| <i>Audio Production</i>  | <i>Cosmetology</i>                               | <i>Marine/Motorsports Technology</i>                  |
| <i>Auto Body Repair and Car Customizing</i>                      | <i>Culinary Arts/Restaurant Operations Mgmt.</i> | <i>Nurse Assisting</i>                                |
| <i>Automotive Technology</i>                                     | <i>Dental Chairside Assisting</i>                | <i>Physical Therapy Aide</i>                          |
| <i>Aviation/Professional Pilot Training</i>                      | <i>Early Childhood Education</i>                 | <i>Plumbing &amp; Heating</i>                         |
| <i>Barbering</i>   | <i>Electrical Trade &amp; Alternative Energy</i> | <i>Practical Nursing</i>                              |
| <i>Carpentry/Residential Construction &amp; Home Improvement</i> | <i>Fashion Merchandising &amp; Design</i>        | <i>Professional Photography &amp; Digital Imaging</i> |
| <i>Certified Personal Trainer</i>                                |  | <i>TV, Video, Digital Film Production</i>             |
| <i>Clinical Medical Assisting</i>                                |  | <i>Welding/Metal Fabrication</i>                      |

**Students interested in attending a LI Tech Academy vocational education program should speak to their counselor during their sophomore year (grade 10).**

### **ENGLISH COURSES**

**ENGLISH 9 (1115) NCAA**

**One-Year**

**Credit: 1**

This course aims to expand students' analytical skills through critical examination of literary and non-fiction genres including an emphasis on the short story, the novel, poetry, and dramas. Students will work towards writing from sources and effectively utilizing text-based evidence. Students will also work towards reading increasingly complex, but grade-level appropriate, texts. Principal readings may include, but are not limited to, works by John Steinbeck, William Shakespeare, George Orwell, and Edgar Allan Poe. Course assessments may include expository and argumentative writing. Also, this course culminates in a mandatory final exam. Due to the extensive reading requirements for this course, students will be provided with a summer reading list. It is strongly recommended that students complete the readings during the summer so that they will be prepared for the first major written assignment that will be due during the first quarter.

|                                      |                 |                  |
|--------------------------------------|-----------------|------------------|
| <b>ENGLISH 9X Honors (1116) NCAA</b> | <b>One-Year</b> | <b>Credit: 1</b> |
|--------------------------------------|-----------------|------------------|

In English 9X, students are expected to demonstrate superior ability in reading, vocabulary, grammar, research, writing, and listening skills. This course aims to expand students' analytical skills through critical examination of literary and non-fiction genres including an emphasis on the short story, the novel, poetry, and dramas. Students will work towards writing from sources and effectively utilizing text-based evidence. Students will also work towards reading increasingly complex, but grade-level appropriate, texts. Principal readings may include, but are not limited to, works by John Steinbeck, William Shakespeare, George Orwell, and Edgar Allan Poe. Course assessments may include expository and argumentative writing. Also, this course culminates in a mandatory final exam. Due to the extensive reading requirements for this course, students will be provided with a summer reading list. It is strongly recommended that students complete the readings during the summer so that they will be prepared for the first major written assignment that will be due during the first quarter.

**Prerequisites: students should have received a minimum grade of 90 or higher in their 8th grade English course and teacher recommendation will be considered.**

|                               |                 |                  |
|-------------------------------|-----------------|------------------|
| <b>ENGLISH 10 (1125) NCAA</b> | <b>One-Year</b> | <b>Credit: 1</b> |
|-------------------------------|-----------------|------------------|

The form of the short story is discussed and analyzed in selections from major English and American writers. A few of the required novels and plays read are: *Lord of the Flies*; *The Catcher in the Rye*; *Twelve Angry Men*; *To Kill a Mockingbird*; and selections from non-fiction genres. Curriculum materials are organized into thematic units such as alienation, initiation, and prejudice. Writing is an integral part of the curriculum, focusing on essays, and the note taking skills and organizational methods necessary for the writing of short research papers. It is strongly recommended that students complete the readings during the summer so that they will be prepared for the first major written assignment that will be due during the first quarter.

| ENGLISH 10X Honors (1126) NCAA   | One-Year | Credit: 1 |
|--|----------|-----------|
| <p>English 10X affords selected students an opportunity to examine in depth a number of literary works in addition to the core works of novels, poems, short stories, plays, and non-fiction selections. Core readings include: <i>Lost Horizon</i>; <i>Frankenstein</i>; <i>Jane Eyre</i>; <i>To Kill a Mockingbird</i>; <i>The Catcher in the Rye</i>; <i>Lord of the Flies</i>; <i>Twelve Angry Men</i>; and a Shakespeare unit. Students refine expository and creative writing techniques and sharpen analytical and critical thinking skills. All students prepare a research paper. In addition, students complete a number of independent and/or parallel reading assignments. Due to the extensive reading requirements for this course, students will be provided with a summer reading list. It is strongly recommended that students complete the readings during the summer so that they will be prepared for the first major written assignment that will be due during the first quarter.</p> <p><b>Prerequisites: students should have received a minimum grade of 90 or higher in their 9th grade English course. Teacher recommendation will also be considered.</b></p>   |          |           |
| ENGLISH 10 AP Capstone Seminar (1151) NCAA   | One-Year | Credit: 1 |
| <p>AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.</p> <p><b>**All students must take the Advanced Placement examination in AP Capstone Seminar</b></p> <p><b>Prerequisites: Students should have received a minimum grade of 90 or higher in their English course. Teacher recommendation will also be considered.</b></p>   |          |           |
| ENGLISH AP Capstone Research (1154) NCAA   | One-Year | Credit: 1 |
| <p>In AP Research, students will learn research methodology: how to plan and carry out an investigation into a topic, with the goal of being able to produce new information that would fill a gap or solve a problem within that field. Successful projects allow students to dive into a variety of disciplines based on their interest for the year: including the fine and performing arts, humanities, and STEM. Performance tasks submitted to the College Board Digital Portfolio to receive AP credit are a research paper of 4,000-5,000 words and a presentation of the research: including an oral defense before an expert panel.</p> <p><b>Prerequisites: Students must have successfully completed the AP Seminar course, suggested to be taken in the 10<sup>th</sup> grade.</b></p>  |          |           |
| ENGLISH 11X Honors (1136) NCAA   | One-Year | Credit: 1 |
| <p>English 11X is a challenging class that requires students to consider the nuances of texts in order to find meaning. Students must be prepared to read closely, write effectively and think critically. They will study a wide variety of poetry and prose written by the most influential and dynamic American authors. Longer texts may include but are not limited to <i>The Great Gatsby</i> by F. Scott Fitzgerald, <i>The Things They Carried</i> by Tim O'Brien, <i>The Adventures of Huckleberry Finn</i> by Mark Twain and <i>The Old Man and the Sea</i> by Ernest Hemingway. Students will work towards becoming persuasive writers who are able to construct an analytical thesis statement and defend it through specific textual references. They will also hone their close reading skills, focusing on the meaning of a text and how the writer conveys that meaning through literary devices. Course assessments may include but are not limited to formal essays, multiple-choice tests, vocabulary quizzes, a research paper and creative projects. At the end of the year, students will take the Regents Examination in English Language Arts.</p> <p><b>Prerequisites: students should have received a minimum grade of 90 or higher in their English courses. Teacher recommendation will be considered.</b></p> |          |           |

| AP LANGUAGE AND COMPOSITION - ENGLISH 11 (1138) NCAA   | One-Year | Credit: 1 |
|--|----------|-----------|
| <p>This College Board certified Advanced Placement course aims to prepare students for the textual analysis expected of them at the college level, regardless of the field of study students ultimately pursue. With its unique focus on non-fiction, this course will run the textual gamut, analyzing political speeches, dissecting literary critiques, and examining cultural rhetoric. The aim is two-fold: to train students in their critical consumption of the rhetoric they encounter, and to encourage them in their composition of reasonable, persuasive, and poignant arguments. This is not to say that literature will be excluded from the curriculum, for poetry, fiction, and drama will be used to demonstrate the transferability of all acquired skills. Students will elevate their dissection of texts by identifying key components, like speaker, occasion, and intended purpose; they will determine and argue the validity of that argument, deciphering the utility and credibility of the sources used. Students will incorporate rebuttals and refutations, working towards recognizing the myriad rhetorical techniques a speaker might use in crafting his/her argument. All of these will ultimately prepare students to compose thoughtful and developed analyses of a variety of works, moving away from personal opinion and, instead, developing their personas as objective experts. Class assessments may include, but are not limited to, synthesis, argument, and analysis essays, creative writing, and a research paper. Previous placement and performance, high PSAT verbal scores, strong interest in literature and language, and superior writing ability are necessary for success in this course. Due to the extensive reading requirements for this course, students will be provided with a summer reading assignment. It is strongly recommended that students complete the readings during the summer so that they will be prepared for the first major assessment.</p> <p><b>**All students must take the Advanced Placement examination in AP Language and Composition as well as the Regents Examination in English Language Arts. Prerequisites: in addition to the criteria above, students should have received a minimum grade of 90 or higher in their English course. Teacher recommendation will be considered.</b></p> |          |           |
| ENGLISH 12 (1145) NCAA   | One-Year | Credit: 1 |
| <p>This course aims to provide students with real-world English language, namely the ability to make yourself clear, make yourself heard, and persuade an audience of your objective. Through the immersive study of diverse literary and non-fiction texts, students will explore how writers have historically used rhetorical and literary tools to compose persuasive arguments, and compare this to contemporary writers and contexts. Core readings may include, but are not limited to, works by Kesey, Miller, Shakespeare, Walker, and Thoreau. Through modeled analysis, students will recognize archetypal patterns and universal themes - ideally noting the shared human experience in all literature. This will lay the foundation for the students' own writing - which will run the gamut from informal and creative, to academic and real-world writing. Assessments may include, but are not limited to, summer reading, personal statements, creative writing, arguments, debates, formal literary discussions, and year-long cross-curricular synthesis projects. The purpose of these myriad assessments and objectives is to ensure that students glean meaningful English skills, no matter their end goal.</p>   |          |           |

| ENGLISH 12X Honors (1146) NCAA  | One-Year | Credit: 1 |
|---|----------|-----------|
| <p>This course aims to build on students' previous English study and usher them into the world of literature and composition they can expect on the collegiate level. Students who wish to enroll in English 12 Honors should be competent writers and astute readers who have demonstrated mastery in previous courses; students should also be prepared to work independently and willing to move through the curriculum at a faster pace than English 12. Core readings may include, but are not limited to, works by Hemingway, Kesey, Angelou, Ibsen, Camus, Wilde, and Shakespeare. Students will develop their written analysis to reflect a convincing, thoughtful, and meaningful argument, one that moves beyond overview and delves into the writer's intended purpose. Through formal and informal literary discussions, presentations, and assessments, students will fine-tune their close reading skills, ensuring they become astute and critical consumers of a writer's work, simultaneously recognizing layers of meaning. Course assessments may also include, but are not limited to, summer reading, creative writing, expository and persuasive writing, and yearlong cross-curricular synthesis projects. All assignments and assessments aim to provide students a sampling of the college and real-world expectations awaiting them after graduation.</p> <p><b>Prerequisites: students should have received a minimum grade of 90 or higher in their English courses and an 85 or higher on the Regents Examination in English Language Arts. Teacher recommendation will also be considered.</b></p>  |          |           |
| AP LITERATURE AND COMPOSITION - ENGLISH 12 (1149) NCAA  | One-Year | Credit: 1 |
| <p>Advanced Placement Literature and Composition is a rigorous, college-level course that will combine two primary objectives: meaningful literary analysis of established texts and thoughtful composition of students' own creative and persuasive pieces. Students who wish to enroll in this course should be especially perceptive readers, superior writers, and self-motivated students who are highly interested in the subject of English and eager to develop their skills. The course culminates with the required Advanced Placement Literature and Composition exam in May. Through a thorough study of literature spanning from the 16th to 21st Century, students will build on their literary repertoire, explore diverse masterpieces (both old and new), and try their hand at literary theory. Core readings may include, but are not limited to, works by Shakespeare, Voltaire, Angelou, Camus, Shakespeare, and Sophocles. Poetry and short fiction, as well as non-fiction essays and philosophical treatises, will be essential complements to the course's focus on archetypal patterns and literary traditions. As the year progresses, students will tackle a number of long-term projects, including but not limited to a year-long cross-curricular synthesis project, creative masterpieces, poetry presentations, choice analyses, and myriad other assignments aimed at fine-tuning writing and close reading skills. Though college-level writing and analysis are explicit course objectives, and preparation for the culminating AP exam is an implicit part of the class, the focus on overarching themes and universal ideas aims to ensure that students connect all literature to the human experience; this should ultimately prepare students for any literature or English course in college or beyond.</p> <p><b>Prerequisites: in addition to the criteria above, students should have received a minimum grade of 90 or higher in their English courses and an 85 or higher on the Regents Examination in English Language Arts. Teacher recommendation will also be considered.</b></p> |          |           |
| Research and Public Speaking (1326) NCAA - ( <i>Graduation Requirement</i> )  | One-Year | Credit: ½ |
| <p>This course develops a student's ability to conduct inquiry-based research, present inquiry ideas in discussion groups, and present research findings. Students engage in framing an inquiry path, developing research questions, constructing a works cited page, and presenting findings through writing and public speaking. In addition, this course introduces the fundamentals of speech mechanism, fine tunes the skills of speech preparation appropriate for multiple occasions, perfects the delivery of final presentations, hones students' listening skills, while building and enhancing research and inquiry skills that can be applied across curricula.</p>   |          |           |



## **ENGLISH ELECTIVES**

|  |                 |                  |
|--|-----------------|------------------|
| <b>SAT PREPARATION (Verbal) (1376)</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| SAT Verbal will help prepare our students for the Reasoning Test and will focus on sentence completion strategies, critical reading, vocabulary, grammar and usage, and “on demand” essay writing. Recommended for students in the 11th grade.   |                 |                  |
| <b>CREATIVE WRITING (1123) NCAA</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| In this one-semester course dealing with the fundamentals of creative composition, students will enjoy and explore short stories, poetry, drama, etc. They will draft, peer review, revise, and publish creative writing as a means of self-expression and self-reflection. Students will also look at excerpts written by creative masters to practice style and technique while developing and evolving their own.   |                 |                  |
| <b>ADVANCED CREATIVE WRITING (1124) NCAA</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| In this course, students will further explore the various genres of creative writing and have the opportunity to work on individual projects. Students will determine the medium that fits their ideas most appropriately- novella, poetry anthology, play, film, etc. Students will draft, peer review, revise, and publish as a means of self-expression and self-reflection. Prerequisite: Creative Writing   |                 |                  |
| <b>THE GRAPHIC NOVEL (1127)</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| The Graphic Novel seeks to prove the literary legitimacy of graphic novels: a rich form of artistic and narrative expression with a history stretching back hundreds - if not thousands - of years. We will be especially attentive to the unique visual grammar of the medium, exploring graphic novels that challenge the conventions of genre and storytelling. Boldly combining images and text, graphic novels of recent years have explored issues often considered the domain of “serious” literature. While we consider the graphic novels, we will analyze formal structure as it relates to content, trace the development of theme including gender, race, sexuality, justice, existentialism and heroism, and research the history and growth of the popular culture phenomenon called comics. |                 |                  |
| <b>LITERATURE INTO FILM (1161) NCAA</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| Through the lens of film, students will refine skills of literary analysis by pairing and comparing film versions with their original and/or complementary texts. Cinematic and theatrical elements and techniques will be dissected as a way of accessing the film’s overarching message, much like literary elements and techniques speak to a text’s theme. Though content and plot points will certainly be discussed, the focus of the class will be on the compositional and creative choices the artist makes. The relationship between both mediums is essential to understanding art’s rhetorical purpose.  |                 |                  |

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|--|-----------------|------------------|
| <b>LYRICS THROUGH THE AGES (2200)</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| <p>This Course will explore the history and development of Rock N Roll music and adjacent genres, focusing on lyrics and their expression. Students will be exposed to and have the opportunity to enjoy and analyze varied lyrical techniques, musical styles, performances, cultural allusions and critiques, and the social commentary often embedded in music as art. Students will analyze, research, and reflect upon various artists and their approaches to the creative process, as well as how they navigated, reflected, and influenced the cultural standards of their time. Students will listen to songs written by a variety of noteworthy artists from the 1960's to the present in order to investigate the trajectory and evolution of lyrical expression over time. Ultimately, students will be challenged to participate in the creative process by creating their own lyrical pieces. Proposed Artists to Study: Pearl Jam, Bob Dylan, Aretha Franklin, Public Enemy, Led Zeppelin, The 1975, Prince, etc.</p> |                 |                  |
| <b>MYSTERY, HORROR, AND SUSPENSE (2201) NCAA</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| <p>This Course will explore the genres of Mystery, Horror, and Suspense and introduce students to the conventions and techniques of horror, mystery, and suspense writing and the relevance of these styles to all forms of writing. Students will examine what drives mysteries, the tension that defines suspense, and the fear of death, failure, and the unknown that makes horror piquant. This course presents the works of key creators of these genres in media from the short story to the monster movie.</p>   |                 |                  |
| <b>INTRODUCTION TO THEATRE ARTS (1150)</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| <p>This course offers an introduction to theatre arts. Students will learn how to create and respond to theatrical performances. As actors they will participate in pantomime, improvisation, puppetry, and ensemble scenes. Students will also study and synthesize theatre history in order to develop an understanding of the principles of technical theatre design. The goal is for students to acquire a foundational understanding of the performing arts and an ability to appreciate their role in our society.</p>   |                 |                  |

## **SOCIAL STUDIES COURSES**

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|--|-----------------|------------------|
| <b>GLOBAL HISTORY AND GEOGRAPHY 9 (2115) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This course is a chronological study of world history. Key events and developments, as well as major turning points in world history, will be investigated. In a global context, students will examine these events across time and place. A major emphasis is on analytical writing including Document Based Questions (DBQ's) and Thematic Essays. This is the first year of a two-year course that requires a final examination in ninth grade. At the end of 10th grade, the course culminates with the Transition Regents Exam in Global History and Geography.</p>  |                 |                  |
| <b>GLOBAL HISTORY AND GEOGRAPHY 9X Honors (2116) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>The basic Global History course will be supplemented with more extensive readings and additional primary source material from each historic era studied. Students will analyze changing and competing interpretations of issues, events, and developments throughout world history. This is the first year of a two-year course that requires a final examination in ninth grade. This is the first year of a two-year course that requires a final examination in ninth grade. At the end of 10th grade, the course culminates with the Transition Regents Exam in Global History and Geography.</p> <p><b>Prerequisites: Students should have received a minimum grade of 90 or higher in their 8th grade Social Studies course and teacher recommendation will also be considered.</b></p>   |                 |                  |
| <b>GLOBAL HISTORY AND GEOGRAPHY 10 (2125) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This course is a continued study of world history with a focus on the modern era. Key events and developments, as well as major turning points in world history, will be investigated. In a global context, students will examine these events across time and place. This is the second year of a two-year course, which culminates with the Transition Regents Exam in Global History and Geography.</p>  |                 |                  |
| <b>GLOBAL HISTORY AND GEOGRAPHY 10X Honors (2126) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This Global History course will be enriched with more extensive readings and additional primary source material from each historic era studied. Students will analyze changing and competing interpretations of issues, events, and developments throughout the modern era of world history. This is the second year of a two-year course which culminates with the Transition Regents Exam in Global History and Geography.</p> <p><b>Prerequisites: Students should have received a minimum grade of 90 or higher in their Global History and Geography 9 course. Teacher recommendation will also be considered.</b></p>   |                 |                  |
| <b>AP WORLD HISTORY (2121) NCAA – (FULFILLS GLOBAL HISTORY REQUIREMENT FOR TENTH GRADE)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This course is the equivalent of a first-year college survey course. The purpose of the A.P. World History course is to develop greater understanding of the evolution of global processes and interactions between different types of human societies. This course primarily focuses on the past fifteen hundred years of global history. It begins with a review of cultural, institutional, technological, and geographical conditions prior to the Age of Absolutism. This study of world history is organized by eras and through specific themes, with attention paid to contacts among societies. A major emphasis is put on historical reading and interpretation, analytical writing, including Document Based Questions (DBQ's) and Comparative Thematic Essays, primary source analysis, cause and effect studies, time management, and developing study habits/test-taking strategies.</p> <p><b>Prerequisites: Students should have received a minimum grade of 90 or higher in their Global History and Geography course. Teacher recommendation will also be considered.</b></p> <p><b>**As a requirement for this course, students must take the Advanced Placement Examination in World History as well as the Regents Exam in Global History and Geography.</b></p> |                 |                  |

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|---|-----------------|------------------|
| <b>U.S. HISTORY AND GOVERNMENT 11 (2135) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This one-year course is designed to provide students with a culminating survey of major forces of our national history. Major themes of this course include constitutional and legal issues, the industrial and technological development of United States society, and the increasing involvement of the United States in international and global affairs. The chronological approach will focus on political and economic systems that are necessary to understand our democratic traditions and prepare the students for the future. Students are responsible for completion of document based question essays and thematic essays in preparation for the Regents in United States History and Government. The New York State Regents Examination in U.S. History is required at the conclusion of this course and is the final examination in the course.</p>   |                 |                  |
| <b>U.S. HISTORY AND GOVERNMENT 11X Honors (2136) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This course is an in-depth look at United States history beginning from the Post-Civil War Era with a greater concentration on larger ideas and themes to provide for higher level critical thinking about these ideas and themes. The course will use primary source material, current readings in periodicals and novels to deal with significant constitutional and legal issues, the industrial and technological development of the United States and the increasing involvement of the United States in international and global affairs. Considerable writing is required. The New York State Regents Examination in U.S. History is required at the conclusion of this course.</p> <p><b>Prerequisites: Students should have received a minimum grade of 90 or higher in their Social Studies courses and achieved a score of 85 or higher on the Transition Regents Exam in Global History and Geography. Teacher recommendation will also be considered.</b></p> |                 |                  |
| <b>AP UNITED STATES HISTORY (2138) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This course is the equivalent of a first year college course and fulfills the requirement for eleventh grade history. It is an in-depth survey course of American History from exploration to present day. Students will use analytic skills and factual knowledge to develop an understanding of the different perspectives of United States History. Students are expected to complete summer readings and assignments.</p> <p><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b></p> <p><b>Prerequisites: students should have received a minimum grade of 90 or higher in their Social Studies courses and achieved a score of 85 or higher on the Regents Exam in Global History and Geography. Teacher recommendation will also be considered.</b></p> <p><b>**As a requirement for this course, students must take the Advanced Placement Examination in US History, as well as the New York State Regents Examination.</b></p>          |                 |                  |
| <b>PARTICIPATION IN GOVERNMENT 12 (2145) NCAA</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| <p>This half-year course is designed to encourage students to understand the interaction between citizens and government at all levels local, state, and federal. The course will enable students to understand and participate in the democratic process. It will be based upon knowledge about the formal powers of governments, which have been learned in previous courses. Students will learn how political decisions are made and what they, as citizens, can do to participate in our government. Key civic values and analytical concepts are stressed and reinforced. The ultimate goal is to prepare students to actively participate in government and not become merely spectators.</p>  |                 |                  |
| <b>ECONOMICS AND ECONOMIC DECISION MAKING 12 (2155) NCAA</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| <p>This course will provide students with the economic knowledge and skills that will enable them to function as informed and economically literate citizens in our society and the world. The course will focus on basic concepts such as scarcity and decision-making, as well as general microeconomic and macroeconomic concepts and global economic issues. Personal finances and budgeting for the “real world” are also included.</p>  |                 |                  |

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| <b>AP MACROECONOMICS WITH TOPICS IN GOVERNMENT (2157) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This full year course will provide students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course has particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. In Government, the areas of the structure and power of government, analysis and examination of election patterns and outcomes, as well as analysis of Supreme Court Decisions will be examined.</p> <p><b>Prerequisites: Students should have received a minimum grade of 90 or higher in their Social Studies courses and scored a minimum of 85 on the two social studies Regents exams. Teacher recommendation will also be considered.</b></p> <p><b>**All students must take the AP Macroeconomics examination in May.</b></p> |                 |                  |
| <b><u>SOCIAL STUDIES ELECTIVES</u></b>  |                 |                  |
| <b>CRIMINAL JUSTICE (2152) NCAA</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| <p>In this half-year course, students will not only learn the law, but put into practice what they learn. The course will include classroom instruction in all areas of the law. Guest speakers: police officers, lawyers, judges, pathologists, etc. will augment instruction. Recommended for students in grades 9 through 12.</p> <p><b>*Dual Enrollment Course – Suffolk County Community College credit available</b></p>  |                 |                  |
| <b>HISTORY AND THE HEADLINES (2260) NCAA</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| <p>This course provides the opportunity for students to address global issues using the information and communication capabilities of technology. The unprecedented advantage created with the use of the internet as a value added rather than retrieval device has fostered a paradigm shift away from the reliance on government to solve social problems. Using a variety of technologies including video conferencing, blogging, and podcasts, students will gain experience in using technology as an instrument to address current and future economic and social problems. Students will be required to participate in collaborative groups, provide electronic submission of work, and effectively use technology in productive, professional, and effective ways. Formerly Global Networking on Social Issues.</p>  |                 |                  |
| <b>THE HOLOCAUST, GENOCIDE FACING HISTORY AND OURSELVES (2253) NCAA</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| <p>This is an in-depth study of the role of society, and the individuals that ushered in the murder of eleven million Europeans (six million Jewish people). The topics will include a rationale for studying genocide; the roots of intolerance and persecution; precursors of the Holocaust; the Nazi Holocaust; Judgment and Justice, and implications for our future (the Killing Fields of Cambodia and the Bosnian camps.) Students will be required to read primary sources, keep a journal, and complete a project relating to the historical periods covered. Slides, recordings, artwork, and films will be used to help raise the consciousness of the student.</p>  |                 |                  |
| <b>GENERAL PSYCHOLOGY (2255)</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| <p>This course offers an introduction to the science and concepts of general psychology. Students will explore the various fields of psychology. Students will be required to examine psychological theories and study human behavior. This course offers students the chance to focus on personality development, abnormal patterns of behavior, as well as learning and memory. The goal is for the students to have a foundational understanding of psychology and ability to apply it to their own lives.</p>   |                 |                  |

| <b>AP PSYCHOLOGY (2254) NCAA</b>   | <b>One-Year</b> | <b>Credit:1</b>  |
|--|-----------------|------------------|
| <p>The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.</p> <p><b>*Dual Enrollment Course – Suffolk County Community College credit available.</b></p> <p><b>**All students must take the AP Psychology examination in May. Seniors and juniors will be given first priority in the scheduling process.</b></p>   |                 |                  |
| <b>AP EUROPEAN HISTORY (2122) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History, students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and national and European identity.</p> <p><b>**All students must take the AP European History examination in May.</b></p>  |                 |                  |
| <b>SPORTS HISTORY (2261) NCAA</b>  | <b>One Term</b> | <b>Credit:½</b>  |
| <p>Analyze the historical role that Sports have had in society. We will focus on the emergence of modern sports and the role they play in the Americas, paying attention to the connection sports have with imperialism, race and gender. We will analyze baseball, soccer, basketball, football, hockey, the Olympics, and others in order to understand how their evolution over time is connected with relevant historical processes. Students will learn to think historically, which means that you will be able to see how different sports developed over time, and what are the factors that contribute to the way in which the sport was played, and to its meaning. Could have members of Suffolk Sports Hall of Fame come in to talk about experiences.</p>   |                 |                  |
| <b>Local History (2262)</b>  | <b>One Term</b> | <b>Credit:½</b>  |
| <p>This course is designed to provide students with a deeper understanding and application for the history, geography, culture, and politics of Long Island and the community of Port Jefferson. Students will apply their cumulative knowledge of major events in US History from colonial America to the present-day to see how Long Island and their local communities helped to directly or indirectly affect the development of the American story. Special emphasis will also be given to original historical research and project development using primary and secondary source documents.</p> <ul style="list-style-type: none"> <li>• Basic Long Island Geography (Physical &amp; Political) Points of Interest.</li> <li>• Long Island Government (County &amp; Local Level).</li> <li>• Long Island &amp; Local History through the 20th Century (Present – 1900).</li> <li>• Long Island &amp; Local History through the 19th Century (1800 – 1900).</li> <li>• Long Island &amp; Local History during Colonization &amp; the Revolution (1700-1681).</li> <li>• The Founding of Long Island &amp; Native American History (pre-1681).</li> </ul> |                 |                  |

## **MATHEMATICS COURSES**

| <b>ALGEBRA I (3130) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
|---|-----------------|------------------|
| <p>This course is intended as a one-year course of study. The course deepens and extends understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Students will be prepared to take the Algebra I Regents Exam in June. This course meets every day with a double period every other day.</p>   |                 |                  |
| <b>GEOMETRY (3200) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>Course content will be largely proofs, both formal and informal, coordinate geometry, a study of transformations and geometric relationships. The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students will explore complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will be prepared to take the NYS Geometry Regents Exam in June.</p> <p><b>*Students who would benefit from additional time to master the content will be scheduled for the Geometry with Lab section. This course meets every day with a double period every other day.</b></p> <p><b>Prerequisites: Successful completion of Algebra I and the Algebra I Regents.</b></p>  |                 |                  |
| <b>ALGEBRA II (3330) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This is the third and an advanced course in New York State Math sequence, and is designed for those students who have successfully completed Algebra I and Geometry. Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Students will be prepared for Algebra II assessment. This exam will satisfy the mathematics requirement for a Regents Diploma with Advanced Designation.</p> <p><b>*Students who would benefit from additional time to master the content will be scheduled for the Algebra II with Lab section. This course meets every day with a double period every other day.</b></p> <p><b>Prerequisites: Successful completion of Algebra I and Geometry.</b></p> |                 |                  |
| <b>PRE-CALCULUS (3445) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>Topics include traditional advanced algebra, functions, graphing, theory of equations, matrix theory, analytic geometry, extensive study of trigonometry, polar coordinates, sequence and series. A cumulative examination will be given in June. Texas Instrument graphing calculators will be used in class and are recommended for homework.</p> <p><b>*Dual Enrollment Course – Suffolk County Community College credit available.</b></p> <p><b>Prerequisites: Successful completion of Algebra II with a Regents grade of at least a 70 and a departmental recommendation.</b></p>   |                 |                  |

| <b>PRE-CALCULUS X Honors (3446) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
|---|-----------------|------------------|
| <p>Topics include: traditional advanced algebra, functions, graphing, theory of equations, matrix theory, analytic geometry, extensive study of trigonometry, polar coordinates, sequence and series. This course also includes an introduction to calculus including limits, differentiation, and integration with applied word problems. A cumulative examination will be given in June. Texas Instrument graphing calculators will be used in class and are recommended for homework. There are many topics, sections of assessments in which calculators will not be permitted, to follow along with the AP format. Students taking this course may want to consider taking the SAT subject test. Please consult your teacher and counselor for more information.</p> <p><b>*Dual Enrollment Course – Suffolk County Community College credit available.</b></p> <p><b>Prerequisites: Successful completion of Algebra II, a Regents score of 85 and department recommendation.</b></p>   |                 |                  |
| <b>CALCULUS X Honors (3447) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This course covers similar material as Advanced Placement Calculus but does not require students to take the Advanced Placement examination. The curriculum is completed in June and a cumulative examination will be given in June. Texas Instrument graphing calculators will be used in class and are recommended for homework.</p> <p><b>*Dual Enrollment Course – Suffolk County Community College credit available.</b></p> <p><b>Prerequisite: Successful completion of Pre-Calculus.</b></p>   |                 |                  |
| <b>AP CALCULUS AB (3448) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>AP Calculus AB is roughly equivalent to a first-semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. <b>*Dual Enrollment Course – Suffolk County Community College credit available.</b></p> <p>Prerequisites: successful completion of Pre-Calculus X with a minimum score of 88 and department recommendation.</p> <p><b>**All students must take the AP Calculus AB examination in May.</b></p>  |                 |                  |
| <b>AP CALCULUS BC (3449)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.</p> <p><b>*Dual Enrollment Course – Suffolk County Community College credit available.</b></p> <p><b>Prerequisites: successful completion of Pre-Calculus X with a minimum score of 88 and department recommendation.</b></p> <p><b>**All students must take the AP Calculus BC examination in May.</b></p> |                 |                  |



| <b>AP STATISTICS (3500) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
|--|-----------------|------------------|
| <p>This Advanced Placement course in statistics is intended to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:</p> <ol style="list-style-type: none"> <li>1. Exploring Data: Describing patterns and departures from patterns.</li> <li>2. Sampling and Experimentation: Planning and conducting a study.</li> <li>3. Anticipating Patterns: Exploring random phenomena using probability and simulation.</li> <li>4. Statistical Inference: Estimating population parameters and testing hypotheses.</li> </ol> <p><b>Students may be concurrently enrolled or have taken Pre-calculus, Calculus, or AP Calculus.</b><br/> <b>*Dual Enrollment Course – Suffolk County Community College credit available.</b><br/> <b>Prerequisites: Successful completion of Algebra II, an Algebra II Regents examination score of 85 or higher and departmental recommendation.</b><br/> <b>**All students must take the AP Statistics examination in May.</b></p> |                 |                  |
| <b>COLLEGE STATISTICS (3501) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>Students will be exposed to the four themes of statistics: exploring data, planning a study, anticipating patterns utilizing probability theory, and the beginnings of statistical inference. This will be a hands-on course where students will participate in many projects and explorations. This course is useful for students planning to major in social sciences, health sciences or business professionals in such diverse fields as economics, engineering, sociology, education, business management; virtually all professions that rely on statistics to make important decisions about their work. Since our world is data-driven, College Statistics is the math course most often required of college students. A final exam is administered at the end of the course. This course is recommended for juniors and seniors.</p>   |                 |                  |
| <b>SAT MATH REVIEW (3175)</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| <p>This course will review the mathematics needed to succeed on the Reasoning Test (SAT) Exam. Test-taking skills and strategies will be emphasized. Practice under test-taking conditions will take place. This will allow students to become accustomed to the Reasoning Test (SAT) format.</p>  |                 |                  |

### **POSSIBLE COURSE SEQUENCES IN MATHEMATICS**

|            | <b>ACCELERATED</b>   | <b>REGENTS</b>   |
|------------|--|--|
| 8th Grade  | ALGEBRA I  | 8th GRADE MATH   |
| 9th Grade  | GEOMETRY<br>MATH ELECTIVE  | ALGEBRA I  |
| 10th Grade | ALGEBRA II<br>MATH ELECTIVE  | GEOMETRY<br>GEOMETRY W/LAB<br>MATH ELECTIVE  |
| 11th Grade | PRE-CALCULUS X<br>PRE-CALCULUS<br>AP STATISTICS<br>MATH ELECTIVE                 | ALGEBRA II<br>ALGEBRA II W/LAB<br>MATH ELECTIVE  |
| 12th Grade | AP CALCULUS AB<br>AP CALCULUS BC<br>CALCULUS X<br>AP STATISTICS<br>MATH ELECTIVE | PRE-CALCULUS<br>PRE-CALCULUS X<br>AP STATISTICS<br>COLLEGE STATISTICS<br>MATH ELECTIVE |

## COMPUTER SCIENCE COURSES

| <b>COMPUTER SCIENCE (3604) NCAA - Introduction to Computer Science</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
|--|-----------------|------------------|
| <p>This course is an introduction to computer science and computer programming for students with little to no prior experience. Students learn to program in the JavaScript program language, which is a professional level language used across the web. Students start programming with Karel the Dog, and later learn more about the JavaScript language and can write their own graphics programs as well as games. Topics include: commands, functions, loops, conditionals, problem decomposition, top down design, parameters, timers, user input, lists, grids, sets and objects. Students who complete this course will have learned material equivalent to a college semester-long introductory computer science course.</p> <p><b>Prerequisites: Successful completion of Algebra I.</b></p>  |                 |                  |
| <b>AP COMPUTER SCIENCE A (3605) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>The AP Computer Science A course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.</p> <p><b>College Board Prerequisites: Algebra 1 and knowledge of basic English.</b></p> <p><b>**All students must take the AP Computer Science A examination in May.</b></p>   |                 |                  |
| <b>AP COMPUTER SCIENCE PRINCIPLES (3606)</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication skills by working individually, and collaboratively to solve problems. Students will discuss and write about the impacts these solutions could have on their community, society, and the world.</p> <p><b>College Board Prerequisites: Successful completion of a first year high school algebra course with a strong foundation on basic linear functions and composition of functions.</b></p> <p><b>**All students must take the AP Computer Science Principles examination in May.</b></p> |                 |                  |
| <b>CYBERSECURITY</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>A full-year course that explores the fundamental concepts or applied skills of cybersecurity and may involve project-based labs in a secure environment or virtual range. The Cybersecurity course provides the rigor and relevance expected for top quality cybersecurity education. Not only does Cybersecurity introduce real-world cybersecurity concepts and skills, it also prepares students to verify their technical know-how through the CompTIA Security+ certification. Cybersecurity lays a foundation of understanding cyber law and policy, Linux, networking technology basics, risk assessment, cryptography, and a variety of essential cybersecurity tools – all the essential knowledge and skills needed to begin a future in the cyber workforce.</p>   |                 |                  |

| <b>ESPORTS</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
|--|-----------------|------------------|
| <p>This course offers students an opportunity to explore esports history, game genres, esports technology, hands-on troubleshooting, and college and career readiness with a technology focus. During the course, players and coaches will discuss how to play as a team, rules for play, and ways to win the game. Players will research the history of video games and how video games impact current popular culture. Since player health is an important element to game success, learners will explore ways to improve mental/physical health and ways to moderate screen time. Students will also learn about the hardware and software utilized with video games. College and career readiness are important whether students are looking for a career in the video game industry or not. Learners will explore their interests and search for college and career opportunities available through gaming.</p> |                 |                  |

## SCIENCE COURSES

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|---|-----------------|------------------|
| <b>PHYSICAL SETTING – EARTH SCIENCE (4571) NCAA - LAB REQUIRED</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>Earth Science is a lab-oriented course in which students learn about the conceptual aspects of earth science through scientific investigation. Earth science is defined as the interdisciplinary study of the principles of weather, physical geology, astronomy, and environmental science. Successful completion of 1200 minutes of hands-on laboratory experience is required for admission to the Regents exam.</p> <p><b>Prerequisite: Concurrent enrollment or completion of Algebra I.</b></p>  |                 |                  |
| <b>LIVING ENVIRONMENT: BIOLOGY (4125) NCAA - LAB REQUIRED</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This course follows the New York State Living Environment Core Curriculum and Next Generation Science Standards. A diversity of interesting and thought-provoking topics will be explored. Key units of study include the following: The Nature of Life-Biochemistry&amp; Cells, Dynamic Equilibrium-Photosynthesis &amp; Respiration, Ecology-Web of Life, Homeostasis-Human Body Systems, Genetic Continuity-Mendelian &amp; Modern Genetics, Evolution-Evidence, Taxonomy, &amp; Darwin, and the Human Impact on the Biosphere. Successful completion of 1200 minutes of hands-on laboratory experience is required for admission to the Regents exam.</p> <p><b>Prerequisite: Successful completion of one year of Regents science.</b></p>  |                 |                  |
| <b>PHYSICAL SETTING - CHEMISTRY (4135) NCAA - LAB REQUIRED</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This course of study presents a modern view of chemistry suitable for students with a wide range of skills and abilities. Chemistry is a branch of science that deals with matter and with changes in the composition of matter. The chemist is interested not only in discovering why the changes take place, but also in understanding the very nature of matter. Students in Regents Chemistry will learn the unifying principles of chemistry that are basic to the understanding of our environment. They will also be made aware of the total effect of the application of chemical principles on our lives. Successful completion of 1200 minutes of hands-on laboratory experience is required for admission to the Regents exam.</p> <p><b>Prerequisite: Successful completion of one year of Regents science and have completed or be concurrently enrolled in Algebra II.</b></p> |                 |                  |
| <b>THE PHYSICAL SETTING: PHYSICS (4145) NCAA - LAB REQUIRED</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>Physics is a broad course, emphasizing laboratory work in the principles of physics included in the areas of force, energy and motion, heat, sound, optics and waves, electricity, magnetism and nuclear energy. The course of study is designed to encourage the utilization of such basic concepts as the conservation of energy, the conservation of momentum and the conservation of charge in related areas, rather than in isolation. This approach is intended to foster an appreciation for the unity of physics. Successful completion of 1200 minutes of hands-on laboratory experience is required for admission to the Regents exam.</p> <p><b>Prerequisite: Successful completion of two years of Regents science and have completed or be concurrently enrolled in Algebra II.</b></p>   |                 |                  |
| <b>AP BIOLOGY (4248) NCAA - LAB REQUIRED</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.</p> <p><b>Prerequisites: Successful completion of the Living Environment and Chemistry courses; successful completion or concurrent enrollment in Physics and Algebra II. Students should maintain a minimum grade of 90 in all their Regents science courses. Teacher recommendation is required.</b></p> <p><b>**All students must take the AP Biology examination in May.</b></p>   |                 |                  |

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|--|-----------------|------------------|
| <b>AP CHEMISTRY (4348) NCAA - LAB REQUIRED</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.</p> <p><b>Prerequisites: Successful completion of Algebra II and Chemistry; successful completion, or concurrent enrollment in Calculus or Pre-Calculus and Physics. Students should maintain a minimum grade of 90 in all their Regents science courses. Teacher recommendation is required.</b></p> <p><b>**All students must take the AP Chemistry examination in May.</b></p>   |                 |                  |
| <b>AP ENVIRONMENTAL SCIENCE (4800) NCAA - LAB REQUIRED</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>Advanced Placement Environmental Science is equivalent to a college course and it is offered to selected students. This laboratory-based course will provide students with the scientific principles, concepts, and methodologies that are required to understand the interrelationships in the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and /or preventing them.</p> <p><b>Prerequisites: Successful completion of Earth Science, Living Environment and Chemistry as well as the successful completion, or concurrent enrollment in Physics. Students should maintain a minimum grade of 90 in all their Regents science courses. Teacher recommendation is required.</b></p> <p><b>**All students must take the AP Environmental Science examination in May.</b></p> |                 |                  |
| <b>AP PHYSICS 1 (4600) NCAA - LAB REQUIRED</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.</p> <p><b>Prerequisites: Students should have completed Geometry and be concurrently taking Algebra II or an equivalent course. Students should maintain a minimum grade of 90 in all their Regents science courses. Teacher recommendation is required.</b></p> <p><b>**All students must take the AP Physics examination in May.</b></p>  |                 |                  |
| <b><u>SCIENCE ELECTIVES</u></b>  |                 |                  |
| <b>ZOOLOGY (4776) NCAA - NO LAB</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| <p>Zoology is the scientific study of all forms of animal life, including their anatomy, taxonomy, behavior, reproduction, evolution, and ways in which they interact with other species and their environment. In this course you will have the opportunity to explore all of these aspects of animal life and have a unique experience caring for various animals we have in the classroom.</p> <p><b>Prerequisite: Successful completion of the Living Environment course.</b></p>  |                 |                  |
| <b>ANATOMY AND PHYSIOLOGY (4772) NCAA - NO LAB</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| <p>This course is intended to familiarize students with the structure and functions of the components of the human body from cells to organ systems. Its major objective is to provide additional preparation for those students who intend to pursue specialized work in the health field.</p> <p><b>Prerequisite: Successful completion of the Living Environment course.</b></p>  |                 |                  |
| <b>MARINE SCIENCE (4775) NCAA - NO LAB</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| <p>Students will explore major topics in marine biology and oceanography through laboratory experiences, field investigations and computer-based research activities. Major units of study include: Biological Oceanography, Ocean Environments, Ocean Circulation &amp; Climate, and Ocean Geology.</p> <p><b>Prerequisite: Successful completion of the Living Environment course</b></p>  |                 |                  |

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|---|--|--|
| <b>FORENSIC SCIENCE (4802) NCAA - NO LAB</b>  | <b>One Term</b>  | <b>Credit: ½</b>   |
| Forensic science involves the application of the natural sciences to an investigation of physical evidence. Students will be able to see how science skills can be applied to law enforcement. A variety of materials for laboratory tests will be provided; these will include topics such as fingerprint analysis and DNA testing. Students will be involved in the collection of physical evidence from a simulated crime scene. Pertinent related topics will be discussed in class.<br><b>Prerequisite: Successful completion of the Living Environment course.</b>                              |  |  |
| <b>RESEARCH – PROJECT 1 (4701) NCAA</b>   | <b>One-Year</b>  | <b>Credit: 1</b>   |
| This rigorous course is designed to familiarize students with the methods and techniques of contemporary research. Topics will include natural and physical sciences as well as social science. Students must design and conduct original research each year and enter several competitions. Students will be expected to conduct research independently and with peers and to adhere to deadlines. Teacher recommendation from the Science department is required  |  |  |
| <b>FOSSILS AND FINDINGS (4573) NCAA – NO LAB</b>  | <b>One Term</b>  | <b>Credit: ½</b>   |
| Learn about the formation of specific fossils, their time periods, and what fossils can tell you about the life of the creature. Students will learn about the fascinating rulers of prehistoric Earth: Dinosaurs and how their different adaptations made them suitable for their environments.<br><b>Prerequisite: Successful completion of the Earth Science and Living Environment. Student can be enrolled in Living Environment while enrolled in Fossils and Findings.</b>   |  |  |
| <b>CREATE &amp; COMPETE (4148) – NO LAB</b>   | <b>One Term</b>  | <b>Credit: ½</b>   |
| This Course will provide students with a basic understanding of the principles of both engineering and physics. Students will perform inquiry based learning through a variety of laboratory experiences and projects utilizing the content addressed in the course. The laboratory component will be an integral part of the curriculum. The course will provide a conceptual understanding of the engineering and physics performance indicators incorporated within the physical setting portion of the New York State Science Standards. This course will not culminate in an NYSED Regents Exam. |  |  |
| <b>POSSIBLE SCIENCE SEQUENCES</b>   |  |  |
| <b><u>Grade</u></b>   | <b><u>Accelerated</u></b>  | <b><u>Regents</u></b>  |
| 8   | Earth Science  | 8 <sup>th</sup> Grade Science  |
| 9   | Living Environment   | Earth Science  |
| 10  | Chemistry<br>Science Electives   | Living Environment   |
| 11**  | Physics<br>AP Biology<br>AP Chemistry<br>AP Environmental Science<br>Science Electives                 | Chemistry<br>AP Biology<br>Science Electives   |
| 12**  | Physics<br>AP Biology<br>AP Chemistry<br>AP Environmental Science<br>AP Physics 1<br>Science Electives | Physics<br>AP Biology<br>AP Chemistry<br>AP Environmental Science<br>Science Electives |
| <b>** Advanced Placement courses may be taken along with Physics with recommendations from the student's teacher, counselor, or the principal. All Advanced Placement candidates should meet the appropriate requirements.</b>  |  |  |

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## **LABORATORY REPORTS FOR REGENTS COURSES**

All Regents and Advanced Placement science courses require additional lab periods. In order to receive credit for a Regents science course, a student must complete and submit satisfactorily written lab reports corresponding to the number of lab activities performed in his/her class during the entire school year. In order to be admitted to a Regents examination in science, a student must spend the equivalent of thirty periods engaged in lab activities. He/she must write and submit satisfactory reports of these lab activities to his/her teacher. The number of written reports must coincide with the number of individual experiments performed during those thirty periods. These lab periods are specified by the New York State Education Department.

## **WORLD LANGUAGES COURSES**

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|--|-----------------|------------------|
| <b>SPANISH 1 (5315) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| Students are introduced to the language through listening, speaking, reading, and writing exercises. The culture of Spain and Latin America is presented throughout the year. Basic grammatical structures are introduced. This course will be a mixed grade level class. Students in 8th grade will be enrolled in this class as well as high school students who are beginning a level 1 language class. All students must take the final exam.  |                 |                  |
| <b>SPANISH 2 (5325) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| Students continue to develop listening, speaking, reading and writing skills. There is increased emphasis on communication and culture as well as continued study of grammatical structure. There is more in-depth reading and development of linguistic ability. Final exam is required.  |                 |                  |
| <b>SPANISH 3 (5335) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| There is increased emphasis on listening, speaking, reading, and writing skills. Literature, culture, oral practice, oral comprehension, grammar, and vocabulary building are major units of study. Students are exposed to excerpts from authentic literary works. The Regents examination, given as a final exam in June, is a comprehensive examination, which contains material taught in all three levels.<br><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b>   |                 |                  |
| <b>SPANISH IV (5345) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| Spanish IV is a continuation of Spanish 3 and focuses on culture, composition and conversation. Students enrolled in Spanish IV are exposed to excerpts from authentic literary works and films and are required to use the target language in the classroom. Students will be expected to expand on the grammatical concepts learned in previous years<br><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b>   |                 |                  |
| <b>SPANISH V (5355) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| Spanish V is a continuation of Spanish IV and/or AP Spanish Language. The course involves Hispanic literature and culture from the medieval period to contemporary times. Students are required to use the target language in the classroom. Emphasis is placed on approaching the study of literature through global, historical and contemporary cultural contexts. Spanish V follows the same syllabus as the Advanced Placement Spanish Literature and Culture course but students are not required to take the AP exam in May.<br>This course may be taught concurrently with AP Spanish Literature.<br><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b> |                 |                  |
| <b>AP SPANISH LANGUAGE AND CULTURE (5348) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| This course follows the Advanced Placement Language syllabus. This is a college level course comparable in difficulty to a third year college course in Composition and Conversation. There is emphasis on listening, speaking, reading, and writing as well as use of language for communication. Students who perform satisfactorily on the A.P. exam can receive credit for the comparable college level course. A required summer reading list and assignment will be provided.<br><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b><br><b>**All students must take the AP Spanish Language examination in May.</b>  |                 |                  |



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| <b>AP SPANISH LITERATURE AND CULTURE (5358) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This course follows Advanced Placement literature syllabus. The AP Spanish Literature course is a comprehensive and inclusive list of literature that offers selections from seven centuries of Spanish Literature. The reading list introduces students to the diverse literature written in Spanish and helps them reflect on the many voices and cultures included in our very rich literature. Emphasis is placed on historical, social, cultural, political and artistic connections with the 38 literature works included in the course. Colleges and universities identify it as a third year college introduction to Hispanic Literature. Students, who perform satisfactorily on the AP exam, can receive credit for the comparable college level course. Summer required summer reading list and assignment are provided.</p> <p><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b></p> <p><b>**All students must take the AP Spanish Literature examination in May.</b></p> |                 |                  |
| <b>FRENCH 1 (5115) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>Students are introduced to the French language through listening, speaking, reading, and writing activities. The culture of the Francophone world is presented throughout the year. Basic grammatical structures are introduced. This course will be a mixed-grade level course. Students in grade eight and high school students will be enrolled in this class.</p>   |                 |                  |
| <b>FRENCH 2 (5125) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>Students continue to develop listening, speaking, reading, and writing skills. There is increased emphasis on communication and culture as well as continued study of grammatical structure. There is more in-depth reading and development of linguistic ability. Final exam is required.</p>  |                 |                  |
| <b>FRENCH 3 (5135) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>There is increased emphasis on listening, speaking, reading, and writing skills. Literature, culture, oral practice, oral comprehension, grammar and vocabulary building are major units of study. Students are exposed to excerpts from authentic literary works. A locally developed final examination will be administered in June, which contains material taught in all three levels.</p> <p><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b></p>   |                 |                  |
| <b>FRENCH IV (5145) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>Students enrolled in French IV are exposed to excerpts from authentic literary works and are required to use the target language in the classroom.</p> <p><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b></p>   |                 |                  |
| <b>FRENCH V (5146) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This course is a continuation of French IV. Although it follows the same syllabus as AP French Language and Culture, students are given less demanding assessments and are not required to take the AP exam in May. This course may be taught concurrently with French IV and/or AP French Language and Culture.</p> <p><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b></p>   |                 |                  |
| <b>AP FRENCH LANGUAGE AND CULTURE (5168) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This course follows Advanced Placement Language and Culture syllabus. This is a college level course comparable in difficulty to a third-year college course in Composition and Conversation. There is emphasis on listening, speaking, reading, and writing as well as use of language for communication. Students who perform satisfactorily on the A.P. exam, can receive credit for the comparable college level course. A required summer reading list and assignment will be provided.</p> <p><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b></p> <p><b>**All students must take the AP French examination in May.</b></p>  |                 |                  |

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|---|-----------------|------------------|
| <b>LATIN 2 (5225) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| This course continues the study of grammatical structure, more in depth-reading, and development of linguistic ability with an increased emphasis on culture and early Roman history. Final exam is required.   |                 |                  |
| <b>LATIN 3 (5235) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| This course will address the completion of grammatical structure, a survey of Roman history and literature of the Republic and early Empire with some attention given to Caesar and Cicero. A locally developed final examination that contains material taught in all three levels will be required in June. Upon successful completion of this course, students will receive Regents credit.  |                 |                  |
| <b>LATIN IV (5245)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| This course offers selections from at least two of the following authors: Caesar, Cicero, Catullus, Horace, Vergil, Ovid, and other authors depending on the interests of the students. Choice of authors and/or selections from the same author will vary each year so as not to duplicate the syllabus if offered in successive years.<br><b>*Dual Enrollment Course - Stony Brook University ACE credit available for Latin IV.</b>  |                 |                  |
| <b>LATIN V (5255) LATIN LITERATURE NCAA/AP LATIN: CAESAR AND VERGIL (5258) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| This course follows the Advanced Placement syllabus for Caesar's De Bello Gallico and Vergil's Aeneid. This is a college level course comparable in difficulty to a third-year college course in Latin. Students enrolled in Latin V will follow the AP curriculum with modifications to the workload and assessment, but will not take the AP exam. AP students who perform satisfactorily on the AP exam can receive credit for the comparable college level course. A required summer reading assignment will be provided.<br><b>*Dual Enrollment Course - Stony Brook University ACE credit available for both Latin V and AP Latin</b><br><b>** All AP students must take the AP Latin examination in May.</b> |                 |                  |
| <b>ITALIAN 1 (5415) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| Students are introduced to the language through listening, speaking, reading, and writing exercises. The culture of Italy is presented throughout the year. Basic grammatical structures are introduced. This course will be a mixed grade level class. Students in 8th grade will be enrolled in this class as well as high school students who are beginning a level 1 language class. All students must take the final exam.   |                 |                  |
| <b>ITALIAN 2 (5403) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| Students continue to develop listening, speaking, reading, and writing skills. There is increased emphasis on communication and culture as well as continued study of grammatical structure. There is more in-depth reading and development of linguistic ability. Final exam is required.  |                 |                  |
| <b>ITALIAN 3 (5404) NCAA</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| There is increased emphasis on listening, speaking, reading, and writing skills. Literature, culture, oral practice, oral comprehension, grammar and vocabulary building are major units of study. Students are exposed to excerpts from authentic literary works. The Regents examination, given as a final exam in June, is a comprehensive examination, which contains material taught in all three levels.<br><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b>   |                 |                  |
| <b>ITALIAN IV (5406) NCAA</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| Students enrolled in Italian IV are exposed to excerpts from authentic literary works and are required to use the target language in the classroom. Final exam is required.<br><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b>  |                 |                  |

| ITALIAN V (5405) NCAA  | One-Year | Credit: 1 |
|--|----------|-----------|
| <p>This course is a continuation of Italian IV. It follows the same syllabus as AP Italian Language and Culture; students are given less demanding assignments and are not required to take the AP exam in May. This course may be taught concurrently with AP Italian Language and Culture.</p> <p><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b></p>  |          |           |
| AP ITALIAN (5408) NCAA   | One-Year | Credit: 1 |
| <p>This course follows the Advanced Placement Language syllabus. This is a college level course comparable in difficulty to a third-year college course in Composition and Conversation. There is emphasis on listening, speaking, reading, and writing as well as use of language for communication. A required summer reading list is provided.</p> <p><b>*Dual Enrollment Course - Stony Brook University ACE credit available.</b></p> <p><b>**All students must take the AP Italian examination in May.</b></p> |          |           |

## The New York State Seal of Biliteracy (NYSSB)

The New York State Seal of Biliteracy (NYSSB) is an award given to high school graduates who have demonstrated a high level of proficiency in English and one or more world languages. The NYSSB encourages the study of languages, affirms the value of diversity in a multilingual society, and provides universities and future employers with additional information about applicants.



### **How does the NYSSB benefit students?**

The NYSSB acknowledges the importance of being bilingual in today's global society. It highlights the hard work and achievement of students, encourages them to maintain their home language, and pursue additional language study while in school. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission. All NYSSB earners will receive an official seal affixed to their diploma, a medallion to wear at graduation, and may also receive a certificate from the New York State Education Department.

### **Who is eligible to pursue the NYSSB?**

Any student attending a district that offers the NYSSB who is proficient in and/or studying English and at least one world language is eligible to pursue this award. This includes students who speak a language other than English at home as well as those who are completing a course of study in a world language through high school.

### **What do students need to do to earn the NYSSB?**

There are multiple pathways to earn the NYSSB. Whichever pathway is chosen, students must demonstrate the required level of proficiency by earning three (3) points in English and three (3) points in one or more world languages from a points matrix. Students can earn points toward the NYSSB in a number of ways, including earning an 85% or better in English or world language coursework, achieving a set score on national tests (such as Advanced Placement, International Baccalaureate, or other exams), and completing and presenting a Culminating Project in English and/or a world language.

### **Where can I find more information on the NYSSB at my district?**

For more information on your district's NYSSB program, talk to your school counselor, world language teacher, or English/English to Speakers of Other Languages teacher. Please visit our website: <http://www.nysed.gov/world-languages/new-york-state-seal-biliteracy-nyssb>.

**\*Credit - New York State Education Department**

## **PHYSICAL EDUCATION AND HEALTH COURSES**

|                           |                                       |                            |
|---------------------------|---------------------------------------|----------------------------|
| <b>PHYSICAL EDUCATION</b> | <b>Four Years (required by NYSED)</b> | <b>Credit: ½ Each Year</b> |
|---------------------------|---------------------------------------|----------------------------|

**All students are required to participate and pass Physical Education each year for four years as mandated by New York State.**

The Physical Education Program aims to increase an awareness of each individual's capabilities for establishing lifetime health through various activities. Each student will engage in lifetime sports, which will create an interest in continued participation in these activities. Fitness methods are taught which will enable the student to achieve cardio-vascular health, strength, and endurance.

### **PHYSICAL EDUCATION LIFETIME ACTIVITIES**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Badminton</li> <li>2. Basketball</li> <li>3. Fitness</li> <li>4. Floor Hockey</li> <li>5. Recreational Games</li> <li>6. Softball</li> <li>7. Tennis</li> </ol> | <ol style="list-style-type: none"> <li>8. Soccer/Speedball</li> <li>9. Touch Football</li> <li>10. Volleyball</li> <li>11. Weight-Training</li> <li>12. Handball</li> <li>13. Aerobics</li> <li>14. Yoga</li> </ol> |
|---|---|

|   |                     |                 |
|---|---------------------|-----------------|
| <b>PE FALL (8110)    PE SPRING (8220)</b> | <b>Fall /Spring</b> | <b>Credit:¼</b> |
|---|---------------------|-----------------|

**For students in grades nine through twelve.**

|  |               |                  |
|--|---------------|------------------|
| <b>WELLNESS AND FITNESS FOR LIFE (8101)/(8201)</b> | <b>Spring</b> | <b>Credit: ¼</b> |
|--|---------------|------------------|

**For students in grades nine through twelve.**

Students may choose to take this elective in place of general physical education. Students will focus on the health-related components of physical education (cardio-respiratory endurance, flexibility, muscular strength, muscular endurance, and body composition). Students will establish a baseline of fitness levels at the beginning of the course. In collaboration with the teacher, students will devise and implement a fitness improvement or maintenance plan and determine the measureable outcomes by the course's completion. The modalities that will be utilized to achieve a healthy and fit life will include: cardio-kickboxing, tabata, HIIT, step aerobics, hiking, outdoor interval workouts, weighted bar exercises, balance/bosu ball exercises, yoga, and nutrition. The activities are planned to emphasize overall physical fitness and health, stress reduction, and heighten self-efficacy to ensure that our students maintain fitness for life. This class will meet every other day for a semester.

|                      |                    |                  |
|----------------------|--------------------|------------------|
| <b>HEALTH (8341)</b> | <b>Fall/Spring</b> | <b>Credit: ¼</b> |
|----------------------|--------------------|------------------|

This course is designed to enable students to acquire skills they can use throughout their lifetime as well as develop an understanding of who they are and what their role(s) are to self and others around them. Students will keep a personal notebook and/or folder. Reading assignments will focus on keeping up with ever changing statistics and information. Assignments will require students to read and report on topics related to situations and events covered in class. Emphasis on communication skills and importance of parent/student interaction will be ongoing throughout the course. Some of the topics discussed are: Relationships, Dating/Dating Violence, Body Changes/Puberty, HIV/AIDS, Alcohol, Suicide (prevention), and Nutrition.

***This course is required for graduation.***

| SPORT EVENT MANAGEMENT  | One Term | Credit: ½ |
|---|----------|-----------|
| <p>This course will focus on the fundamentals of sports events management at multiple levels, including but not limited to, recreational, college, and professional. Components will include program planning, organization, budgeting, marketing, risk management, safety and security, staffing, conducting an event, promotional activities, and other factors associated with successful management of sport events. Students will be responsible to participate in the management of sport/recreation events at the high school level.</p> |          |           |

## **BUSINESS EDUCATION COURSES**

|   |                 |                  |
|---|-----------------|------------------|
| <b>ACCOUNTING (6171)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| This course is designed to cover the entire accounting cycle including asset valuation and financial statements and to provide the student with an understanding of double-entry bookkeeping. In addition, the student learns applications of manual accounting and maintaining a personal checking account. Computerized accounting simulations reinforce accounting skills acquired.  |                 |                  |
| <b>COLLEGE ACCOUNTING (6118)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| This course focuses on the basic concepts, principles, and assumptions, which underlie the processing and reporting of economic data for profit-making businesses. The student develops a working knowledge of the accounting cycle and the preparation of financial statements as well as an understanding of how the computer is used in this environment. Participating students will earn three college credits from LIU Post upon completion of the course. College Accounting is recommended for juniors and seniors.<br><b>*Dual Enrollment Course – Long Island University-Post</b>   |                 |                  |
| <b>CAREER AND FINANCIAL MANAGEMENT (6015)</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| Career and Financial Management is a practical course offered to Port Jefferson High School Students. Students will develop the skills and knowledge to be successful in a rapidly changing business world. Students will explore financial literacy topics, research careers and develop employment skills. The following topics will be covered: <ul style="list-style-type: none"> <li>● Managing finances and budgeting</li> <li>● Credit and debt</li> <li>● Insurance</li> <li>● Savings and investing</li> <li>● Banking services</li> <li>● Consumer decision making</li> <li>● Self -assessment and career planning</li> </ul> |                 |                  |
| <b>SPORTS MARKETING (6176)</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| Do you want to create your own sports team? Do you want to compete against other teams in an on-line fantasy sports league? Students will learn the principles of marketing and apply them to sports projects using the team they have created. See how sports teams get your attention, target customers and develop marketing strategies. Students will have the opportunity to become the next George Steinbrenner by creating their own franchise- from designing the uniform to building a stadium.  |                 |                  |
| <b>PRINCIPLES OF MARKETING (6177)</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| From Madison Avenue to Montauk, explore the psychology of promoting and selling goods and services. Learn how and why Great Adventure and Disney World sell their amusement parks to you, the consumer. Learn how major stores such as Abercrombie & Fitch and McDonald's target customers and develop marketing strategies for those customers. A variety of projects will be completed including advertising principles, direct mail, package design, and market research. Case studies, team projects, guest speakers, and hands-on projects are part of this exciting course.   |                 |                  |

## **MUSIC AND FINE ARTS COURSES**

**All students must take one credit in art or music to fulfill the requirement for graduation.** Any of the following courses may be chosen either as single electives or in a sequence, for vocational purposes, or for the intrinsic value of personal development and stimulation of creativity. For Regents credit, a student must successfully complete a major sequence, which includes Studio in Art, Drawing and Painting I, and at least one (or two one-half credit courses) for a total of three credits. A double sequence is possible by completing five credits.

### **ART COURSES**

#### **STUDIO IN ART (7171)**

**One-Year**

**Credit: 1**

**This course is a prerequisite for all other art courses.** Students will work in a variety of media that is designed to guide their growth and personal development in the visual arts. They will explore the following disciplines: drawing, painting, printmaking, graphic design, and sculpture. The focus will be upon developing skills in observation, memory, imagination, innovation, and independent thinking. Students will be introduced to contemporary art as well as art from the past and other cultures.

**Students may use this course to fulfill their Fine Arts graduation requirement.**

#### **DRAWING AND PAINTING 1 (7271)**

**One-Year**

**Credit: 1**

This course is a full year, one credit course. It is essential for any student who may be interested in art as a major or in completing a sequence in art. Originality and creativity are emphasized using a variety of two-dimensional media. Pencil, charcoal, oil pastels, watercolor, collage and acrylic paint are some of the materials that will be used. Working from observation is emphasized.

**Prerequisite: Studio in Art OR available to all Juniors/Seniors.**

#### **DRAWING AND PAINTING 2 (7272)**

**One-Year**

**Credit: 1**

This course is a continuation of Drawing and Painting 1. More emphasis is placed on originality and creativity. Projects created in this course are appropriate for inclusion in the student's art portfolio necessary for art school or college entrance. Students in Drawing and Painting 2 will make more choices in subject, theme, technique, style, and media.

**Prerequisite: Drawing and Painting 1**

#### **SCULPTURE 1 (7471)/ SCULPTURE 2 (7472)**

**One Term**

**Credit: ½**

Sculpture 1 explores the various approaches to three-dimensional art. Traditional techniques of modeling and sculpture are introduced as well as the exploration of current trends. The basic skills achieved in Sculpture 1 are enhanced and applied in Sculpture 2 to more complicated projects of their own design.

#### **CERAMICS 1 (7474)**

**One Term**

**Credit: ½**

This is a half-year 3D course, which will explore the various techniques and facets of clay as an art form. Hand building, the potter's wheel, kiln firing, glazes and ceramics from a historic and multicultural perspective will all be covered.

**Prerequisite: Studio in Art OR available to all Juniors/Seniors.**

#### **CERAMICS 2 (7475)**

**One Term**

**Credit: ½**

The basic skills achieved in Ceramics 1 are enhanced and applied to more complicated projects of their own design. This is a half-year course.

**Prerequisite: Ceramics 1**



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| <b>JEWELRY DESIGN (7200)</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| Learn basic jewelry skills, including sawing, soldering, stone setting and finishing your own designs, through demonstrations and individual instruction. This course will explore basic jewelry making techniques using sterling silver, brass and copper for the projects. Topics will include how to use a jeweler's saw, piercing, bezel setting and making, polishing, forging, stamping, and proper use of a torch for soldering.   |                 |                  |
| <b>AP ART HISTORY (7470)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p><b>This course may be used to satisfy the Art/Music requirement for graduation.</b></p> <p>Advanced Placement Art History is the equivalent of a two-semester introductory college/university art history survey course. AP® Art History is not designed only for art students, but for any student who is interested in world history and the humanistic study of art and world cultures. Through this course, students will learn to look closely and think critically about the visual information in the world around them. These skills will help all students become better equipped to live as adults in our increasingly visual world. The AP® Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating diverse works of art from prehistory to the present, students will develop an in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history.</p> <p><b>Prerequisites: None</b></p> <p><b>**All students taking this course must take the AP Art History examination in May.</b></p>  |                 |                  |
| <b>ART PORTFOLIO DEVELOPMENT (7473)</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>In this course, students will develop portfolios in preparation for college. They will learn what makes a portfolio successful and how to plan their portfolio with an overall strategy that reflects their present abilities as well as their potential skills. Enhancement of artistic technique, craftsmanship, creativity, and ability to communicate with others through visual ideas will be an important objective in this course.</p> <p><b>Prerequisite: Studio in Art and two credits of advanced art courses, or permission of teacher.</b></p>   |                 |                  |
| <b>AP ART AND DESIGN (7170)</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>Advanced Placement Art and Design is the equivalent of a one-semester, introductory college/university course in art and design foundations. The AP® Art and Design program consists of three different courses/portfolio exams from which students will choose – AP 2-D, AP 3-D, or AP Drawing. These three options encompass any art and design medium a student may wish to explore. While students will select one course/portfolio exam per year, students may choose to submit to any or all of the portfolio exams each year they take the course. AP® Art and Design does not culminate in a traditional exam, but rather a portfolio submission. Students create a portfolio of work over the course of the year to demonstrate inquiry and development of materials, processes, and ideas through art and design. Portfolios include finished works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas as well as sustained investigation through practice, experimentation, and revision guided by questions.</p> <p><b>Prerequisite: Studio in Art and two credits of advanced art courses, or permission of teacher.</b></p> <p><b>**All students must submit an AP Art and Design Portfolio in May.</b></p> |                 |                  |

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| <b>PHOTOGRAPHY (6576)</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| <p>Introduction to the techniques used in a black and white darkroom with an emphasis on printing fine art black and white prints. Students learn film processing techniques, including pushing and pulling of films, contact and enlargement printing, RC and fiber-base paper, archival processing methods, variable contrast toning, dust spotting, and dry mounting/window matting of prints.</p> <p><b>Prerequisite: Studio in Art OR available to All Juniors/Seniors.</b></p> <p><b>*Dual Enrollment Course – Suffolk County Community College credit available.</b></p>   |                 |                  |
| <b>DIGITAL PHOTOGRAPHY WITH SMARTPHONES (6579)</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| <p>Learn how to take high quality, amazing shots using iPhones or Android devices, and take your smartphone photography skills to a new level. This course will develop the creative side of your smartphone photography by exploring compositions such as rule of thirds, leading lines and angle of view. Developing strong compositional skills will increase the impact of your photographs and draw the viewer into the picture. You will learn about light, colors, lines and placement of your subject. Focusing on these fundamentals will do amazing things for your photography. You will use apps such as Snapseed and Pixlr to learn photo-editing techniques including filters for portraits, lens blur, double exposure, and text.</p> <p><b>Prerequisite: Students must have one year of Studio in Art or be taking it concurrently with Photography.</b></p> <p><b>We recommend that students have previously completed Photography 6576.</b></p> |                 |                  |
| <b>ADVANCED PHOTOGRAPHY (6577)</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| <p>Advanced Photography will concentrate on in-depth topics such as: advanced darkroom techniques, photo-journalism, portrait photography, and photography as an art medium.</p> <p><b>Prerequisite: Photography OR Advanced Photography Teacher's Recommendation</b></p>   |                 |                  |

## **MUSIC COURSES**

| <b>CHOIR (7671)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
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| <p>All students who wish to sing are welcome. The groups learn a wide variety of musical literature from various style periods, from the Renaissance to the Contemporary. Attendance at all performances and rotating small group sectional periods is required.</p> <p><b>Permission of the instructor is required.</b></p> <p><b>Students may use this course to fulfill their Fine Arts graduation requirement.</b></p>   |                 |                  |
| <b>WIND ENSEMBLE (7873)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>The Wind Ensemble is open to all woodwind, brass, and percussion instrumentalists. Two years of prior experience is recommended. A wide variety of literature, taken from the Baroque period to the present, will be performed. Attendance at all performances and rotating small group sectional periods is required.</p> <p><b>Permission of instructor is required.</b></p> <p><b>Students may use this course to fulfill their Fine Arts graduation requirement.</b></p>  |                 |                  |
| <b>ORCHESTRA (7872)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>All orchestral string instrument players are welcome to enroll. A wide variety of music from different musical style periods is studied throughout the year. Attendance at all performances and rotating small group sectional periods is required.</p> <p><b>Permission of the instructor is required.</b></p> <p><b>Students may use this course to fulfill their Fine Arts graduation requirement.</b></p>   |                 |                  |
| <b>MUSIC INDUSTRY II (7773)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>All students with an interest in music or audio production are welcome. Located in the high school media lab, the classroom becomes a MIDI laboratory for musical exploring, experimenting, and sharing by applying some of the same technology used by today's leading recording artists. Students that have acquired basic piano/keyboard technique in Music Industry I will progress to utilizing practical intermediate piano technique and skills applicable to all styles of music. Students will also become more familiar with basic guitar, DJing/mixing, digital recording, songwriting, improvisation, and film/video scoring in addition to gaining an overview of American music history; contemporary trends in popular music (including hip-hop); reading basic music notation, chord charts, and tablature; keyboard synthesis, song structure analysis, and careers in music. * Formerly Digital Music Production</p> <p><b>Students may use this course to fulfill their Fine Arts graduation requirement.</b></p>              |                 |                  |
| <b>FROM BACH TO HIP-HOP (7774)</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| <p>Listening to music is listening to history. On one level, music serves as entertainment. On another level, it provides a kind of knowledge or insight into human experience, feeling and time. This course is open to all students interested in discovering the origins and fundamentals of music spanning from the Baroque Period to 20th Century Music that involves Jazz, Blues, Rock, and Hip-Hop. Throughout our exploration, students will learn how to listen to a piece of music and identify how the elements of this art form work together to create various effects and learn to interpret these effects based on past experiences and their understanding of music. Students will also examine how the composers in those genres were influenced by historical events and social conditions of the times. There will also be an element of basic music theory in order to accommodate aspects of composition and enhance our discussion of music. Along with Music Theory, this course fulfills the five-credit music sequence.</p> |                 |                  |

| <b>MUSIC THEORY 1 (7772)</b>   | <b>One-Year</b> | <b>Credit: 1</b> |
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| <p>Open to all students seeking a thorough understanding of music theory. Combined with 2 credits of Choir, Orchestra, or Wind Ensemble, it fulfills the 3-credit Music Major Sequence. This course includes a study of all scales, meters, intervals, chords (including inversions) as well as an introduction to four-part writing with figured bass.</p> <p><b><i>Dual Enrollment Course – SUNY Stony Brook ACE Program (upon approval from SBU)</i></b></p> <p><b>Offered 2024-2025</b></p>  |                 |                  |
| <b>AP MUSIC THEORY (7770)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>The Advanced Placement Music Theory course is for those students interested in the more challenging, academically rigorous, higher level course of study associated with Advanced Placement classes. The Advanced Placement Music Theory syllabus includes more assignments at greater depth, with the expectation that students will reach higher levels of ear training, harmonization, sight singing and critical listening skills.</p> <p><b>**All students must take the AP Music Theory examination in May.</b></p> <p><b>Prerequisite: Music Theory 1 or permission of teacher</b></p> <p><b><i>Dual Enrollment Course – SUNY Stony Brook (upon approval from SBU)</i></b></p> |                 |                  |

## **TECHNOLOGY & FAMILY AND CONSUMER SCIENCE COURSES**

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|--|-----------------|------------------|
| <b>ROBOTICS I (6668)</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| This class is designed to introduce students to the concepts of Robotics and Automation. Students will explore concepts such as mechanical design, pneumatics, electronics and programming. The students will use some of the same equipment that is currently used by our Robotics Club to construct and evaluate working robotic systems. The class will also use programmable Lego kits to build small working robotic models and conduct research using web-based tutorials. At the conclusion of the class, the students will build a small, programmable, electronic robot that incorporates all of the fundamental ideas taught in class.           |                 |                  |
| <b>ROBOTICS II (6669)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| This course is recommended for students who wish to continue their study of more advanced robotic systems, including programming in LabView. This course may be taught concurrently with Robotics I.<br><b>Prerequisite: ROBOTICS I</b>  |                 |                  |
| <b>BROADCASTING JOURNALISM/TV PRODUCTION 1 (6585)</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| This course provides students with an introduction to television production and gives them the opportunity of being part of the Royals Network Morning Show. Students will be able to produce a live or videotaped news show as part of the class requirement and network programming. Work included within the course is an introduction to film, scriptwriting, field research, and storyboard writing.<br><b>*Dual Enrollment Course – Suffolk County Community College credit available.</b>   |                 |                  |
| <b>BROADCAST JOURNALISM/TV PRODUCTION 2 (6587)</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| Students will work with more advanced technologies involved with television production and video editing. Using such programs as Final Cut Pro, students will be able to produce film and television, using advanced technologies in non-linear editing. Projects will include student films and producing a show of student interest.<br><b>Prerequisite: Broadcast Journalism/TV Production 1</b><br><b>*Dual Enrollment Course – Suffolk County Community College credit available.</b>   |                 |                  |
| <b>ADVANCED BROADCAST JOURNALISM/MEDIA PRODUCTION 1&amp;2 (6590/6591)</b> (Each course is a one-term, ½ credit course)   | <b>One Term</b> | <b>Credit: ½</b> |
| This course allows students to continue to develop media production skills in interactive media, non-linear editing, computer graphics, desktop publishing or presentation graphics. Students will work independently on small group or individual media related projects. Students will be scheduled in a Broadcasting Journalism/TV Production class and work on advanced projects under the direct supervision of the teacher.<br><b>Prerequisite: Broadcast Journalism/TV Production 1 &amp; 2</b><br><b>*Dual Enrollment Course – Suffolk County Community College credit available.</b>  |                 |                  |
| <b>DESIGN AND DRAWING FOR PRODUCTION I (DDP) (6687)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| The focus of this course is on basic drafting skills encouraging visual and creative design development to solve problems in engineering and architecture. It is an essential course for all students interested in engineering, technical construction, mechanics and related fields. DDP provides opportunities for students to work with a design problem and then develop a solution using design and drawing skills as well as utilizing Computer Assisted Drawing (CAD) software. This class is highly recommended as an introductory class in Technology.<br><b>Students may use this course to fulfill their Fine Arts graduation requirement.</b> |                 |                  |

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| <b>WORLD OF TECHNOLOGY (6690)</b>  | <b>One-Year</b> | <b>Credit: 1</b> |
| <p>This course is designed to provide students with an introduction to technology. Learning experiences designed for the course emphasize problem solving and critical thinking utilizing math and science skills in a technology context and real world application. Students will be expected to participate in a variety of hands-on activities as part of the requirements of the course.</p> <p><b>Students may use this course to fulfill their graduation requirements toward technology, science, or math.</b></p>   |                 |                  |
| <b>GRAPHIC IMAGING 1 (6586)</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| <p>Using Adobe Photoshop CS and Microsoft Publisher, students will be introduced to graphic Imaging/Desktop Publishing by applying them to advertisements, pamphlets, and web design. Students will be able to restore photographs, render images, and create various graphics. This course will act as an introduction to graphic imaging and will prepare them for web design, allowing students to create and maintain a web site through the use of Adobe Dream-Weaver. Students will be able to apply modern web design to their web pages by learning HTML.</p>  |                 |                  |
| <b>AEROSPACE/FLIGHT PRINCIPLES (6801)</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| <p>This course explores a multitude of areas related to aviation and the aerospace industry. Highly motivating activities include aircraft design and construction, as well as the applied principles of flight such as, aerodynamics, controls, navigation, and engine power. Model aircrafts will be used to present concepts of weight, balance, and physics. Students will be exposed to all aircraft systems. Students will learn theory through the construction and flight of gliders and power driven and radio controlled aircraft. Students will learn piloting basics by using flight-simulating software on computers.</p>   |                 |                  |
| <b>INTRODUCTION TO DRONES (UAV) (6000)</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| <p>Drones are flying in the Tech Ed department! Drones are being used for so many applications, from delivering packages and medical supplies to search and rescue operations. Drone possibilities are endless. Lessons are based on real-world drone scenarios. Students plan out a package delivery where they fly then code their flight path! In drone operations, there may be a Remote Pilot, Visual Observer, and a coding engineer. The students have roles on these teams and they rotate through them during the session, each student having something meaningful to contribute to the mission. Students will also compete individually in timed trials to fly drones through an obstacle filled 10 x 20 net arena.</p> |                 |                  |
| <b>INTRODUCTION TO DRONES (UAV) (6000)</b>   | <b>One Term</b> | <b>Credit: ½</b> |
| <p>Drones are flying in the Tech Ed department! Drones are being used for so many applications, from delivering packages and medical supplies to search and rescue operations. Drone possibilities are endless. Lessons are based on real-world drone scenarios. Students plan out a package delivery where they fly then code their flight path! In drone operations, there may be a Remote Pilot, Visual Observer, and a coding engineer. The students have roles on these teams and they rotate through them during the session, each student having something meaningful to contribute to the mission. Students will also compete individually in timed trials to fly drones through an obstacle filled 10 x 20 net arena.</p> |                 |                  |

## **FAMILY AND CONSUMER SCIENCE COURSES**

| <b>CHEF'S CHOICE: FOOD AND NUTRITION (2111)</b>  | <b>One Term</b> | <b>Credit: ½</b> |
|--|-----------------|------------------|
| <p>This is an important course for every high school student, whether college or career bound. Course content incorporates sound nutrition concepts with practical food labs. Students will prepare, taste, and evaluate a variety of popular breakfast, lunch, snack, and holiday food options, with a focus on practical nutrition, budget-friendly food shopping, and career exploration. Students learn the importance of teamwork, time management and healthy diets through many hands-on experiences related to food and nutrition. Students will be required to practice sound kitchen safety, sanitation, and personal hygiene procedures. This course offers students a focus on hands-on learning, practicing vital skills necessary for managing a home, as well as succeeding in both school and the workplace. We inspire students to discover how to use their strengths and passions to pursue a self-sufficient lifestyle after graduation.</p> |                 |                  |
| <b>BAKE SHOP (2112)</b>  | <b>One Term</b> | <b>Credit: ½</b> |
| <p>This course offers an introduction to the science and art of baking. Students will explore and experience the basic principles of baking, recipe formulation, functions of ingredients, and proper kitchen procedures. Students will prepare a variety of different breads, cakes, cookies, pies, and candies. They will practice cake-decorating techniques and participate in different cooking competitions. Students will be required to practice sound kitchen safety, sanitation, and personal hygiene procedures. This course offers students a focus on hands-on learning, practicing vital skills necessary for managing a home, as well as succeeding in both school and the workplace. We inspire students to discover how to use their strengths and passions to pursue a self-sufficient lifestyle after graduation.</p>   |                 |                  |